Ipsos MORI
Social Research Institute

September 2016

Millennium Cohort Study Sixth Sweep (MCS6)

Appendix A: English Language Survey Materials – Pre-Notification and Briefing

Prepared for the Centre for Longitudinal Studies, UCL Institute of Education

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Pre-Notification Mailing

- Pre-notification letter for parents
- Pre-notification letter for young people
- Pre-notification booklet for parents
- Pre-notification booklet for young people

CHILD OF THE NEW CENTURY

UPDATE

Month 2014

Dear Parent(s),

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

The study has now been going on for nearly 14 years! I am pleased to enclose a booklet containing some initial findings from the previous survey, carried out three years ago when your child was age 11. I hope you enjoy reading it. There is also more on the website, **www.childnc.net**.

I have recently taken over from Professor Lucinda Platt as the Director of Child of the New Century and am delighted to be taking forward such an important and influential study. Without your contribution, the study would simply not happen, and I wish to extend a heartfelt thanks to each and every one of you for participating over the years.

The influence of the study will increase as it continues to follow your children's lives as they grow. **The next stage of the study will take place in 2015, when your child is 14 years old.** Like last time, the interviews will be carried out by Ipsos MORI, an independent research organisation. They have a great deal of experience and expertise in surveying families and young people in particular.

We will write to you again soon to give you more details about the Age 14 Survey and to invite you to take part. An interviewer from Ipsos MORI will then get in touch with you. We really hope you and your child will take part again, as you make a unique contribution to the study which can never be replaced. But it is of course your decision, and the interviewer will be happy to discuss this with you.

If you have any questions or would prefer not to be contacted about the Age 14 Survey, please call us on **Freephone 0800 092 1250** or email **childnc@ioe.ac.uk.** Please also let us know your new address if you have moved since the last time we saw you, so that we can reach you to invite you to take part.

You can keep up to date with the study through our website at **www.childnc.net**. The website includes lots of information about taking part, what we've learned, and even a new animated video about the study. You can also follow us on **Twitter@childnewcentury** and **Facebook** www.facebook.com/childofthenewcentury.

I look forward to keeping in touch with you as the study goes forward.

With kind regards,

Emla Fitzsimons

Professor Emla Fitzsimons, Study Director

CHILD OF THE NEW CENTURY

UPDATE

Month 2014

Dear Study Member,

My name is Emla Fitzsimons, and I'm the Director of Child of the New Century. I recently sent you some information about the study, and why your voice is so important and unique. I hope you found it interesting – and that you liked the small gifts too!

Child of the New Century is the only study in the UK that shows us both what life is like for young people growing up in the UK today *and* that has followed your lives since you were babies. This makes it one of the most important and influential studies of its kind, because to understand how we got to where we are, we need to understand the past as well as the present.

Researchers worldwide use information in the study to describe different aspects of your lives. This research then helps improve decisions that policymakers make on behalf of young people. I've enclosed a short leaflet along with this letter. It tells you what you all told us at age 11 about different aspects of your lives. I hope you find it interesting. There is also more on the website, **www.childnc.net**.

The next survey is planned for when you are 14 years old, in 2015. It has lots of new things this time round! We will write to you again soon to give you more details about it and to invite you to take part. Like last time, the survey will be carried out by the company Ipsos MORI. We very much hope you will take part again. Of course, it is up to you and your parents to decide, and the interviewer will be more than happy to discuss it with you too.

If you have any questions, or would prefer not to take part, please call us on **Freephone 0800 092 1250** or email us at childnc@ioe.ac.uk.

You can keep up to date with the study through our website at **www.childnc.net**. You'll find lots of information about taking part and what we've learned – you can even check out our new animated video about the study! You can also follow us on **Twitter @childnewcentury** and **Facebook** www.facebook.com/childofthenewcentury.

I very much hope that you will be happy to help us with this important study.

With my best wishes,

Professor Emla Fitzsimons, Study Director

CHILD OF THE NEW CENTURY

BUILDING A PICTURE OF LIFE AT AGE 11

INITIAL FINDINGS FOR PARENTS

WHAT WE FOUND AT

THE AGE 11 SURVEY

Child of the New Century, also known as the Millennium Cohort Study, has been going for nearly 14 years now. The fifth, and most recent, survey took place at age 11 in 2012. We were delighted to speak to over 13,200 families. **Thank you very much for taking part.**

Since visiting you, we've converted the information you gave us into an anonymised format that can be used by researchers. We've had a first look at the data, and this leaflet provides a snapshot of what we found.
We hope you find it interesting.

What we've included here is just the tip of the iceberg! Over the coming years, researchers will analyse the information in more depth. In particular, they will put the information from the Age 11 Survey together with the information you gave us at previous surveys, to try to understand how and why your children's lives are changing.

Having the full record of your children's lives, and not just a snapshot, is the real strength of the study!

HEALTH

THE FACTS

A third of children were either overweight or obese by age 11, up from a quarter at age 7. Overweight and obesity were found to be associated with lower levels of happiness and self-esteem, and the early onset of puberty. Many researchers are working on understanding how and why some people become obese, to help find out how to prevent it.

LANGUAGE

THE FACTS

Your children's vocabulary and language development have been measured since they were 3 years old. **Your own level of education remains the most powerful predictor of your children's language development at age 11**. Interestingly, age 11 was the first time boys outperformed girls in language tasks, though the difference was small. Still, it will be very interesting to see if this is just a one-off or if it remains the case at age 14!

CHILD WELLBEING

THE FACTS

In 2007, an influential UNICEF report found that children in the UK have a lower quality of life than children in many other developed countries. This pushed the issue of child wellbeing high up the UK Government's policy agenda.

The information you provided on family income, family structure and stability will be extremely helpful in understanding factors affecting child wellbeing, and how we can improve it.

From this information, we can say that there are a number of reasons to be optimistic about children's wellbeing in the UK at age 11: **most were happy with their lives and enjoyed going to school**. They had a good mix of friends, and very few had experimented with smoking or drinking. The vast majority of children reported feeling safe in their neighbourhoods.

On the downside however, many are or have been living in poverty.

- **More than half of 11 years olds said they were 'completely happy' going to school.**
- **Most were happy with their lives, regardless of how much money their family had.**
- **At age 11, 2 in 50 boys had ever tried a cigarette, and 1 in 50 girls.**
- **Those that got on well with their siblings tended to be happier than those who got on less well with their siblings.**

1 in 2 children has been touched by poverty at some stage of their childhood, and 1 in 6 has been living in poverty since they were born.

Another concerning aspect of children's lives is bullying, which we know can be very damaging for their wellbeing. At age 11, we asked your children about their experience of bullying, both as a victim and a perpetrator. More than half reported that they were hurt or picked on by other children. **Bullying was more likely to take place between siblings than with other children.**

Research is now underway to understand how different aspects of children's lives, past and present, help or hinder their wellbeing.

SCHOOLING

THE FACTS

At age 11, your children were about to make the transition from primary to secondary school, which can be a big upheaval. However, the majority of you reported that you felt your child enjoyed school. You may be pleased to hear your children's views concurred!

Looking back at their primary education, the majority of children (7 in 10) were still in the same school they had started in at age 5. Of those who had moved school, the majority, around three quarters, had moved school just once, and the rest had moved school twice or more. Children from poorer backgrounds were more likely to have moved school.

You had just recently found out which secondary school your child would be attending – and 9 in 10 families had managed to secure their first choice. The most popular reason for secondary school choice was that the child liked the school, followed by the school's exam results.

When asked about aspirations for your children's education, 9 in 10 of you said you wanted your children to stay on at school past the compulsory school leaving age.

SECONDARY SCHOOL

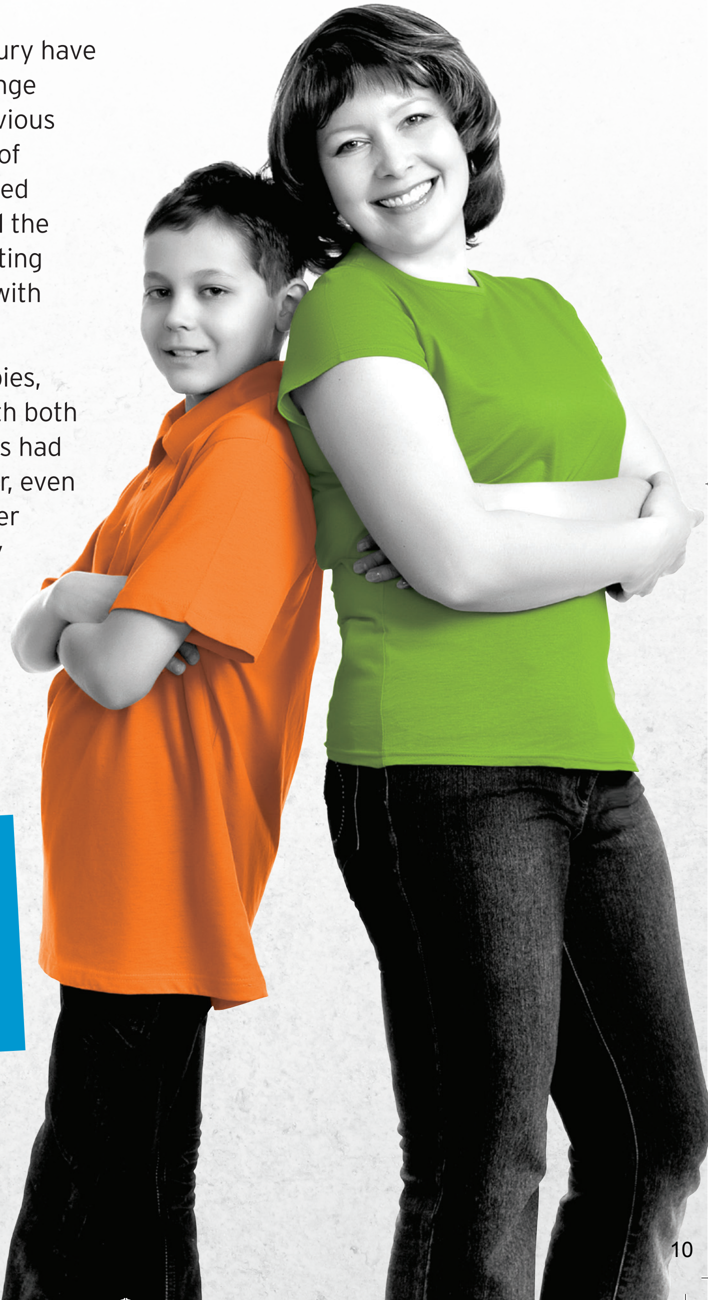
The most popular reason for secondary school choice was that the child liked the school.

FAMILY STRUCTURE

THE FACTS

The children of the new century have experienced much more change in family structures than previous generations. The proportion of families headed by two married parents is on the decline, and the number of unmarried cohabiting parents is on the rise, along with lone-parent families.

When your children were babies, around 9 in 10 were living with both natural parents. By age 11, this had decreased to 6 in 10. However, even though a considerable number had experienced some family change at some point in their lives, it was also the case that the **majority of them said they were happy with their lives and families**.



Having fun as a family at the weekends was associated with children feeling happier and being less worried.

FIND OUT MORE

We've got a new website with lots more information about the study.

Visit us at www.childnc.net

CONTACT US

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Got questions about social media? Visit our website for more information on privacy and other concerns.

CHILD OF THE NEW CENTURY

Designed by Threerooms Ltd 2014

CHILD OF THE
NEW CENTURY

BUILDING A PICTURE OF LIFE AT AGE 11

INITIAL FINDINGS FOR STUDY MEMBERS

KEY FACTS
FROM YOUR GENERATION

YOUR OPINIONS
COUNT

WHAT WE FOUND AT

THE AGE 11 SURVEY

Child of the New Century has followed you from when you were a baby, through primary school and now on to secondary school.

The last time we visited was when you were 11. You answered more questions than ever before about loads of different things: friends, school, family, home life, how you feel and what you like to do. **A huge thank you** to all of you who took part! This leaflet has just a snapshot of what you had to say.

FEELING GOOD

HAPPY FACTS

HALF OF YOU WERE 'COMPLETELY HAPPY' AT SCHOOL

More than half of you said you were 'completely happy' at school.

Importantly, most of you were happy with your lives regardless of how much money your family had.

Those of you who said you had 'lots' of friends were happier than those of you who said you only had 'some' or 'not many' friends.

Those of you who got on well with your brothers and sisters tended to be happier than those who got on less well with their siblings.

Having fun as a family at the weekends was also associated with you feeling happier and being less worried.

3 IN 4 OF YOU WERE 'COMPLETELY HAPPY' AT HOME

YOU AND YOUR FRIENDS

KEY FACTS ABOUT YOUR FRIENDSHIPS

More boys than girls were allowed to go out on your own in and around where you live, either on foot or by bike. But only 1 in 25 of you had travelled on public transport on your own, and almost half of you had never been on public transport at all, even with an adult.

Most of you had a mix of friends from different genders and ethnicities.

Around half of you were spending time hanging out with your friends at weekends without an adult, and this was a little more common among boys than girls.

More than a quarter of girls and nearly a fifth of boys messaged friends via social media sites on most days. Some of you even had virtual friends that you only contacted online.

You had friends from different places, including school, your neighbourhood and clubs.

SCHOOL REMAINED THE MAIN PLACE WHERE YOU MADE FRIENDS

GENDER EQUALITY

KEY FACTS ABOUT BOYS AND GIRLS

In previous generations, more girls than boys have helped out with chores at home, and that's still the case today. More girls than boys said they did household chores every day, and around twice as many boys as girls never did any household chores.

MORE GIRLS THAN BOYS HAVE HELPED OUT WITH CHORES

THINGS YOU HAD TRIED

KEY FACTS ABOUT YOUR EXPERIENCES

Just 2 in 50 boys and 1 in 50 girls had ever tried a cigarette, and although more of you had tried an alcoholic drink, no more than 1 in 50 of you had ever felt drunk.

Very few of you had been anti-social, graffitied or damaged public property. However, almost a quarter of boys and around a sixth of girls admitted to being noisy or rude in public.

2 IN 50 BOYS AND 1 IN 50 GIRLS HAD EVER TRIED A CIGARETTE

TECHNOLOGY

THE TECH FACTS

Having a mobile phone was a bit more common among girls than boys.

2 in 5 of you had your own computer and 3 in 5 of you had a TV in your bedroom.

Around 5 in 7 of you had a mobile phone, up from just 1 in 7 when you were age 7.

Most of your parents had rules about how long you could use TVs, computers and phones, and what you could use them for.

More than twice as many boys as girls spent more than two hours playing computer games on a weekday.

ALMOST ALL OF YOU HAD ACCESS TO A COMPUTER AT HOME

WHAT HAPPENS NEXT?

STEPS WE WILL TAKE

Researchers will carry on looking at the information you gave us at age 11. We'll keep you updated and put the latest findings on the website, Facebook and Twitter.

We would like to come and see you again when you are 14 to see how you and your family are getting on. You're now a teenager and we'd like to find out about what your life is like. We'll be in touch again soon with more information about what will be involved. We are really grateful for your ongoing help with this important study. A huge thanks!

FIND OUT MORE

We've got a new website with lots more information about the study.

Visit us at www.childnc.net

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CHILD OF THE NEW CENTURY

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Briefing Materials

- Accreditation booklet
- Interviewer Instructions- Data Collection Instruments
- Interviewer Instructions- Survey Information and Processes

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

Accreditation Booklet

Date: ______________________________

Interviewer name: ______________________________

Interviewer number: ______________________________

Accreditor name: ______________________________

Accreditor instructions

Accreditors, use the script below as a guide to managing the accreditation.

For further information, refer to the Trainer Instructions, which contain more detail.

READ OUT: *You will both need to collect a saliva sample (including labelling the sample and completing the despatch form) and complete the height measurement as you would do during a home visit. For weight and body fat you will need to demonstrate checking the scales are in the correct mode and correctly enter the information from CAPI, but you are not required to take any measurements. While you should act as though this is a real interview it is not a test of rapport and you just need to explain what your partner needs to do to follow the protocols accurately.*

READ OUT: *For each measure, you will be marked on a number of criteria set out on this checklist that reflect the protocols. You will need to be re-accredited on a measure if you fail to complete a major check point or four minor check points.*

READ OUT: *If you make a mistake you may go back and correct it. I'll give you feedback after you have both been accredited.*

Accreditations should be carried out in the following order:

- **SALIVA:** Interviewers will need to label and package the saliva and add the sample details to the despatch form.
- **HEIGHT:** Interviewers should enter the height measurement into the CAPI Physical Measurements module.
- **WEIGHT:** Interviewers should set the scales using the information from CAPI.

Accreditors note:

- Major check points are in bold.
- If the interviewer does not stick the barcode onto the saliva tube, or sticks it around the tube rather than lengthways, STOP them immediately so that the saliva kit is not wasted. Tell them they have failed a major check point and ask them to repeat it AFTER the physical measurements.
- If the interviewer asks you any questions during accreditation you should tell them to carry on as if you were not there.
- After both interviewers in the pair have been through the accreditation you should provide feedback. If one or both has not passed then you should give feedback individually. You may find it helpful to write notes on the form during the accreditation.
- On completion, delete pass/fail as applicable.
- If you have time in the scheduled session, re-accreditation can be carried out immediately. Otherwise it will be carried out later in the day.

Ipsos MORI

Equipment and materials

The following equipment and materials will be available:

Saliva

- Saliva collection kit
- Saliva instructions
- A small plastic bag
- Absorbent material
- A large plastic bag
- Plastic gloves
- A jiffy bag
- The consent forms labels page
- A saliva despatch form

Physical measurements

- A stadiometer
- Frankfurt Plane card
- Tanita scales
- Physical measurements summary sheet

Saliva

READ OUT: *First I would like you BOTH, one after the other, to correctly prepare, collect and package the saliva sample, including completing a despatch slip.*

	Attempt 1	Attempt 2
A - Preparation		
Sticks barcode to saliva tube length-ways	☐	☐
Barcode doesn't obscure fill-line	☐	☐
B – Collection		
Saliva collected to fill line (*or indicates that would continue up to 30 mins in home)*	☐	☐
Wears gloves when handling sample	☐	☐
Closes funnel to release stabilising liquid	☐	☐
Closes tube with small cap	☐	☐
Mixes contents of tube after small cap is on	☐	☐
C – Packaging		
Places tube and absorbent material in small plastic bag	☐	☐
Add sample details to despatch from	☐	☐
Place small bag and despatch form in jiffy bag	☐	☐

Pass / Fail

NOTES:

Height

READ OUT: *Now I'd like you BOTH, one after the other, to measure height. For this you'll need to assemble the equipment, take an accurate reading and enter it into CAPI, then dismantle and pack the equipment away.*

The age and gender have been pre-filled based on the practice serial number; age will be 14, and gender may be different from the person you are measuring.

	Attempt 1	2
A - Assembly		
Measuring sections assembled in correct order	☐	☐
Measuring sections assembled with one colour on each side	☐	☐
Both stabilisers are correct way round i.e. facing the wall and at correct location i.e. one on bottom measuring section and one above measuring arm and both are clear of joins	☐	☐
Blue measuring arm correct way up	☐	☐
Height measure resting against wall or door	☐	☐
B – Measurement		
Respondent positioned correctly on height measure:		
Facing forwards	☐	☐
Standing straight	☐	☐
Feet together with heels together, touching back of base plate	☐	☐
Arms hanging loosely by sides	☐	☐
Head touching measuring stick	☐	☐
Slides measuring arm by handle down onto the respondent's head	☐	☐
Blade of measuring arm touches respondent's skull	☐	☐
Frankfurt Plane position achieved	☐	☐
Ensures measuring arm not knocked when respondent ducks off the height measure	☐	☐
Takes an accurate reading of height measurement:		
Reading taken between red pointers	☐	☐
Reading taken in centimetres	☐	☐
Reading taken to the nearest completed millimetre (within 3mm)	☐	☐
Measurement correctly entered into CAPI	☐	☐
C – Packing away		
Equipment packed away correctly and box secured with the strap	☐	☐

Pass / Fail

NOTES:

Weight and Body-fat

READ OUT: *Finally, please BOTH, one after the other, demonstrate checking the scales are in the correct mode and correctly enter the information from CAPI for weight and body fat.*

The age and gender have been pre-filled based on the practice serial number; age will be 14, and gender may be different from the person you are measuring.

	Attempt 1	2
A – Preparation		
Ensure that the scales are measuring in kg mode	☐	☐
Enters age (13/14), gender and height into the console from CAPI	☐	☐

Pass / Fail

NOTES:

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

Data Collection Instruments

Interviewer Instructions

Ipsos MORI

13-025042-02/S18

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Young person questionnaire

1. Young person questionnaire

By the end of this chapter you will:

- *Be familiar with the young person questionnaire content;*
- *Be familiar with how to administer the young person questionnaire (as self-completion and interviewer administered); and*
- *Have gained awareness of the confidentiality and data security protocols in place for this survey element.*

1.1. Introduction

1.1.1. Background

Young people rather than their parents are the main focus of the household visit for the first time at the Age 14 Survey. This shift is reflected in the young person questionnaire, which is longer and more detailed than at ages 11 and 7. Increasingly, the study is capturing information about young people *from* young people themselves: at age 14 they are better able than their parents to comment about most aspects of their lives. Age 14 is a significant point in young people's development: they will have started (or completed) puberty, they may be entering romantic relationships, and their friends may be becoming increasingly important influences on their views and behaviour. It is a point when they are starting to make decisions about their education choices and careers.

The questionnaire covers a wide range of topics to understand these changes and choices, and the maturing views of young people. The intention is to build up a picture of what lives are like for this generation of young people, see how this affects their future trajectories, and examine how their lives differ from previous generations. Many young people who took part in the pilot stages said they enjoyed doing the questionnaire**.**

1.1.2. Overview of the questionnaire completion process

You will need to **gain parental written consent** to approach the young person about completing the questionnaire (and other study elements) first, and then the young person's **verbal consent** to complete the questionnaire (and other survey elements).

Once you have gained consent and introduced the questionnaire, you will hand over your tablet to the young person to complete the questionnaire on their own. When you are requested to hand over the tablet, please remove the keyboard. Please re-attach the keyboard when the respondent returns the tablet to you.

As some of the questions are quite personal, young people should be encouraged to complete the questionnaire somewhere privately where they will not need to worry about their responses being overlooked by other members of their family. The questionnaire should take around 40 minutes to complete.

Most young people will be able to complete the questionnaire on their own but you can administer the questionnaire to young people who are not able or are unwilling to complete the questionnaire themselves: the script will skip the most sensitive questions in this instance (see 1.4.5).

The script will ask the young person to hand the tablet back to you when they have **finished**, so that you can collect contact information which will be used for Child of the New Century to keep in contact with them and for text reminders to be sent for the activity monitor/time-use record (if applicable).

1.1.3. Overview of the questionnaire content

The questionnaire covers a wide range of topics that are relevant to the lives of young people, including:

- how they spend their free time;
- their views about issues like gender roles;
- how they feel about school and their future;
- their identity;
- their friends, family and relationships;
- things they might have experienced or done, such as smoking, drinking and bullying;
- their body, health and feelings; and,
- their personality.

Given the social and physical developmental stage of 14 year olds, there are some sensitive questions about topics like puberty, their feelings and mental health, romantic relationships and whether they have tried things like smoking, drinking and drugs. Young people and parents of 14 year olds in our testing work told us that it was important to ask questions about these topics, even if they aren't applicable to everyone, because this is the age young people are starting to experience and try these things. Although some questions are sensitive, both young people and parents accepted they are important issues to ask about.

If parents would like to see the questions being asked please do not show them the script but instead refer them to the 'What does the young person questionnaire cover?' showcard (Document reference: S14).

Throughout the questionnaire honesty and sensitivity text has been added to encourage young people to answer honestly and reassure them that their answers will remain confidential. In addition, a screen on the right hand side displays their progress and also allows young people to see which section of the questionnaire they are on.

1.2. Eligibility

All young people for whom consent is obtained will be eligible to complete the questionnaire.

1.3. Equipment and materials

You will need:

- Your tablet
- *Consent booklet (CF01) – Young Person Elements 1:* this obtains written consent from parents to approach the young person about the questionnaire

- *Consent booklet (CF01) – Young Person:* this asks young people for their verbal consent to complete the questionnaire
- *"What would we like you and your child to do? Information for parents" – Advance booklet for parents*
- *"What would we like you to do? Information for study members" – Advance booklet for young people*
- *'I've helped – what now?'* leaflet for young people (this covers all the young people elements)

1.4. Procedure

1.4.1. How the questionnaire should be completed

The questionnaire **must** be completed while you are in the household.

The ordering of when the young person should complete their questionnaire will obviously depend in part on the circumstances in the household, who is available at what times, and so on (Chapter 6 of the Survey Information and Processes Instructions '*Managing the household visit*' provides useful tips on how best to manage the visit).

Young people should **complete the questions on their own**: there shouldn't be any need for them to check things with other family members. Please stress that we are interested in their own answers and views.

If young people have any technical difficulties using the tablet and approach you about this during the completion of the questionnaire, please help them so they are able to complete the questionnaire on their own. Please encourage young people to inform you if they are having any technical difficulties in order to avoid them trying to fix any issues themselves. Please also tell young people that they should not 'pinch and zoom' when trying to enlarge the text as there is an accessibility function that allows the text size to be increased.

Additionally, at the pilot stages we found that some young people were accidently pressing the 'windows' icon on the tablet (the four squares in the centre of the tablet below the screen) which meant that the start screen (the tiles) popped up. Please do not ask young people specifically not to touch this, but if it occurs you can resolve it by pressing the icon again (note that you need to press it for approximately one second). This will return you to the screen that was visible before the icon was pressed.

If young people approach you because they have difficulties understanding questions please do not read out the questions to them. As some of the questions are quite personal, it will often not be appropriate for you to read the question aloud. In these cases please explain how they can skip the question (by pressing the next button, which will make 'Don't know' and 'Don't want to answer' options appear on the pre-code list). It will not be appropriate for you to start administering the questions part-way through the interview – if you are administering the questionnaire you will need to do so from the start, and code in the script that you are doing so at the appropriate question. In the unlikely event that a young person starts the questionnaire in the self-completion mode but it becomes apparent later on that they are unable to complete it on their own, please terminate the interview.

Research has shown that young people are particularly prone to giving socially acceptable – rather than honest – answers if they think someone is looking over their shoulder when they respond to survey questions. As there are questions about things young people might not want their family members to see, **it's vital that you manage the household so that young**

people can complete the questionnaire privately. They need to feel confident that neither you nor their family members can see their answers.

It would be helpful for young people to stay fairly close to you, or somewhere where they can easily call on your help, in case they need your help to use the tablet. However, you should ensure that young people are able to complete the questions where they feel most comfortable. As noted above, it won't be appropriate for you to give help on the questions: any help you provide should be with the aim of allowing young people to complete the questionnaire independently. Please discourage young people from taking the tablet into rooms where there are other family members: ideally they should be in a room on their own.

1.4.2. Confidentiality

To help secure their cooperation, and to ensure the young people give honest answers when completing the questionnaire, please make sure you stress that their answers are confidential. (As discussed above, it's also important for you to manage the household so that their answers can't be seen by others in the household.)

Although the research team know the names of participating young people, the database of names is stored separately from the answers given during the interview. This means that the researchers looking at the data won't know who has given each set of answers. You can reassure the young person that there are strict laws about storing data that Ipsos MORI and CLS have to follow.

You will also need to reassure young people that the answers they enter into the tablet will be stored securely. At the end of each section of the questionnaire, they will press a button to 'lock' their answers. This means that no-one will be able to go back in the questionnaire to view those answers on the tablet (neither the young person nor anyone else).

The ideal scenario is that young people are in a private location in the house when completing the questionnaire so they can answer honestly. It may not always be possible for young people to be in a room on their own, but it's important that young people don't feel like their answers can be seen by anyone when they are completing the questionnaire. To help keep the responses private in busy households, the questionnaire has a 'hide' button that will blank the screen if someone happens to walk past when they are filling it in.

We know that young people are technology-savvy and taught to ask questions about the security of the data they input to websites. Some might be worried about how we will keep their information safe and how it will be used. We take the security of any respondents' information really seriously, and hope the following information will answer any questions you may be asked about how young people's answers will be protected.

Security of the tablet computer:

- The tablets have been set up securely so that they are protected against viruses, spyware and being hacked.
- Staff using the tablet have to log in using their user name and password.
- The data storage on the tablet is encrypted to protect the data when not in use.
- At the end of the day, all the data collected is uploaded to our secure servers using a secure, encrypted connection.
- The data is deleted from the tablet after the uploaded data has been checked to ensure it has been safely received.

Security of respondents' data on our systems:

- To keep their answers confidential, the answers to the questions are held in separate files from the files that contain the names and other information that could identify them or the other participants.

- Only the staff who are working on this research have access to the data files holding the raw survey data.

- Access to the data files that contain names, addresses and other data that could identify people is only given to the small number of research staff who need access in order to carry out the study.

- The information will only be used for research purposes.

- Only anonymous research results will be published.

1.4.3. Introducing the questionnaire

The key points in the advance booklets for young people and their parents cover the main issues they need to be aware of about the young person questionnaire *('What would we like you to do? Information for study members*' and *'What would we like you and your child to do? Information for parents'*). It's important that parents and young people understand these points so their consent to take part is fully informed.

Detailed information on gaining consent to and encouraging participation in this element from young people and their parents can be found in Chapters 7 and 5 of the Survey Information and Processes Instructions.

You should complete the first few screens in the young person script: you'll then be prompted to hand the tablet to the young person. You will need to detach the keyboard first and you will be prompted to do this. When you attach and reattach the keyboard, please take care not to touch the tablet screen as you may accidently navigate away from the script. Please also take care to ensure the keyboard is properly detached or reattached each time.

You will be prompted to confirm that the parent has given written consent for you to approach the young person about the questionnaire, and that verbal consent has been given by the young person themselves. You will also be asked to confirm whether the young person is able to complete the questionnaire themselves or whether you will need to administer the questionnaire (and if accepted as interviewer administered the reason for doing so).

Before handing the tablet to the young person you will be prompted with some general points about the questionnaire that you may wish to remind the young person about. These points repeat the key issues from the consent process and they are optional: if you are administering the questionnaire shortly after gaining consent it's probably unnecessary to repeat this information. However, if some time has elapsed between gaining consent and the young person completing the questionnaire, please remind them of these issues.

Once you have handed the tablet to the young person they will see an introductory screen which highlights how long the questionnaire takes to complete, reinforces confidentiality and explains what they need to do before they are asked to complete the questions.

1.4.4. The end of the questionnaire

The young people will be asked to return the tablet to you. You will then need to record where the young person completed the questionnaire.

You will then be asked to confirm that parental permission for you to ask the young person whether they would be willing to provide their contact details was provided (firstly for the study to keep in contact with them and secondly, for text reminders to be sent about the activity monitor and time-use record if applicable). If consent to at least one of these was provided by the parent you will then need to record whether the young person also gave their consent for their contact details to be collected for these purposes. If they agreed to do so, you will then ask them to provide their mobile phone number and email address separately. Please do not record the email address or mobile phone number of the young person's parent if the young person does not have their own.

When all the young person elements are completed, the ***'I've helped – what now?'* leaflet (Document reference: Z03)** provides further information about seeking help and advice about the topics covered in the questionnaire. However, as the questionnaire may be the element most likely to raise concerns among young people please refer to this leaflet at the end of the questionnaire if appropriate.

1.4.5. Interviewer administration of the young person questionnaire

In a small minority of cases, young people may be unwilling or unable to complete the questionnaire themselves. In these cases, you are able to administer the questionnaire: please encourage young people to take up this option if they are unable to use the self-completion. For all young people, you will be prompted to record whether the questionnaire is being completed via self-completion or interviewer administration at the start of the young people questionnaire. The questionnaire has been set up to skip the most sensitive questions if you indicate that you are administering the questions. Please ensure you code carefully the reason why you needed to administer this. Please note that if a young person is unable to articulate the answers themselves we do not want you to interpret them on their behalf and we also do not want other household members (such as parents) to assist them.

When making an appointment in Wales, you will need to confirm whether the young person would like to complete their questionnaire in Welsh. If they do, you should contact your RC who will reallocate the address to a Welsh-speaking interviewer. To administer in Welsh, you will need to record that the questionnaire was interviewer administered and code the reason for doing so in CAPI as 'Welsh translation required'. As this is interviewer administered, the script will skip the most sensitive questions.

If you are asking questions to young people we suggest that the young person is able to view the tablet screen as you complete the questions together.

The ideal scenario in these cases would be for parents to be nearby as you complete the questionnaire, but not within hearing range so that young people feel free to respond naturally. We know that young people are often concerned about being 'put on the spot' in an interview, so please emphasise that the questions will be completed at their own pace.

Physical measurements

2. Physical measurements

By the end of this chapter you will:

- *Understand why the physical measurements are important;*
- *Be familiar with how to use the equipment for the physical measurements;*
- *Be able to take accurate height and weight/body fat measurements; and,*
- *Be aware of how to feedback the measurements to the young person.*

2.1. Introduction

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

- Height;
- Weight; and,
- Body fat percentage.

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

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

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

Levels of childhood obesity are increasing. In 1965 the National Child Development Study, a study similar to the Child of the New Century which is following the lives of individuals born in 1958, found that 11 per cent of 7 year olds were 'overweight' or 'obese'. By 2008 the Child of the New Century study found that this proportion had more than doubled to 25 per cent. And by the age of 11 in 2012, the number of CNC children who were overweight or obese had risen to 35%

Obesity is a major health concern and the government intends to achieve a sustained downward trend in the level of excess weight in children by 2020. This study enables comparison of how people grow and develop over their childhood and youth, and how this varies across the population of young people.

2.2. General points

2.2.1. Parents

As you will need to touch the young person in order to take the measurements, a parent or other adult should always be present.

2.2.2. Consent

Before taking the measurements you must have sought written consent from the parent/guardian (record at CHAC on your tablet in CAPI) and, if they agree, verbal consent from the young person (record at CHIC).

2.2.3. Feeding back measurements to the young person

After taking all the measurements you should check whether the young person would like a copy of any of the measurements you have just taken. You will be prompted by the CAPI script to record individually whether they would like any or all of their height, weight and body fat measurements. Make sure you explain that they do not have to have a record of any measurements if they do not want to.

The measurements they would like to have will then be shown on the screen and you should record these on the measurement postcard (Document reference: M08). Height and weight are provided in both metric and imperial measures.

To ensure confidentiality, please take care that you only give the measurements to the young person and not the parents and make sure you don't read them out loud at any point.

2.3. Height measurement

2.3.1. Introduction

Height is an important measure of growth, especially in young people. Along with weight, it provides a guide to a young person's health, development and nutritional status, and is a widely used indicator of general health and well-being. As noted, when used in conjunction with the weight measurement height can be used to derive BMI.

2.3.2. Eligibility

Young people need to be able to stand unaided for the height measurements to be taken. If they cannot do so you will not be able to take the height measurements.

2.3.3. The equipment

You are provided with a portable Leicester height measure (stadiometer) and Frankfurt Plane card (Document reference: S07). The height measure has four components: a sliding blue measuring arm, a base plate, four measuring sections (marked with a measuring scale on each side) and two white stabilisers.

All measurements must be conducted with this equipment only; you should not conduct measurements with any alternative equipment. If you have any queries about your equipment please contact the office. If necessary you can clean the height measure with a damp cloth.

Please take great care of the equipment. It is expensive and while we can replace it if necessary, you will not be able to interview while you are waiting for your replacement equipment to arrive.

Particular care needs to be paid when assembling and dismantling the height measure, and when carrying and repacking it in the box provided.

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

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

➢ **The measuring sections**

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

➢ **The base plate**

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

➢ **The blue measuring arm**

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

➢ **The stabilisers**

There are two white stabilisers, which are held together with an elastic band. The stabilisers give the height measure more rigidity when the young person steps on to the base plate and provide a more accurate reading of their true height.

2.3.4. Procedure

➢ **Assembling the height measure**

To assemble the height measure the stages are as follows:

1. Lay the base plate flat on the floor area near the surface that you are going to measure against. The base should be placed on a firm uncarpeted surface where you are to conduct the measurements. If the only place where you can use the height measure is on a carpet, please make a note of this in the CAPI.

2. Ideally the height measure should be used against a wall without skirting boards. If no suitable wall space is available, the height measure can be used against a closed

door. Make sure that all others present in the household know what you are doing to avoid accidents if they try and open the door. As a last resort, a wall with skirting boards can be used as the stabilisers will ensure the base plate sits slightly away from the edge of the skirting board.

3. Remove the four measuring sections from the base plate and unlock the blue measuring arm from its secure carrying position in the base plate by sliding it forward.

4. Take the first measuring section (marked with a downwards arrow) with the black side facing you and slide it firmly into the slot at the back of the base plate. It should fit snugly without you having to use force.

5. Slide one of the stabilisers onto the first measuring section ensuring that it faces the wall or door. Also make sure that the stabiliser is sufficiently below the top of the section for it to stay clear of the joint when the next section is added.
6. Slide the second measuring section on top of the first by matching the icons (✶) on the black printed side. Note that these icons do not appear on the blue printed side so you must be looking at the black printed side when assembling the sections.
7. Slide the blue measuring arm onto the third measuring section using the handle only. Make sure the blade of the measuring arm is the right way up with the flat side of the blade facing the base plate.
8. Slide the third measuring section onto the second by matching the icons (⭘).
9. Slide the second stabiliser onto the fourth measuring section before you join it to the third. Slide the fourth measuring section on top of the third by matching the icons (■). You may have to tilt the height measure to avoid hitting the ceiling. Make sure the second stabiliser faces the wall or door and it is clear of the measuring section joints.
10. You should use all four sections, even if the young person is not taller than the third section, to ensure there is enough space for the measuring arm and stabiliser.
11. Slide the assembled height measure against the wall or door.
12. When the height measure is not being used ensure the blue measuring arm is at the top of the height measure, to avoid anyone walking into it.

➢ **Preparing the young person**

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

2. Ask the young person to remove glasses.

3. Ask the young person to remove any hair accessories and hairdos (such as buns) that may affect how accurately their height can be measured. Do not ask them to remove hairstyles or head wear that are worn for religious or cultural reasons. If the young person is wearing a religious head dress, with their permission, bring the measuring arm down until it touches the hair/head dress. Some hairstyles can be compressed so that the hair touches the head. If you cannot lower the measuring arm to touch the head and think this will lead to an unreliable measure, record this in CAPI. If necessary, ask the young person to tuck their hair behind their ears.

- **Taking the measurement**

1. Before you start, explain what you are going to do and check that they understand that to measure their height you will need to touch their face.

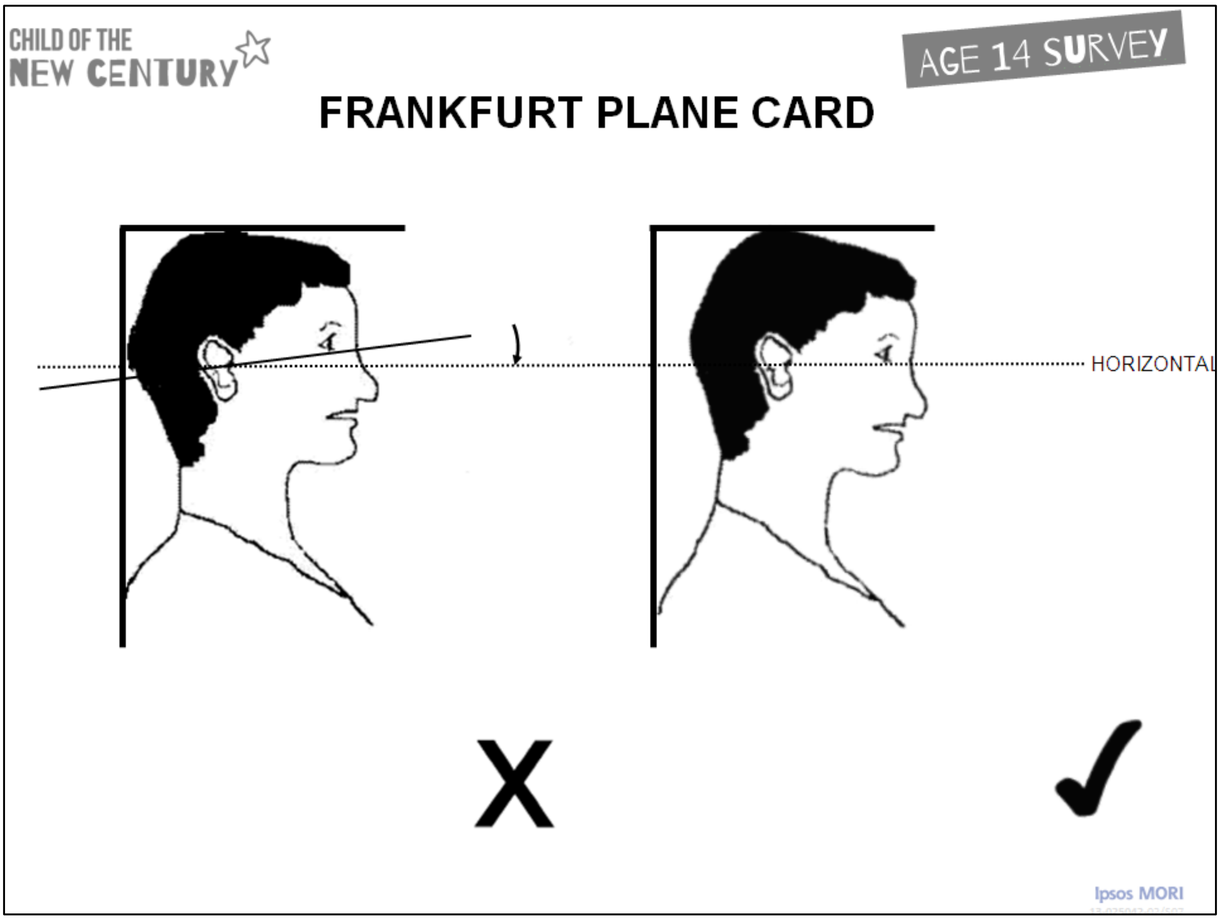
2. Ensure the blue measuring arm is raised to allow sufficient room for the young person to stand underneath it.

3. Ask the young person to stand with their feet flat on the centre of the base plate (on footprints if they are present), ensuring that their heels are as close together as possible and touching the back of the base plate. The young person's legs and back should be as straight as possible and against the height measure, arms hanging loosely by their sides and facing forwards. The back of their head should also be in contact with the height measure.

4. Slide the blue measuring arm firmly on to the young person's head using the handle. Make sure that the blade of the arm touches the skull.

5. Standing in front of the young person, position their head in the Frankfurt Plane – an imaginary horizontal line running from the bottom of the eye socket to the middle of the ear. This position is important if an accurate measurement is to be obtained as it allows the full length of the young person from the crown to their feet to be measured. .

Figure 2.1: The Frankfurt Plane card (Document reference: S07)



6. To achieve the Frankfurt Plane, place the palms of your hands on the young person's cheeks with your fingers resting on the top of the bony bits just behind their

ears and then tilt their head forwards until it is in the Frankfurt Plane position. As you put the head in the Frankfurt Plane position the young person's crown should push up the measuring arm to their maximum height.

7. Release the young person's head and then ask them to duck away from the base plate ensuring that they don't knock the blue measuring arm out of position.

- **Reading and recording the measurement**

1. Read the height measurement from the measuring scale. The height reading should be taken from between the red pointers on the measuring arm. It can be taken from either side i.e. the blue or the black side. The reading should be taken in metric units i.e. centimetres to the nearest completed millimetre. Thus if the scale shows an arrow between 160.9 cm and 161.0 cm then the reading should be 160.9 cm (see line C in Figure 2.2). Do not read the measurement out loud.

Line A = 161.6

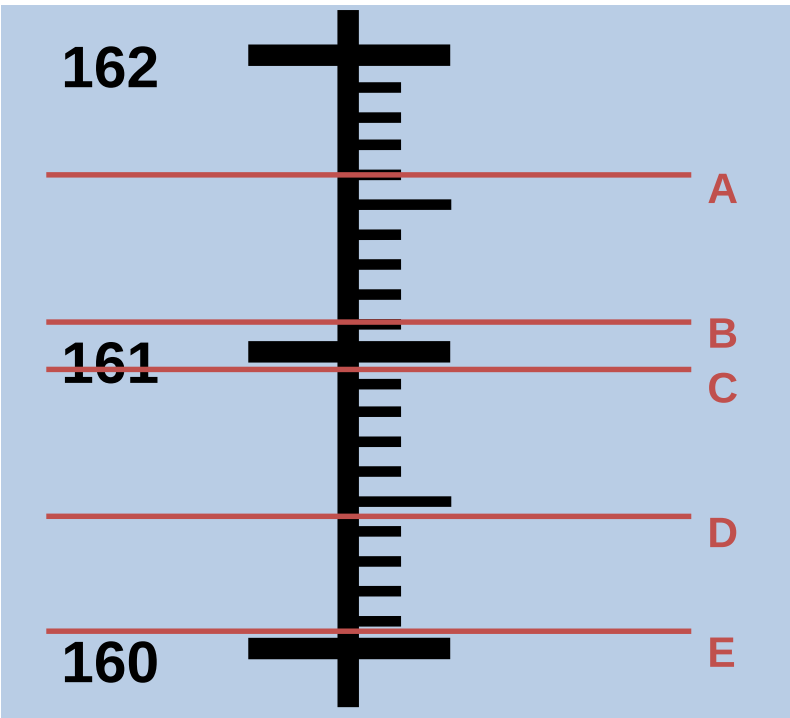
Line B = 161.1

Line C = 160.9

Line D = 160.4

Line E = 160.0

Figure 2.2: Reading the measurement



2. **Immediately record the following on your tablet in CAPI:**

- height measurement in cms and completed millimetres (HTCM)

- the number of attempts made to get the measurement (HTAT)
- the time of day the measurement was taken (HTM1/HTM2)
- any special circumstances and any other relevant information about the measurement (HTRL)
- The serial number of the stadiometer (STAD).

3. The CAPI requires the measurement to be recorded in centimetres and millimetres (i.e. 165.9). An additional CHECK will appear if you enter a number without a decimal place or if you enter a zero after the decimal place. For example, if you enter 165, you will be asked to select from a list from 165.0 to 165.9. If the exact reading is, for example, 165.0 please confirm this at the CHECK question by selecting the relevant option.
4. Remember to thank the young person for their help.
5. A summary of the overall procedure is provided in the Physical Measurements Summary sheet (See appendices).

- **Dismantling the height measure**

1. Move the blue measuring arm down to the third measuring section using the handle only.
2. Remove the fourth measuring section. You may have to lean the height measure towards you. Remove the stabiliser from the fourth measuring section.
3. Remove the blue measuring arm using the handle only.
4. Dismantle the other three measuring sections.
5. Remove the stabiliser from the base measuring section and secure both stabilisers with the elastic band.
6. Slot all four measuring sections into the base.
7. Slot the blue measuring arm back into the base plate for safe keeping during transit (you'll have to turn it upside down to do this).
8. Put the height measure and stabilisers into the box and secure the box with the strap.

- **Height refused, or not obtained**

You are asked to code whether consent from the parent and the young person was obtained to measure height.

If consent from the parent and young person was obtained to measure height but you were then unable to take the measurement for any reason then you should code this and record the reason you were unable to take the measurement.

2.3.5. Additional points

- Most 14 year olds will be in the height range 150-175 cms (4 feet 11 inches to 5 feet 9 inches). However they may well be taller than this.

- Take a single measurement for height where possible – but repeat if you are unhappy with the first (perhaps because the young person moved, knocked the measuring arm as they stepped off or was not standing as straight as they could), provided the young person is happy for you to do so.

- If the young person is exceptionally tall it can be difficult to line up the Frankfurt Plane as described. When you think the plane is horizontal, take a step back and check from a short distance that this is the case. If necessary, take the measurement next to a step or stairs to line up the Frankfurt Plan at your eye line. Do NOT use a stool. You may ask a parent to carefully help you lower the measuring arm

- You may also need to tip the height measure towards you to read the measurement where the young person is tall.

2.4. Weight and body fat measurement

2.4.1. Introduction

Similar to height, weight is an important indicator of growth and nutrition among young people. As noted, when used in conjunction with the height measurement it can be used to derive BMI.

A young person's body fat percentage is the total mass of their fat divided by their total mass.

2.4.2. Eligibility

Young people need to be able to stand unaided in order for the weight and body fat measurements to be taken. If they cannot do so you will not be able to take the weight and body fat measurements.

2.4.3. The equipment

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

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

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

➢ **Looking after and carrying the equipment**

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

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

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

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

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

You should keep the scales in their padded bag when they are not in use. If necessary you can clean the scales using a wipe.

These scales must not be used on any other projects.

2.4.4. Procedure

➢ **Preparing the equipment**

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

➢ **Preparing the young person**

1. Check with the parent that the young person is not wearing a pacemaker and record in CAPI (BFCK).
2. Ask the young person to remove their shoes and socks or tights. It is essential for the measurement of body fat that the young person is barefoot as the electrical current is sent around their body through their feet. Although the scales may sometimes work through thin socks or tights, they will not give an accurate reading, so you must always take the measurement barefoot.
3. Ensure that they are wearing light indoor clothing with belts and items in their pockets removed. They should also remove any large, bulky watches.

➢ **Taking the measurements – weight and body fat**

Before asking the young person to step on the scales, you must enter their age, gender and height in whole centimetres into the scales so that body fat percentage can be correctly calculated. This information will be displayed in CAPI. It is essential that the height is read from CAPI as it has been rounded in a particular way. This means that the **height measurement MUST be taken before the weight and body fat measurements.**

1. Ensure that the scales are set to Kg mode. Press the grey ‘lb/kg’ button. If the display shows ‘0.0kg’ press the red ‘OFF’ button. If the display shows ‘lbs’ or ‘stones’ and ‘lbs’, press the grey button until it shows ‘0.0kg’. Press the red ‘OFF’ button.
2. Switch the scales on by pressing the yellow ‘ON/SET’ button on the right hand side of the hand-held console. The console will beep and the display screen will flash with the default age (30).
3. Enter the young person’s age in years. Use the yellow arrow buttons to scroll down to the desired age. Holding down the down arrow button will enable you to do this quickly. Press the ‘SET’ button to confirm the selection. The console will beep.
4. Select the appropriate gender by using the yellow arrow buttons. Press the up or down arrow once to reach ‘female’ and the up or down arrow again to reach ‘male’. Then press the ‘SET’ button to confirm the selection. The console will beep.
5. Next enter the young person’s height in whole centimetres from CAPI. The console will display the default height (170). Use the arrow buttons to scroll to the desired height. Holding down the arrow button will enable you to do this quickly. Press the ‘SET’ button to confirm the selection. The console will beep.

6. If you make a mistake when entering these numbers, turn off the scales (using the red ‘OFF’ button) and start again.
7. When all the information is entered, the console will beep twice and the display will show ‘0.0’. Ask the young person to step onto the scales.
8. The young person should stand with both feet flat on the surface of the foot pads. Make sure their feet are positioned touching the front and back foot pads. This is essential in order for the current to be passed through the body. The young person should face forward and stand up straight with their arms by their sides. They should stand still.
9. Once stabilised, the weight measurement will appear in the display and the scales will beep. You should **not** attempt to note the weight at this point.
10. The young person should remain on the scales while their body fat is measured. Five zeros (00000) will appear on the display. They will disappear one by one from left to right. This should take about 10 seconds. After they have all disappeared, the scales will beep twice to indicate that body fat has been measured. You should then ask the young person to step-off the scales.
11. The body fat percentage will appear in the display. The display will rotate between body fat percentage and the weight for about 30 seconds. You should note both the weight and body fat percentage at this point. The weight will have ‘kg’ after it on the display and the body fat percentage will have ‘%’ after it on the display. **Do not read the measurements out loud.**
12. The scales will turn off automatically after about 30 seconds. Press the OFF button to turn the scales off before 30 seconds. In order to take the measurement again, you should turn the scales off and back on again.

➢ **Taking the measurements – weight only**

1. Ensure that the scales are set to Kg mode. Press the grey ‘lb/kg’ button. If the display shows ‘0.0kg’ press the red ‘OFF’ button. If the display shows ‘lbs’ or ‘stones’ and ‘lbs’, press the grey button until it shows ‘0.0kg’. Press the red ‘OFF’ button.
2. To turn the scales on in weight only mode, press the red WEIGHT button.
3. The display will show ‘8888.8’ (and beep) and then display ‘0.0’ (and beep).
4. Ask the young person to step onto the scales.
5. The young person should stand with both feet flat on the surface of the foot pads. The young person should face forward and stand up straight with their arms by their sides. They should stand still.
6. Once stabilised, the weight measurement will appear on the display and the scales will beep and the display will flash.
7. Read the weight from the display while the young person is still on the scales. **Do not read the measurements out loud.**
8. Ask the young person to step off the scales.

➢ **Recording the measurements**

1. Once you have read the measurements from the display, immediately record the following on your tablet in CAPI:
   - the weight measurement (WTCM)

- the body fat measurement (if appropriate) (BFPC)
- whether the young person was barefoot or socks/tights were worn (FEET)
- the number of attempts made to get the measurement (WTAT) and
- whether the scales were placed on an uneven floor, a carpet, or neither (WTSC)
- record whether there were any special circumstances that affected the measurement and any other relevant information (WTRL and WTEL)
- the serial number of the scales (SCAN).

2. Remember to thank the young person.
3. If the young person is very overweight (or underweight), the weight or body fat percentage you enter may trigger a prompt for you to check the weight and body fat percentage again. Please be sensitive.

➢ **Weight and/or body fat refused, or not obtained**

You are asked to code whether consent from the parent and consent from the young person to measure weight and body fat was obtained.

If parental and young person consent was obtained to measure weight but you were unable to do so you should code this and record why it was the case.

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

2.4.5. Additional points

- IMPORTANT: Anyone who is fitted with a pacemaker should not have their body fat measured as the electrical signal could cause such devices to malfunction. Such devices are extremely uncommon among 14-year olds but you should still check with the parent. Please also bear this in mind if you practise using the scales to measure adults.
- If the parent and young person consent to measuring the young person’s weight and body fat percentage but not height, you will not be able to take the body fat measurement, as you need to enter the young person’s height into the hand-held console to do so. In this scenario, CAPI will route you past the questions that relate to the body fat measurement.
- These scales are not advised for use with pregnant women since the body fat measurement may be inaccurate. There is no risk to the unborn child.
- Always use the scales in ‘kg mode’ as we want to enter height in centimetres and measure weight in kilograms.
- Make a single measurement for weight and body fat where possible – but repeat if you are unhappy with the first measurement (perhaps because the young person moved or was not standing as straight as they could), provided the young person and parent/guardian are happy for you to do so.

- If for some reason the young person's weight/body fat percentage was not entered into CAPI at the time of measurement, make a note of the weight/body fat percentage for later entry.

- The maximum weight registering accurately on the scales is 150kg (330lb/23½ stone).

- For measuring body fat using these scales, the minimum height that can be entered is 100cm (3ft 3in). If the young person is less than 100cm tall or if their feet are not long enough to be touching both sets of circles, you will be unable to take the body fat measurement. You should still weigh the young person in 'weight only' mode.

- If practising using the scales with adults (18 and over), you will also be asked to enter body type in combination with gender. There are two body types: standard and athlete. Athlete mode should only be used for individuals who are extremely fit. For adults, the scales will also give the total body water percentage and the display will rotate between all three measurements (weight, body fat percentage and body water percentage).

- The usual body fat range for a 14-year old is between 17-31% for girls and 13-24% for boys. It is likely body fat measurements will vary significantly at age 14. However, you should not give any feedback to young people and parents, if asked, about their body fat measurement.

- The usual weight range for a 14-year old is between 40 and 65kgs.

Cognitive assessments

3. Cognitive assessments

By the end of this chapter you will:

- *Understand why the cognitive assessments are important;*
- *Understand why consistency in carrying out the assessments is important;*
- *Be familiar with the correct environment in which to administer the assessments;*
- *Be able to administer both the Word Activity and Decision Making assessments;*
- *Understand the protocols for completing the cognitive observations*

3.1. Introduction

We are asking the young person to complete two cognitive assessments, and asking both the main parent and partner to complete one cognitive assessment.

The cognitive assessments will be used to better understand the cognitive development of young people from different types of family background, and the relationship between the cognitive abilities of parents and their children.

All of the cognitive assessments will be completed by the respondent on the tablet computer.

The cognitive assessments we are asking the young person to complete are:

- Word Activity
- Decision-making task (officially named the Cambridge Gambling task), taken from CANTAB (Cambridge Neuropsychological Test Automated Battery)

We are also asking the main parent and partner to complete Word Activity.

3.1.1. Word Activity (young person, main parent and partner) overview

This task measures the ability of a respondent to understand the meaning of words by choosing a word which means the same or nearly the same from a list of five alternatives. (For example, if the listed word was ‘chair’ the correct word from ‘poor’, ‘step’, ‘seat’, ‘thick’ and ‘mat’ would be ‘seat’). There are 20 words in the task and these get more difficult as the task progresses.

A different set of words will be used for the young person, main parent and partner. They are all the same level of difficulty.

Word Activity will only be administered in English with English words; there will be no translation.

3.1.2. Decision-making task (young person only) overview

This task assesses decision-making and risk-taking behaviour.

The young person works through a series of trials. On each trial, they are presented with a row of ten boxes across the top of the screen, some of which are red and some of which are blue. At the bottom of the screen are rectangles containing the words ‘Red’ and ‘Blue’. The young person must press one of these rectangles when they have decided whether a yellow token is hidden in a red box or a blue box. If the young person chooses correctly they win. As the task progresses, the young person has to risk points when deciding where the yellow token is hidden, with the aim of getting as many points as possible.

3.2. Eligibility

3.2.1. Young person

Before beginning the young person’s assessments you will be asked to confirm in CAPI you have received consent from the main parent or partner to approach the young person to ask if they would be willing to complete Word Activity and the Decision-making task. Do not attempt to ask someone for consent until you are sure that they are an appropriate person. You will then be instructed to confirm in CAPI that you have also received consent from the young person.

Do not administer the assessments if the young person:

- has a learning disability or serious behavioural problem (e.g. severe ADHD, autism) - if in doubt check with the parent. In general, if the parent and young person have given consent to carry out an assessment, then you should attempt to administer it. If you feel the young person is not capable of doing an assessment, but the parent has given permission, check that they are happy for you to proceed by referring them to the leaflet (which explains what is involved) again.
- is unable to respond in the required manner for each assessment (e.g. listening, speaking, touching a computer screen).

If the young person is colour blind, this may affect his or her ability to complete the Decision-making task. If this is the case, please discuss with the parent whether it is appropriate for the young person to complete the assessment. If the young person has difficulty distinguishing between the red and blue boxes you should not continue.

3.2.2. Main parent and partner

Before beginning the Word Activity task with the main parent and partner you will be given the opportunity to confirm in CAPI that they are still willing to take part.

3.3. Equipment

Both the Word Activity and the Decision-making tasks require your tablet computer. In addition, you will require the following equipment:

Word Activity

- Laminated set of respondent instructions

Decision-making task

- USB software key (CANTAB licence)
- Laminated interviewer administration script

More details about each of these materials is included below in the relevant section.

3.4. General procedure

3.4.1. Considerations prior to testing

Environment

Good testing assumes that the optimal performance of the respondent has been obtained.

Ideally, this means the assessments should be administered in a quiet, well-lit room, away from distractions and disruptions.

Given the nature of the assessments, it is strongly recommended that you use a table if available – this is particularly important when completing the assessments with the young person. However, you will need to be flexible in arranging the environment in which to carry out the assessments.

At the end of the CAPI module for both the young person and the parent assessments you will be asked to record the conditions in which the assessments were observed. In both cases, you will also be asked to record if there was anything which you feel interfered with the test performance.

Consistency

The assessments derive from standard instruments, so the protocols and wording cannot be varied. You must follow the assessment procedures exactly as specified in the briefing, written instructions, CAPI and laminated administration scripts. This is to ensure that all interviewers administer the assessments systematically and consistently, with no variation between interviewers or across interviews. This will allow the data from this and other studies that have used the same assessments to be compared with confidence.

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

3.4.2. Feedback on performance

Scores from the assessments will not be available in CAPI, and so they won't be given to either parents or young people at the time of the interview. They also won't be provided at any time afterwards. It would be misleading to provide individual scores as the assessments aren't carried out in a clinical setting, and therefore won't give an accurate clinical assessment of the cognitive ability of an individual respondent. However, the scores from all of the young people, and all of the parents, can be aggregated to provide useful population-level statistics for analysis purposes.

3.5. Young person assessments procedure

3.5.1. Further considerations for testing with young people

Environment

Parents are not required to be present during the young person assessments but often they are likely to be present in the room. Explain to the parents **before you start** that they should not prompt the young person during the assessment administration or offer the young person any encouraging (or discouraging) remarks. Nor should they reword or explain the instructions to the young person, or give hints, or help in any other way. Explain that you want to make sure that the responses you record are the young person's and that in fairness to all young people the assessments have to be completed the same way on every occasion.

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

Where possible, try to ensure that the young person is not distracted from the assessments by extraneous materials in their direct view or vicinity and that any televisions etc. in the room are turned off. If this is not the case, and you feel it is appropriate, please explain that it is important that the young person isn't distracted if possible, and ask if the noise can be minimised, or a quieter space can be found to carry out the assessments. If the young person appears to be distracted by their mobile phone, please ask if they can put it down until they have completed the task.

Please make sure the young person understands the task; we do not want their performance to reflect the fact that they misunderstood what they needed to do. In both assessments, there are specific ways of ensuring that the young person has understood the task.

Rapport

Before beginning the assessments interviewers should, as far as possible, try to build a rapport with the young person to put them at ease and to generate some excitement/enthusiasm for completing the assessments.

Breaks

We expect you to complete the two young person assessments in one sitting. We anticipate they will take about 20 minutes to complete. If the young person does need a break, try to make sure that this is between the two assessments, rather than in the middle of one of them. This is particularly important for Word Activity, which is timed to last 4 minutes and cannot be stopped once started. If an unavoidable break occurs during the Decision-making task, you must **pause** the assessment and restart it when the young person is ready to resume (see section 3.8.7 below).

3.5.2. Young person assessment CAPI module overview

The young person assessments comprise a module in the CAPI script. The module is scripted to be touchscreen only and for Word Activity you will need to detach the keyboard. You will be prompted to do this in the CAPI script. Please only detach the tablet from the keyboard when the young person is ready to begin Word Activity. Please ensure you re-attach the tablet to the keyboard after the young person has completed Word Activity, as the keyboard needs to be used to administer the Decision-making task. Again, you will be prompted to do this. When attaching and reattaching the keyboard, please take care not to touch the tablet screen as you may accidently navigate away from the script. Please also take care to ensure the keyboard is properly detached and reattached each time.

The structure of the module is as follows:

- Consent: You will be asked to confirm that consent has been given by the main parent/partner and the young person to complete the assessments with the young person.
- Setting up the environment: The script will prompt you to ensure the environment is set up in the correct way (as discussed above).
- Word Activity: You will read the laminated respondent instructions to the young person as they follow. You will detach the tablet from the keyboard and the young person will complete the task on the tablet.
- Decision-making task: You will be asked to confirm you have re-attached the tablet to the keyboard and inserted your software key. The CANTAB software will launch automatically from the script and display the Decision-making task start screen. Once the Decision-making task is completed you will automatically re-enter the CAPI script, where you will be able to record any problems with the CANTAB USB key or software.

- Observations: You will record the conditions in which the young person assessments were observed and anything that may have affected the young person's performance.

3.6. Parent assessment procedure

3.6.1. Further considerations for testing with parents

Environment

Ideally, the parent assessment should be performed privately, i.e. only you and the respondent should be in the room at the time to minimise disturbances and distractions.

Specifically for parents, it is worth checking that if a respondent normally uses reading glasses that they are wearing them for the assessment.

As with the young person it is important that you check that they have understood the assessment before you pass them the tablet to begin.

If English is not the parent's first language, you should allow them to decide whether or not they wish to complete the assessment. If the parent's English language ability is limited but they choose to complete the assessment anyway, you should record that the parent has difficulty understanding English in the 'observations' questions.

3.6.2. Parent assessment CAPI module overview

The main parent/partner assessment comprises a module in the CAPI script. The module is scripted to be touchscreen only and you will need to detach the tablet from the keyboard. Please only detach the tablet from the keyboard when the parent is ready to begin the Word Activity assessment. The structure of the module is as follows:

- Setting up the environment: The script will prompt you to ensure the environment is set up in the correct way (as discussed above).
- Respondent reads the instructions: You will ask the parent to read the laminated respondent instructions and tell you when they are ready to begin the assessment. Please note, the protocol here is different to when administering Word Activity with the young person. In the young person's case you, the interviewer, read the instructions to the respondent.
- Check willing to complete: Before beginning Word Activity with parents you will be given the opportunity to confirm that the respondent is willing to continue.
- Word Activity: You will detach the tablet from the keyboard and the parent will complete the task on the tablet.
- Observations: You will record anything that may have affected the parent's performance.

3.7. Word Activity administration

The information outlined below applies to the administration of Word Activity with parents and young people.

3.7.1. Administration procedure

- Read an introduction to the assessment from the CAPI script.
- Read the laminated respondent instructions to the young person, or in the case of parents, pass the instructions to the respondent to read. Please ensure the respondent has understood the instructions before beginning the assessment.

- Check that the respondent is happy to complete the assessment.
- Read to the respondent from the CAPI script, *"You have four minutes to complete this task. Please tell me when you are ready and I will pass you the tablet. You will see on the screen an instruction 'Touch the button below to begin the task'. When you are ready to begin the task, touch the button."*
- Detach the tablet from the keyboard and pass to the respondent to complete the assessment. The tablet must be held in the landscape position by the respondent.
- After the respondent presses the button to start the assessment, the Word Activity will appear on the screen. The first ten words will be on the first screen and words 11-20 will be on the second screen. The list of words will be positioned on the left-hand side of the screen with 5 other words for each listed word (which includes one word means the same or nearly the same) positioned in corresponding rows to the right. Rows will be separated by shading.
- Respondents can navigate between the two screens by pressing a button at the bottom of the screen. They can move back and forth between the two screens at any time during the assessment.
- Respondents should select words using their index finger.
- If a respondent changes their mind about their selection they can either:
  - deselect a word by pressing it again; OR
  - touch their preferred answer.
- Once three minutes have elapsed, a timer with the words "Time remaining: 01:00" will appear on the screen and count down from 1 minute.
- Once 4 minutes have elapsed, and the timer has counted down to zero, the screen will automatically transition to another screen which reads, *"Your time is up! Thank you for completing the task. Please pass the tablet back to the interviewer."* The respondent will then pass you the tablet. If respondents complete the assessment early and have checked and are happy with their answers, they can hand the tablet back to you before 4 minutes elapse.
- Re-attach the tablet to the keyboard. For parents, you will record anything that has affected their performance immediately after they have completed Word Activity. For the young person, you will record this information once both assessments are complete.

3.7.2. Assistance and feedback

You must not read out any of the words in Word Activity to respondents. This means that if a respondent has significant difficulties seeing or reading then they will probably not be able to complete the assessment.

During the assessment, if a respondent is finding it difficult you can use neutral feedback to encourage them, such as *"You are doing well"* or *"It does get harder, just do your best".*

Some participants may request feedback about their performance. You should not give specific feedback. We do not provide feedback for the reason that respondents may dispute answers and it may extend the length of time you spend in the household. The correct answers are not shared with you, and are not displayed in the CAPI script. Should respondents ask for feedback, you must give them no indication of how well they have performed. Instead, you can say *"Everybody finds it difficult"* or *"You have done fine".*

3.8. Decision-making task administration

3.8.1. Setup

The USB software key

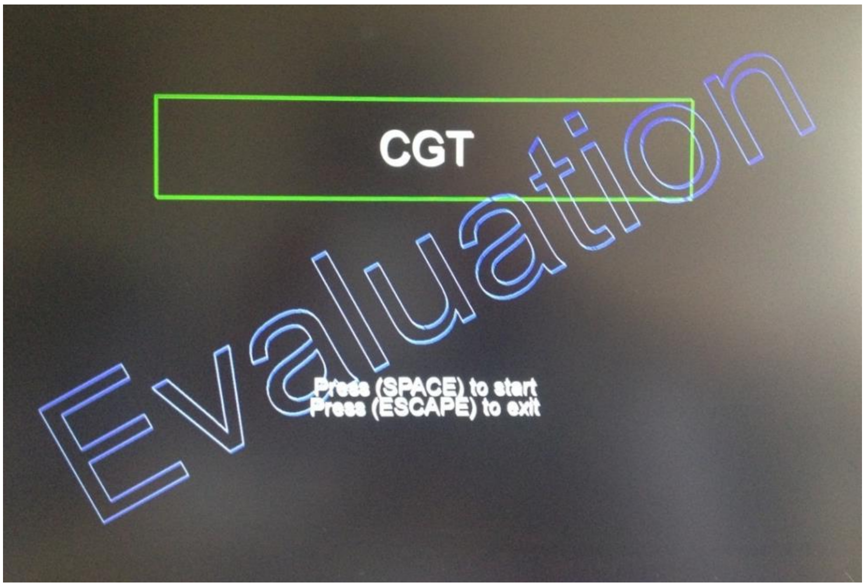
In order for the data to be collected from the Decision-making task, you must have a USB software key plugged into your tablet each time you begin the assessment.

You will be given a USB software key which you should use for every visit you complete. Please take great care of the software key as it holds the licence to run the CANTAB software. These licences are very expensive and not transferable if keys are lost. Not only are the keys expensive to replace, you will not be able to carry out any interviews until you have been issued with a replacement. You will be provided with a lanyard to attach the key to one of the keyboard straps on your tablet case. Please make sure you attach this, and leave the software key attached to it throughout the fieldwork period.

The CAPI script will remind you to plug the USB software key into your machine before you launch the CANTAB software. **If your computer screen has the word 'EVALUATION' written across it once the software has loaded then <u>do not</u> continue with the assessment. This means that you do not have the USB software key plugged in. If you do not have the USB software key plugged into your computer then no data from the young person will be stored. See Figure 3.1 below.**

If you do begin the Decision-making task in 'Evaluation' mode, press the 'Esc' key. Abort the test by pressing 'Y'. You will then be taken back into the CAPI script where you will be required to code 'Need to redo the assessment because in 'Evaluation' mode'. This will take you back to the start of the CAPI script for the Decision-making task. Ensure your USB software key is plugged in securely and launch the software again.

Figure 3.1: Screenshot of the Decision-making task start screen in 'Evaluation' mode



3.8.2. The test environment

For the Decision-making task, the tablet should be attached to the keyboard. The respondent should ideally be sat at a table, directly in front of the screen at a comfortable distance (approximately 30-50cm) to allow them to touch the screen, whilst remaining with their back upright against the chair so they do not need to lean forward. They should not sit with their elbows on the table in front of them.

3.8.3. Starting the Decision-making task

The CANTAB software (CANTABeclipse) has been integrated into the CAPI script so you just need to follow the script as instructed. When selecting that you are ready to administer the Decision-making task you will be reminded to have your laminated administration script to hand, which you will read from to administer the assessment, your USB software key plugged in, and the tablet attached to the keyboard.

You will then be reminded in CAPI of the procedures to follow if the CANTAB software launches in Evaluation mode.

After you have selected 'Begin assessment' and have pressed the 'next' button, please be patient and wait for the CANTAB software to load; it takes approximately 20-30 seconds. You will be asked to wait, whilst the applications loads. If the software hasn't loaded after 60 seconds, you will automatically return to the 'Begin assessment' screen. If this happens, please check that your USB key is inserted correctly and try again. In the rare circumstance that you cannot get the software to load after trying again, please contact the CAPI helpdesk.

When you come to the end of the Decision-making task, the CANTAB software will close and you will automatically go back into the CAPI script.

3.8.4. Outline of the Decision-making task

You will find an outline of the Decision-making task in the appendices to these instructions. It illustrates how the task works. You should use this to help you to familiarise yourself with it, alongside familiarising yourself with the administration script (see below).

3.8.5. The Decision-making task administration script

When administering the Decision-making task you will need to refer to a laminated script. The script provides you with verbal instructions to give to the young person and details about how the assessment should be demonstrated. The wording of the instructions is designed to avoid unintentionally instructing young people to use a particular strategy rather than another. You must follow the instructions exactly as they appear on the administration script. The script must be read out exactly as it is printed:

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

You should familiarise yourself with this administration script before you start your mainstage interviews. The Outline of the Decision-making task in the appendices of these instructions will help you with this.

3.8.6. Touching the screen and the keyboard

The young person should use the index (first) finger of their dominant hand to touch the screen. The young person must **not** use two hands as this will give them an unfair advantage. If you notice that the young person is not using their index finger, or is using two hands, please remind them that they should be using their index finger, but do not stop the assessment.

The young person should **not** touch the keyboard at any time during the assessment.

During the Decision-making task, you are required to press the space bar between phases and blocks of trials. In some instances it may seem more convenient to allow the young person to do this. However, it is important that you always press the space bar so that you can control the pace of the assessment and ensure that you always know where you are in the assessment; you need to know which trial the young person is completing in order to read out the correct instructions at the right time.

At an early stage of the Decision-making task you will need to use the touch screen yourself in order to demonstrate to the young person what they need to do. You will therefore need to be seated next to the young person in a position which gives you easy access to the keyboard and screen.

3.8.7. Pausing or aborting the Decision-making task

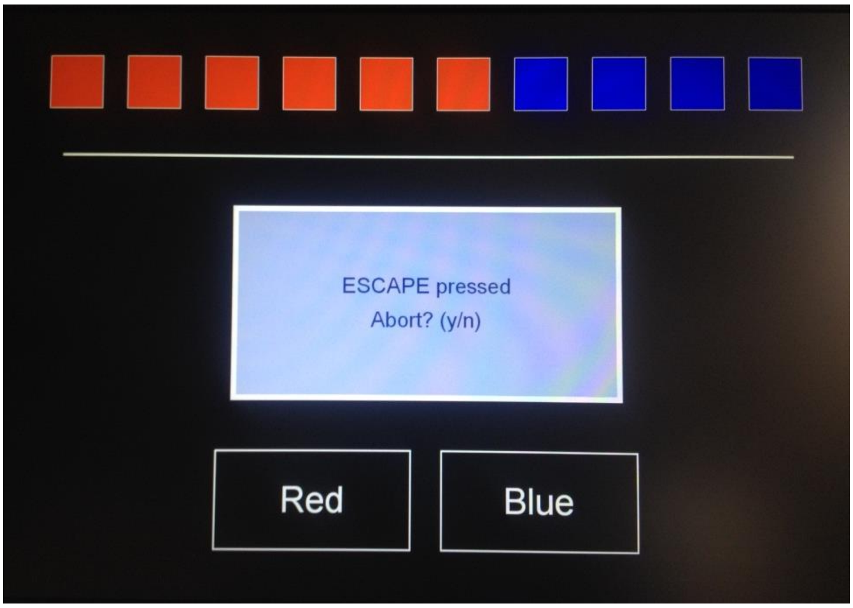
If necessary, it is possible to pause or abort the Decision-making task, though this is not recommended. However, there might be particular circumstances in which pausing or aborting the assessment is required, for example, if:

- the young person refuses to continue the assessment.
- the young person becomes unwell or distressed during the assessment.
- an unexpected disturbance occurs.

To pause or abort the Decision-making task:

- Press the ‘Esc’ key. This will pause the assessment and you will be asked if you wish to abort the assessment.
- To abort the assessment, press ‘Y’.
- To end a pause, return to the assessment and continue, press ‘N’. The screen asking whether to pause or abort the assessment can be left for several minutes if necessary.

Figure 3.2: Screenshot of the Decision-making task when the 'Esc' key is pressed



In the case of an unexpected disturbance where the young person is willing to continue it is important that you pause the assessment immediately. End the pause when the young person is once again seated in front of the computer screen and ready to continue with the assessment.

You can also use the natural pauses in the assessment (where you are required to press the space bar to continue) between phases and blocks of trials (i.e. with 'Final Score' or 'Please wait' on screen) to pause without affecting the young person's score.

3.8.8. Administration procedure for Decision-making task

To administer the Decision-making task you will need to follow the instructions on the Decision-making task administration script.

There are five phases in the Decision-making Task.

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

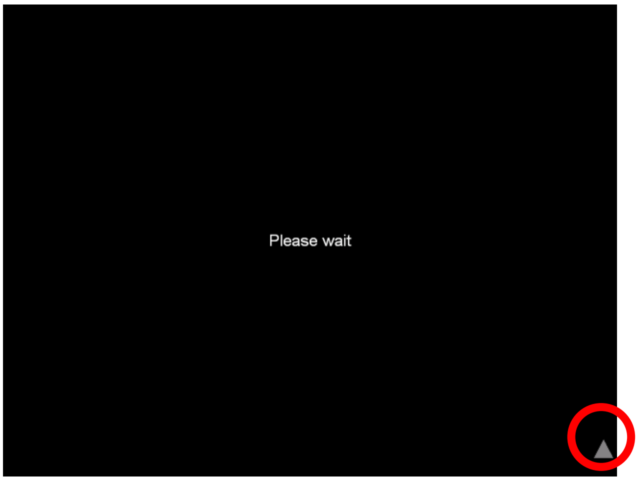
1. Decision Only Phase

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

2. Ascending Training Phase

After the decision only phase, the screen will display 'Please wait' and there will be an upwards pointing arrow to indicate that the next phase is an ascending phase (see Figure 3.3 below). This is the start of the first risk-taking phase.

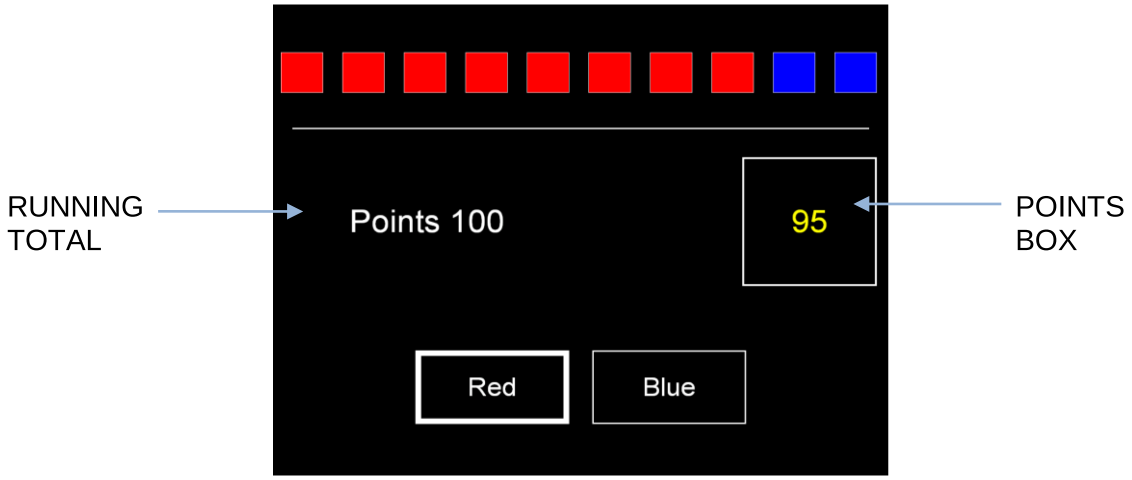
Figure 3.3: Screenshot showing the beginning of the ascending phase



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

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

Figure 3.4: Decision-making task (risk-taking stage)



3. Ascending Assessed Phase

In the ascending assessed phase the young person has to complete two blocks of nine trials.

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

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

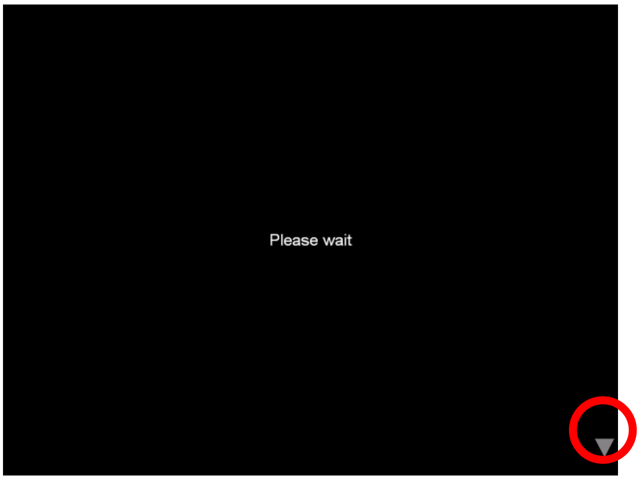
At the end of the first block, the screen displays the young person's final score for that block. If the young person has lost all of their points (final score=0) say **'Hard luck!'**. If they have made any points at all say **'Well done, that was good'**.

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

4. Descending Training Phase

After the ascending assessed phase, the screen will display 'Please wait' and there will be a downwards pointing arrow to indicate that the next phase is a descending phase (see Figure 3.5 below). This is the start of the second risk-taking phase.

Figure 3.5: Screenshot showing the beginning of the descending phase



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

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

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

5. Descending Assessed Phase

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

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

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

The young person now completes the second clock of nine trials. Press the space bar to start the second block.

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

As the assessment nears the end, some of the young people may start to become bored. You can use the following neutral phrases to encourage the young person where necessary:

"You're doing a good job" or *"We're almost finished".* If the young person begins to find the assessment difficult you can say, *"It's getting hard now".*

3.9. Cognitive observations

At the end of the Word Activity with the main parent/partner you will be required to complete a question in the CAPI script to record whether anything may have adversely affected the respondent's ability to effectively complete the assessment.

The cognitive observations questions for the young person follow immediately after you have completed the Decision-making task. For the young person the cognitive observations questions are more numerous. They ask about noises and disturbances, the presence of others in the room, interruptions, the young person's level of tiredness, and about other factors that may have affected the young person's performance.

It is important that neither the young person nor anyone else in the room is able to see your tablet screen when you are completing these questions. You will be reminded of this in the CAPI script.

Saliva sample

4. Saliva sample

By the end of this chapter you will:

- *Understand why collecting saliva samples from the young people and their natural parents is important;*
- *Be familiar with the correct procedure for collecting a saliva sample;*
- *Be aware of what information must be completed on the consent booklet and in CAPI for each sample; and,*
- *Be able to correctly package and despatch the sample once collected.*

4.1. Introduction

We are asking natural (biological) parents and young people to provide a sample of saliva so that DNA can be extracted from it to be used for research about genes. As children inherit their genes from their parents, we are only collecting saliva samples from parents who are biologically related to the young person.

Genes are the instructions which help determine the growth and development of all living things. For example, they determine our eye colour. Genes are made up of sections of DNA, which is the language our bodies use to write these instructions. Genes, which are inherited from our parents, are the biological way parents pass on traits to their children. Everyone has a slightly different set of genes - so they are like our own personal recipe book.

Researchers will be able to use the DNA sample to look at whether the parents and young people have certain types of genes, and which genes are passed from parent to child. By having DNA to study parents' genes, we can work out which genes are responsible for the way in which their children grow and develop. We will also be able to find out how genes have affected parents and compare this with effects on young people. Understanding the relative importance of genes and the environment will provide a comprehensive understanding of the factors influencing young people's development. Such research will provide rigorous evidence to help inform policy aimed at improving children's lives.

The University of Bristol is collaborating with the CNC team in collecting and storing the samples and extracting the DNA. The team at the University of Bristol is the same team that looks after the samples from the Avon Longitudinal Study of Parents and Children (ALSPAC), and are national experts in this area.

The DNA samples that are extracted from the saliva samples will be genotyped in order to allow analysis of different genes and their relationship with areas such as health and wellbeing, growth and behaviour. Researchers who want to use the DNA to look at a particular gene will be required to apply for permission to an independent committee which will oversee access to the samples. Researchers will be requested to put forward to the Committee the scientific case for the research, along with the potential impact of the research and its potential value to society. Only well designed and important studies will be granted permission to access the DNA samples.

You will be provided with a Study and Saliva FAQs document which explains more about what we will be doing with the saliva sample and resultant DNA samples. This should not routinely be given to people, but you can refer to it if questions arise that are not answered in the booklets provided to young people and parents. The FAQs will also be available on the Child of the New Century website.

4.2. Eligibility

Young people and natural (biological) parents will be eligible to give a saliva sample. The saliva element in ECS will automatically be coded as ineligible for respondents who do not meet the eligibility criteria.

Natural parents are eligible to provide a saliva sample regardless of whether or not their child provides a sample.

You must not attempt to collect saliva samples from anyone until you have gained the appropriate consent. Only someone with **legal parental responsibility** can give consent for the young person to provide a sample. In general, the following people have legal parental responsibility for children born before 2002/3:

- Natural mothers;
- Natural fathers married to the natural mother;
- Unmarried fathers or step-parents who have a parental responsibility agreement/order; and,
- Adoptive parents.

There will be a few additional questions in the household interview to determine who has legal parental responsibility. Do not attempt to ask someone for consent until you are sure that they are an appropriate person.

You will be told who is eligible to give consent for the young person to give a sample at the end of the household interview. **You must write the first name(s) of the parent(s) with legal parental responsibility on the front of the consent booklet as soon as you are told who this is at the end of the household interview.** This is so that when you come to administer the consents, you have a reminder of who is eligible to provide consent. It is illegal to take a sample of DNA without the correct consent.

4.3. Equipment

You are provided with the following equipment:

- Advance booklet for parents and advance booklet for young people – ‘Giving a saliva sample’ sections
- Consent booklet
- ‘Study and Saliva FAQs’ document
- Oragene•DNA Self-Collection Kits OG-500 (containing an Oragene collection tube, funnel and lid)
- Absorbent material for despatch
- Small plastic bags for despatch
- Disposable bags (for disposing waste)
- Disposable gloves
- Anti-bacterial hand gel
- Despatch form
- White ‘exempt human specimens’ jiffy bag

4.4. Procedure

You will be collecting a sample of saliva from the young person, and also their natural (biological) parent(s), if they are living in the household. You must ensure that the information booklets have been read prior to asking for their consent to provide a sample.

There is no CAPI module for the saliva sample. You must record the saliva outcome in the Electronic Contact Sheet during the household visit. You will also be required to answer some questions about each sample collection on the front page of the consent booklet, and input some additional information about each collection into the Final Element module in CAPI after the household visit.

4.4.1. Preparing for the saliva sample collection

Please ensure that the person giving the sample has not eaten, drunk, smoked, or chewed gum in the 30 minutes prior to providing the sample. Contaminated samples may not be usable.

The front page of the consent booklet has peel-off barcode labels for the main respondent, partner and the young person saliva tubes. You must stick the relevant label on the saliva collection tube immediately before sample collection. The barcode must be stuck along the length of the tube to enable it to be scanned at the lab; it must NOT be wrapped around the tube. Please ensure that you do not cover the fill line with the label.

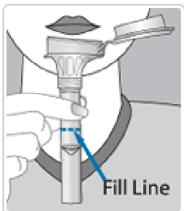
4.4.2. Collecting the saliva sample

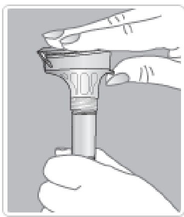
This is a diagram of the Oragene collection tube.

← Funnel lid

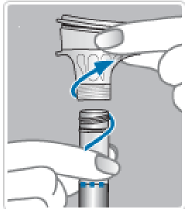
small cap for tube ↗

1. Ask the respondent to spit into the container until the amount of liquid saliva (not bubbles) has reached the fill line marked on the side of the tube. This usually takes about 5 minutes.
2. Please encourage them to try to complete the collection within 30 minutes. If they are having difficulties producing enough saliva, it sometimes helps if people close their mouths and wiggle their tongues or rub their cheeks (or think of their favourite food!)
3. Please put on your disposable gloves.
4. When the amount of liquid saliva has reached the fill line on the side of the tube, ask the respondent to pass the tube to you.

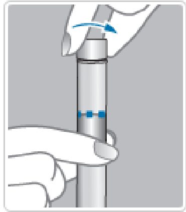




5. Hold the tube upright with one hand. If there are a lot of bubbles in the tube, tap the tube gently against a hard surface. Close the lid with the other hand by firmly pushing the lid until you hear a loud click. The liquid in the lid will be released into the tube to mix with the saliva. MAKE SURE THE LID IS CLOSED TIGHTLY.



6. Hold the tube upright. Unscrew the tube from the funnel.
7. Pick up the small cap for the tube. Use the small cap to close the tube tightly.



8. Put the tube into the small plastic bag with the absorbent material and seal tightly
9. Shake the capped tube for 5 seconds to mix
10. Place the funnel, Oragene packaging and gloves in the disposable bag for waste. Ask the respondent to dispose of it in the household rubbish.
11. Use the hand gel to clean your hands.

4.4.3. Packaging the saliva sample

You need to write the barcode number from the consent form onto the despatch form (please also make sure that you have entered your interviewer number in the space provided).

Place the sample and the despatch form in one of the white jiffy bags.

The maximum number of saliva samples you should post in one jiffy bag is 15.

4.4.4. Recording saliva collection information on the consent booklet

You will also be required to record the date each sample was collected on the front of the consent booklet. You will also be required to confirm that the respondent hasn't eaten, drunk, smoked or chewed gum within the 30 minutes prior to collection.

4.4.5. Recording the saliva barcode number in CAPI

You must input the saliva barcode numbers into CAPI in the **Final Element** module, which you will complete at home. You will need to use the consent form to do this. **This is the only way we will know which saliva sample belongs to which respondent**. You will also be asked to record any reasons for refusal, any problems with the saliva sample collection and the information you recorded on the front of the consent booklet in the Final Element module.

4.4.6. Storing and despatching the samples

The samples should be stored at room temperature so please do not store them in the fridge. Once a week during fieldwork, please gather all of the samples that you have collected together, check that you have entered the saliva barcode number for each sample on the despatch note(s), and post them back to the Bristol address. You can post them back using a normal post box. You can post samples to Bristol even if you have not completed the Final Element module in CAPI (for example, if you expect to return to the household to complete outstanding survey elements).

4.5. Additional points

- The Oragene collection kit is intended for the safe collection of human saliva.
- The funnel lid contains 2ml of Oragene liquid. Before use, the solution in the lid should be clear and colourless.
- Wash with water if the Oragene solution comes into contact with eyes or skin. Do not drink the Oragene solution.
- Store saliva samples at room temperature.

Activity monitor

5. Activity monitor

By the end of this chapter you will:

- *Understand why collecting information on young people's activity is important;*
- *Have an overview of the activity monitor device, including charging; and,*
- *Be familiar with how to correctly place the activity monitor device with the young person.*

5.1. Introduction

Physical activity among young people is a key public health concern. There are well established links between physical activity in adolescence and a wide range of health benefits. These include a reduced risk of obesity, healthy growth and development, improved psychological well-being and higher levels of social interaction. There is also interest in the role of sedentary behaviour and its impact on health.

Measuring physical activity is challenging because self-reported information tends to be inaccurate. Activity monitors allow us to objectively measure respondents' physical activity levels. The activity monitor and the time-use record tasks will be completed at the same time and should be explained to the young person at the same time.

5.2. Eligibility

Only a subsample of young people will be invited to complete the activity monitor task (and time-use record). This is because we will not have enough activity monitors to give everyone during the busiest fieldwork periods. The activity monitor and time-use record eligibility will always be the same (i.e. each young person will either get both tasks or neither), and your ECS will indicate case eligibility. All the families in each assignment will have the same eligibility (either all cases in the assignment will be eligible for activity monitor and time-use record placement, or none will be), which will make it easier for you to keep track of what you need to do.

5.3. Equipment and materials

The model is manufactured by **GENEActiv**.

You will be given a supply of devices to cover an **average** assignment, but you may need to request extra devices from the office if you have run out. For each young person you will need:

- Activity monitor
- 'Activity Monitor - More Information' leaflet
- Teacher letter (please note this letter refers to the time-use record too)
- Sports club letter
- Pre-paid return packaging
- Activity monitor despatch form

You will also have charging equipment for the devices, which is to be kept at home.

5.3.1. The activity monitor

The activity monitors are light-weight devices called accelerometers. They measure information about physical activity patterns. The activity monitor contains springs which move up and down when the person wearing it moves around. The movements of the springs are recorded onto a micro-chip inside the monitor. The monitor **cannot** tell where the wearer is or see what they are doing – it does not have GPS technology or a camera.

Activity monitors are worn on the wrist like a watch on the non-dominant hand (the hand they do not write with). Young people will be asked to wear the activity monitor for two days after your visit – one day during the week and one day at the weekend. The young person and their parent will be sent reminder text messages (from head office) the day before, and the morning of, each day. The activity monitor task should be completed on the same days as the time-use record.

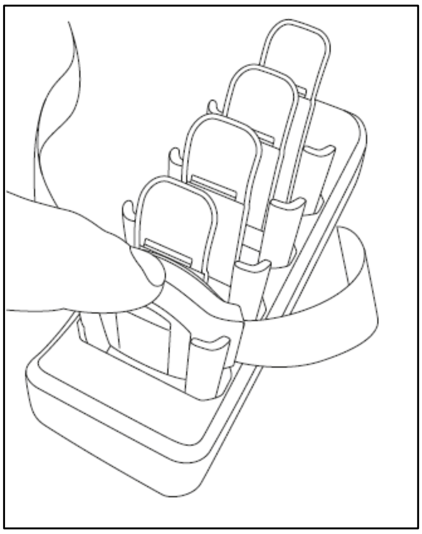
Respondents will be asked to post the monitors back to the office once they have completed the task.

5.3.2. Charging the activity monitors

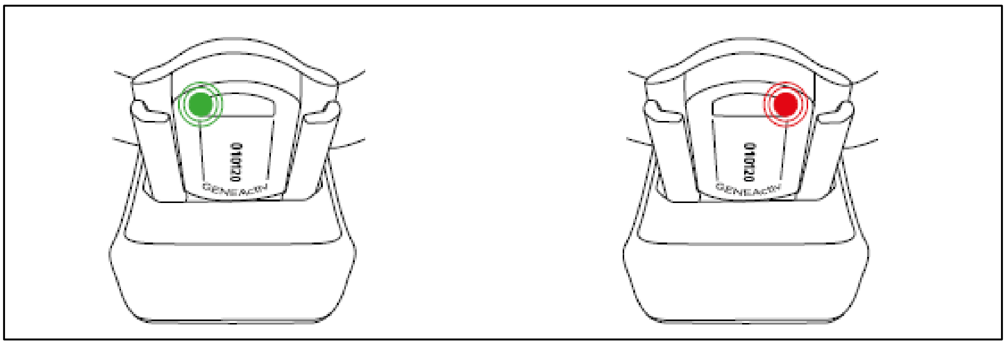
The activity monitors are battery powered. They will be fully charged when they leave the office but it will be necessary for you to charge them further at home. You will be provided with a charger:

1. You must ensure that activity monitors are fully charged when you place them with a young person. This is to ensure that the battery has sufficient charge to allow the monitor to collect data for the period of time that we require it to.

2. All devices that are not in use must be charged at least every 2 months, and not left charging longer than necessary. If they are not charged regularly the battery drains completely and cannot be re-charged. The device(s) are charged by placing devices in the charging cradle and connecting the cradle to a standard USB port on your tablet or to a wall socket using a standard USB plug. Please make sure you place the monitors correctly in the cradle, to ensure they are charging. Make sure that the device 'clicks' into place. The gold contact points on the monitor need to be facing down into the cradle, with the back of the monitor facing the end of the cradle connected to the lead.



The light on the activity monitor will flash green if it is charged and red while it is charging. If no LED light comes on when you place it in the charger then the device battery has drained completely. **Please send it back to the office as soon as possible so we can arrange a repair**.



Flashing green – charged   Flashing red - charging

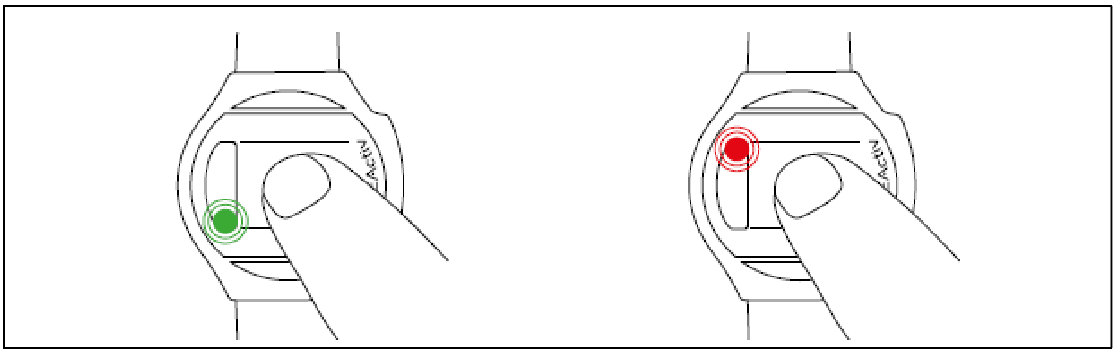
5.4. Procedure

The activity monitor placement can occur at any point after the household interview is complete and consent has been gained. It should usually be placed together with the time-use record, given that these tasks are 'linked' by sharing the same two selected days.

Ideally the placement of the activity monitor (and the time-use record) should be done with the parent present to listen in – however this is not mandatory.

5.4.1. Placing the Activity Monitor

1. Ask the young person to read the ''Activity Monitor - More Information' leaflet. If the young person is unable to do this, go through it with them. You should ensure that they know to wear it on their non-dominant hand.
2. Record the activity monitor serial number in CAPI. It is a 6-digit number found on the front of the device. If you have trouble reading the number, ask the young person to read it out to you.
3. **Press the start button**, which is a hidden button located under the face of the device. A green light will flash once when you do this. To check the activity monitor is on, you can press the same button again. The green LED will flash once; this will not turn the device off or interrupt data collection. If the LED flashes red when the button is pushed, the device is not charged. Please do not place this device with a respondent.



Green flash - recording started   Red flash - battery needs charging

If there is no LED flash when you press the start button then the device battery has drained completely. **Please return the device to the office for repair.**

4. Complete the activity monitor despatch form by filling in the young person's first name and sex and sticking the activity monitor despatch form barcode label from the consent booklet onto the slip. Place the slip in the return packaging.
5. The CAPI programme will automatically select two days (one week day and one weekend)
6. Write the selected days onto the 'Activity Monitor - More Information ' leaflet
7. Put the following materials into the pre-paid return packaging and give to the respondent:
   a. 'Activity monitor - More Information' leaflet
   b. Teacher letter (which refers to the time-use record too)
   c. Sports club letter
   d. Completed despatch form
   e. Any time-use record materials the young person needs
8. Read out the explanation of the task from CAPI.
9. **For twins/triplets only**. Place coloured stickers (attached to the consent booklet) on both the device and the 'Activity Monitor - More Information' leaflet, using one colour for each cohort member.

5.5. Additional points

5.5.1. Can the activity monitor harm respondents?

No. The activity monitor cannot harm respondents. It does not emit radiation, electrical current, vibration or heat. It does not have GPS technology and cannot track respondent's whereabouts.

5.5.2. When and how to wear it

Respondents are asked to wear the activity monitor for the two selected days. They should put the monitor on before going to bed the evening before each of the days and leave it on until the morning after each of the days.

The device is waterproof to 10 meters and can be worn in the bath or shower. We want respondents to wear it when doing sports, including swimming.

Respondents should remove the device before going through a metal detector (e.g. at an airport).

The device should be worn on the non-dominant hand (the hand they do not write with). It should be worn in the same way as a watch would be, so it sits comfortably on the wrist with very little movement on the arm. It should not be worn anywhere else, e.g. on the ankle or higher up the arm.

5.5.3. Wearing the activity monitor at school / playing team sports

Respondents should be encouraged to wear the activity monitor at school and when playing team sports. We have provided a Teacher letter and a Sports club letter that explains why the respondent is wearing the monitor and includes the study telephone number if a teacher has any questions. You should give a copy of the Teacher letter and the Sports club letter to the young person when you place the activity monitor.

5.5.4. Selection of days

CAPI will select one random week day, and one random weekend day from a seven day period following you visit. The day of your visit, and the following three days, will not be eligible for selection (this is to allow enough time for the young person's time-use record to be set-up).

The young person must wear the activity monitor on the two selected days. These are selected at random and cannot be changed. Cohort members cannot be assigned new days because the days selected are 'atypical', for instance because they are busy, on holiday, travelling, etc. or because they would prefer different days.

5.5.5. Turning the activity monitor on

To turn the monitor on, press the button hidden under the face of the device, as described above. Once the device has been turned on, it cannot be turned off. To check to see if the device is on, press the same button again. The green LED light will flash once. Please only turn the device on when you are placing it in the household, at the point the CAPI script tells you to. **<u>Do not</u> turn the devices on when you receive them at home.** Please make sure you do not accidently turn on the devices before a household visit. This is because it will drain the battery and fill the device's memory, so it will not collect data for the two days selected for the young person.

5.5.6. Addressing concerns regarding data security

Note that:

- If the device is lost, data cannot be downloaded from it without the correct software
- The device has no information programmed into it that could be used to identify any individual. The serial number on the device does not contain any identifying information about the young person.
- The despatch form does not contain sufficient information to identify the young person.

Time-use record

6. Time-use record

By the end of this chapter you will:

- *Understand why collecting information on time use is important;*
- *Have an understanding of how the time-use record instruments work; and,*
- *Be familiar with the time-use record placement protocols.*

6.1. Introduction

6.1.1. Background

Collecting information about how young people spend their time will enable researchers to understand what activities young people take part in, and for how long. For instance: how much time do young people spend watching TV or using the internet? How much time do they spend at school or doing homework? And how much time do they spend doing sport or exercise? The results will allow researchers to understand how young people from different backgrounds spend their time, and in the long-term, how the activities they engage in are associated with physical, emotional, and cognitive development later in life.

The time-use record and activity monitor tasks will be completed at the same time and should be explained to the young person at the same time.

6.1.2. Overview of the time-use record

The time-use record is to be completed by the young person for two 24 hour periods (one week day, and one weekend day, randomly chosen by CAPI) in the period immediately after your visit. The young person will provide a full record of what they did on these two days, as well as where they were, who they were with, and how much they liked what they did. The young person can fill in their time-use record via one of three modes:

- Online (for completion on a desktop, laptop, or netbook),
- Using an app (for completion on an Apple or Android smartphone or tablet),
- Or, on paper (for those unable or refusing to complete the record online or via the app)

The young person will need to choose which mode they prefer during the interview. The appointment leaflet that young people receive before your visit tells them that there is an app and an online version available, and that they will need to decide which to use. They have also been told that there is a paper version available in the event that they are unable to use one of the other modes. The pilot findings suggested that most young people will have chosen the mode they prefer prior to the interviewer visit. In the event they cannot decide, you will need to talk through the app time-use record leaflet and the online time-use record leaflet with them to help them make a decision.

You will give the young person two ‘time-use notebooks’ (one for each day) if they are completing the record online or by app. (those completing the paper record should not be given notebooks).The notebooks are for them to note down what they are doing as they go through each day. This will help them remember what they did when they complete their time-use record later. You will need to record the days selected by CAPI on the front of the notebooks. Please note that young people should not return the paper notebooks to us – they are purely to help them fill in the record. The young person and their parent will be sent reminder text messages (from head office) the day before, and the morning of, each day, if they consent to this.

6.1.3. Brief description of the three modes

Online

The young person will be given a website address and login details to access the online record. The online time-use record uses a grid layout, with the list of activities going down the side, and time (from 4am to 4am, in 10-minute intervals) running across the top. The young person clicks and drags within the grid to fill in what they did (as well as where they were, who they were with, and how much they liked it) for each of the two days.

App

The young person will download the app onto their smartphone or tablet, and will enter their login details. Unlike the online mode, the app doesn't use a grid layout. Rather, it uses a 'questionnaire' format: for each of the two days, the young person fills in each activity they did one after the other, along with its start and end time. For each activity, they also record where they were, who they were with, and how much they liked it.

Note that the app only works on an Apple device (iPhone or iPad) or one running the Android operating system (most smartphone and tablet brands use this system). It will not work on BlackBerry devices, or devices running the Windows operating system. This information is included in CAPI at the point where the young person chooses a mode, and most young people will be familiar with this terminology. If the young person is unsure what operating system they have on their phone they should choose the online version if they have a computer at home (or otherwise the paper version).

Paper

The paper record is for those young people unable to complete the record online, or on the app. We want to minimise the number of young people selecting the paper mode so you should **not** offer it as a choice up-front. Each of the two days uses a separate paper record document. Like the online record, the paper record uses a grid layout. The young person draws lines onto the grid to fill in what they did (as well as where they were, who they were with, and how much they liked it) for each of their two days. The young person will return their paper records in a pre-paid envelope.

6.2. Eligibility

Only a subsample of young people will be invited to complete the time-use record (and activity monitor task). The time-use record and activity monitor eligibility will always be the same (i.e. each young person will either get both tasks or neither), and your ECS will indicate case eligibility. All the families in each assignment will have the same eligibility (either all cases in the assignment will be eligible for activity monitor and time-use record placement, or none will be), which will make it easier for you to keep track of what you need to do.

6.3. Equipment and materials

For each young person you will need:

- 'Online time-use record' leaflet, and 'App time-use record' leaflet.
- Time-use notebook x 2 (one for each selected day). *Note that the notebook is only for those completing their record online or via the app.*
- Paper time-use record x 2 (one for each selected day) and pre-paid envelope. *Note that the paper time-use record is only for those young people who are unable or refuse to complete their record online or via the app.*
- Teacher letter (please note this letter refers to the activity monitor too).
- Login stickers (from the front of the consent booklet)

6.4. Procedure

The time-use record placement can occur at any point after the household interview is complete and consent has been gained. It should usually be placed together with the activity monitor, given that these tasks are 'linked' by sharing the same two selected days.

Note that ideally the placement of the time-use record (and the activity monitor) should be done with the parent present to listen in – however this is not mandatory.

6.5. Placing the time-use record

1. Ask the young person whether they would like to use the online or app mode. Give the young person the leaflet appropriate for the mode they have chosen. Do not go through the whole leaflet with them. If the young person cannot decide which mode they want to use, you can use the mode leaflets to give them further information about each option to help them make a decision.
2. Record the mode in CAPI (note: the mode must be the same for both days). If the young person is unable to or refuses to complete the record online or using the app, offer the paper mode and record this in CAPI – ***only offer the paper mode if neither the online nor the app mode are possible, e.g. no internet access or smartphone, or if the young person refuses to complete the record online or using the app.***
3. CAPI will automatically select two days (one week day and one weekend day).
4. Write the day (1 or 2), day of the week and date for each of the two days onto:
    a. The two time-use notebooks (if online or app mode)
    b. The paper time-use records (if applicable)
5. Affix the login sticker(s) onto:
    a. If the online mode has been chosen, on the 'Online time-use record' leaflet.
    b. If the app mode has been chosen, on the 'App time-use record' leaflet.
    c. If the paper mode has been chosen, on the records (one on each record)
6. Read out the script from CAPI which explains the key points about the time-use record task to the young person.
7. Put the following materials into the gold pre-paid return packaging and give to the young person:

   a. *For those completing the online or app modes:* Time-use notebooks x 2 (one for each day).
   b. The ‘Online time-use record’ leaflet (if the online mode has been chosen) or the ‘App time-use record’ leaflet (if the app mode has been chosen).
   c. The teacher letter (please note this letter refers to the activity monitor too)
   d. *For those completing the paper mode only*: Paper time-use records x 2 (one for each day).
   e. Any activity monitor materials the young person needs.

8. Explain that we want them to post back the paper time-use record (if applicable) as soon as possible after the second day, along with the activity monitor (if applicable).

6.6. After you get home

Young people will not be able to log in to their time-use records, or receive any reminder texts, until the interview data have been received in the office so that they can be set up. Therefore it is essential that you synchronise your ECS and Dimensions every day that you do any work on CNC. If for any reason you are unable to synchronise, for example if your internet connection is down for a prolonged period, you should contact the office and provide the mode, time-use dates and login to the office manually (over the phone or email). You can find this information in your ECS and field staff will be able to talk you through it.

6.7. Additional points

6.7.1. When should the young person complete their record?

The young person should never complete their time-use record in advance, even if they are confident they know what they are going to do. They should complete their record as soon as possible on, or after, each selected day, when their memory is fresh. For instance, they might fill it in a few times on the day, and finish it off the next morning; or they may complete it in full the next day. The young person should be encouraged to make full use of their time-use notebooks, to make sure they remember what they were doing.

6.7.2. Completing the time-use record at school

The young person should record the times that they are in class, and the times that they are doing other school activities (such as school breaks, meals at school, school clubs, and homework at school), however they should not record what they actually did in class. As such, the time-use record should not disrupt classes.

6.7.3. Selections of days

CAPI will select one random week day, and one random weekend day from a seven day period following you visit. The day of the visit, and the following three days, will not be eligible for selection (this is to allow enough time for the young person’s online or app record to be set-up).

The young person must complete their time-use record on the two selected days. These days are selected at random and cannot be changed. The young person cannot be assigned new days because their days are ‘atypical’, for instance because they are busy, on holiday, travelling, etc. or because they would prefer different days.

6.7.4. Addressing concerns regarding data security

Data security concerns are covered briefly in the advance materials. Note that:

- All data is held and transferred securely, in line with UK Data Protection legislation.

- At no point will the young person be asked to provide any personal identifying information in their time-use record. Rather, they will complete the record by selecting activity codes from a list.

- The young person will not provide verbatim (open) data about their activities, nor about any of the contextual domains.

- Neither the online nor the app time-use records will collect any information from the device which might allow the young person to be located or identified, such as location data, GPS data, internet usage data, or call-history data.

6.7.5. Confidentiality within the household

The young person's time-use record is confidential, and it is important that they are able to complete it without other individuals seeing what they have recorded.

- If the young person is completing the paper time-use record, you should recommend that they keep it in the return-envelope, or keep it otherwise somewhere private.

- If the young person is completing the online time-use record using a shared computer, you should recommend that they click 'Save and log-out' at times that they are not filling it in. Note that they will need to re-enter their login in order to gain access to their time-use record again.

- If the young person is completing the app time-use record using a shared device, you should recommend that they close the app at times they are not filling it in.

6.7.6. Will young people incur data charges when using the app time-use record?

Some young people may express concerns about data charges when using the app time-use record on their smartphones. The app requires an internet connection and will use data when it is first downloaded, each time the respondent logs on and when each of the days are submitted. It is best that young people connect to a wifi network before downloading the app, so that they do not use any of their mobile data allowance or incur data charges. The app mode leaflet for respondents covers these points.

6.7.7. Can young people complete the time-use record while abroad?

The app and online time-use records can be used while the young person is outside the UK, providing they have access to an internet connection. However, they may find it easier to fill in the time-use notebooks and then complete the records when they get home, or to choose the paper mode.

If they want to use the app mode overseas it will be best if they download the app before they go away and then fill it in while connected to a wifi network. This will avoid their incurring data roaming charges for using the internet outside of the UK, which can be expensive.

To use the online mode overseas they would need to have a laptop with them, go to an internet café or use someone else's computer.

Parent interviews

7. Parent interviews

By the end of this chapter you will:

- *Be familiar with the content of the parent interviews;*
- *Feel confident completing all aspects of the parent interviews;*
- *Understand the importance of collecting contact information; and,*
- *Be familiar with the more sensitive questions.*

7.1. Introduction

The survey will start with a ‘household interview’ which determines who lives in the home and who is eligible for each interview. After this, you will need to complete an interview with the parents / guardians of the cohort member(s), which will include a self-completion element for them to complete on the tablet, and the main parent will be asked to complete some additional SDQ questions (on paper).

7.2. Feed forward data

Because this is a longitudinal survey, we can use data collected from prior sweeps, called Feed Forward data. Along with the sample data, this will automatically be fed into the scripts. We use these data in the CAPI to route past questions we don’t need to ask again, and to bring up questions where you need to double-check the information is still correct or collect missing information.

7.3. Household interview

This is the first part of the CAPI questionnaire and **MUST** be done before all other elements. It is completed by one person per household and should usually be completed by one of the parents (who will usually be the main and partner respondent). However, you can complete this interview with any resident adult.

The household interview will make extensive use of ‘feed forward’ data from the last sweep in which the family were interviewed (i.e. details that were collected about the household previously). The details of all household members (name, sex and date of birth) at the time of the last interview will be fed into the interview as well as contact information (i.e. full names, addresses and phone numbers) for the cohort member and the stable contacts.

7.3.1. Length

The household interview will take about 10 minutes.

7.3.2. Content

The topics include:

- Change of address since last interview.
- Household composition – details of everyone living with the young person at the last interview will be fed forward to check whether they are still living in the household and to confirm their details. Details of any new household members are collected / confirmed.

- Relationships – this section establishes the relationships between each of the household members, and involves you checking that information held from previous sweeps is still correct. Where new people have joined the household, the relationships will need to be collected from scratch (using a showcard). Please be aware that some respondents will find these questions sensitive, especially if other household members are in the vicinity.

- Employment status.

- Selection of main and partner respondents (and whether a proxy interview is needed).

- Questions to ascertain legal parental responsibility

- Collection of contact information - It is critical that this information is entered accurately. This information will be used for the thank-you mailing and passed to CLS for use in Keeping in Touch mailings and for future surveys.

- Summary of consents (including entering the consent booklet barcode number). Please remember to write the consent information on the relevant forms before moving on. It is important that you do it straight away.

7.3.3. Selection of main and partner respondents

This is done as follows:

- It is based exclusively on relationships between household members.

- Parents (including step, foster and adoptive) of the young person and any partners (including same-sex partners) of parents will be selected for interview.

- Usually CAPI will select the mother for the main interview and the father or father-figure for the partner interview:

    - The main exception is when the father is the natural parent of the young person and the mother is not – the CAPI will then select the father for the main interview.

- If there are no parents living with the young person, the CAPI will select the main carer and his/her partner for interview.

You are able to overwrite the initial CAPI selection and complete the main interview with the person CAPI selected for the partner interview and vice-versa. But you should only do this if needed in certain specific circumstances. You may wish to do this if, for example, the father is the main carer. You may also swap them if you cannot persuade the mother to take part (but the father is willing to be interviewed as the main partner). However, in these circumstances please make sure that you have made every effort to interview the mother as the main first. The household interview will ask if you wish to do this, and then CAPI will 'swap' the selected respondents. **Note that once the household grid is completed, you will not be able to change the selection.**

You **must** only conduct the main and partner interviews with the people **identified by CAPI** as main and partner respondents at the end of the household interview. For example, in a house where the young person's mother is living with the young person's grandparents, even if the grandmother is regarded as the main carer, neither she nor the grandfather will be selected for the main and partner interviews. The mother will need to do the main interview and no one would be eligible for the partner interview. You will not be able to swap one respondent for another in this situation.

After the respondents are selected, you will then be given information about which consents are needed and from whom so that you can carry out the other parts of the survey. This will be presented to you on summary screens within the household interview and you will need to write down consent information on the consent form (described in section 7.6.6 of the Survey Information and Processes Instructions – *Completing the front page of the consent booklet*)

You will also be asked to update the address for the family, the full names for the selected respondents and the young person, as well as the home phone number for the family.

7.3.4. Special case – relationships in a twin/triplet household

Normally twins will have the same relationship to every member of the household. However, it is possible for the relationship between twins/triplets and another household member to differ.

Example 1 If twin A has a child living in the household, the baby's relationship would be the child but the relationship to twin B would be the niece/nephew.

Example 2 If twin A has been formally adopted by his mother's new partner but the adoption process has not been finalised for twin B, the partner's relationship with twin A will be adoptive parent and with twin B it will be step-parent.

In households with twins/triplets, an additional code will appear at the relationship question (PREB) labelled 'relationship varies', please use this code only when the relationship is different for each twin/triplet and describe the differing relationship in your own words in the box that appears. Make sure you give full details of the names and relationships e.g. Mary is Jane's daughter. Mary is Jenifer's niece.

7.4. Main respondent interview

One parent or carer (usually the mother) of the young person will be asked a general CAPI and CASI (Computer Assisted Self Interview) interview that will include questions about the cohort member(s). This interview can be translated by a Welsh-speaking interviewer or by a household interpreter (described in sections 2.6 and 2.7 of the Survey Information and Processes Instructions).

7.4.1. Length

We anticipate that the main respondent interview will take approximately 40 minutes.

7.4.2. Topics covered

- Family Context
- Education and schooling
- Parenting Activities
- Young Person Health
- Parent Health
- Employment and Income
- Housing
- Other Matters
- Self-Completion
- Contact Information

The main respondent will also be given a paper self-completion form on Strengths and Difficulties which they should complete. This is dealt with separately in section 7.7 below

More details on these topics can be found in section 7.10 below.

7.5. Partner interview

This is a shorter CAPI and CASI (Computer Assisted Self Interviewing) interview to be completed by the young person's other resident parent, usually their father or partner of the resident parent. This interview can be translated by a Welsh-speaking interviewer or by a household interpreter (described in sections 2.6 and 2.7 of the Survey Information and Processes Instructions).

7.5.1. Length

We anticipate that the partner interview will take approximately 25 minutes.

7.5.2. Topics covered

- Family context
- Education and schooling
- Parenting activities
- Parent Health
- Employment and Income
- Other Matters
- Self-Completion
- Contact Information

More details on these topics can be found in section 7.10 below.

7.6. Proxy partner interview

This interview is rarely needed. It is a very short interview to be completed about the partner by the main respondent if the partner is **away for the entire fieldwork period** or **incapable of completing an interview** themselves.

There are questions in the household interview which determine whether or not a proxy partner interview should be done. If you need to complete a proxy partner interview, the questions will be asked **at the end of the main interview**.

7.6.1. Length

We anticipate that the proxy partner interview will take approximately 5 minutes.

7.6.2. Topics covered

- Family context
- Parent's health
- Employment, Income and Education

7.7. Strengths and difficulties questions (SDQ)

For copyright reasons, we are having to ask the Strengths and Difficulties questions on paper for the Age 14 Survey, rather than in the self-completion section of the main interview. In every household, you will need to administer a 5 minute paper questionnaire with the main carer which you can complete at any time after the household interview, although it would be preferable to have completed the main respondent interview first.

To administer the questionnaire:

- Attach the Strengths and Difficulties barcode sticker (from the consent booklet) to the paper copy of the questionnaire in the box in the bottom right corner.
- Hand the questionnaire and an envelope to the respondent.
- Allow the respondent to complete the form in private and ask them to place it in the envelope and seal when it's complete.

The questionnaire includes sensitive questions about the cohort member. If possible, administer this element whilst the young person is occupied elsewhere.

You will need to send back all of your completed forms in two packs, one in the middle and one at the end of your assignment. These sealed forms must be inserted into a larger envelope and returned by first class post to be scanned. You will be provided with standard filled envelopes to return the consent forms and the SDQ papers, however, the **SDQ forms must not be sent back in the same envelope as the consent forms**, for data protection reasons. There will be enough envelopes for them to be sent separately.

Note that in multi-birth families a Strengths and Difficulties questionnaire must be completed for each cohort member.

We do not provide translated versions of the form but, as with other sections in the main interview, it can be translated by the interviewer or someone else due to language problems if necessary. The cohort member should not be used as a translator. If the respondent is unable or unwilling to complete it on their own, you can help them, in the same way that you can during the self-completion section.

7.8. The calendar

During the course of the interview, the main and partner respondents will be asked to recall the dates for events relating to jobs. You will be asked to record details of the current, or most recent, event and subsequently work backwards to record earlier events. **CAPI will work back until the date of the last interview.**

To assist you we have provided a calendar that may be used to help recall dates and the sequence of events. Many recent surveys have demonstrated that showing a calendar to respondents can help them map out their time more quickly and accurately, before you actually enter the information into the CAPI program.

Please do **NOT** write on the calendar.

NB please take time and care to ensure you get the dates right, as CAPI will loop to close the gaps in dates, and will continue to loop the questions until the date sequences are complete. In the main stage, this occurs in the Employment and Income section (for economic activity histories) and in the Family Context section (for relationship history). Note also that in order to close the gaps, it is **necessary for the month and year to be exactly the same** e.g. if one situation ended in January 2012 and another started in February 2012 CAPI will ask what happened in between. If there was no gap, **both situations need to start/end in the same month and year**.

7.9. Privacy and sensitive topics

The questionnaire contains some topics which respondents may find sensitive. If possible, try to conduct parent interviews in private. The most sensitive topics such as mental health, and alcohol and drug use are in the self-completion/CASI (Computer Assisted Self Interviewing) section which the respondent answers on their own. However there are other potentially sensitive topics such as non-resident parent questions which are asked in the interview. For some of these topics, there is an introductory screen alerting you that the next set of questions may be sensitive.

Note that any topic could be sensitive to someone, depending on what is going on in their lives. There are some questions about the young person for which the parent may not wish to give their answer out loud if the young person or another household member is present in the room. For these questions, the answer options have been put on showcards so you should encourage parents to read the number/letter from the card, especially for sensitive questions or questions with a lot of response options.

7.10. Detailed information on content of main, partner and proxy partner interviews

7.10.1. Family context

This module covers a variety of contextual information about the young person's family. The questions asked will be different in different families and will also differ depending on whether the information is already known e.g. from feed forward data or from the household interview. It is asked to both main and partner respondents, though partners are asked fewer questions.

The topics included are:

- Legal marital status.
- Languages spoken at home.
- Ethnic group of main respondent and partner.
- Twins/triplets – these questions are asked, to main respondents only, of every same-sex twin and triplet pair, in order to establish whether or not they are identical twins/triplets.
- Non-resident parents – these questions are asked, to main respondents only, about any non-resident parents. Foster parents are also asked these questions about the young person's non-resident natural parents. Be aware that these questions may be sensitive, particularly if the young person is in the room.
- Fostering - these questions are asked to main respondents who are foster parents.
- Own parents – these questions are asked to both main and partner respondents, about their own natural or adoptive parents.

7.10.2. Education and schooling

This module covers the young person's current school and education. Details include collecting the school name and address and type of school, school exclusions, reasons for absences from school, whether the young person has Special Educational Needs (SEN) or additional needs and what the conditions are and any help or support at school.

Parents are asked what they would like their child to do after age 16 and how likely it is they will attend university and how they travel to school.

This module is repeated for each young person if there are twins or triplets.

Most questions are asked of the main respondents only. The partner is also asked questions about their life post 16 and university.

7.10.3. Parent activities

This short module covers some activities that the parents and young person may do as a family. It is asked to both main and partner respondents and is repeated for each young person if there are twins or triplets.

7.10.4. Young person health

This section covers various aspects of the young person's health. It is asked of the main respondent only. It is repeated for each young person if there are twins or triplets.

Topics include:

- General health.
- Long standing conditions including type; whether reduces ability to carry out day-to-day activities and length of limiting condition.
- Eyesight problems, hearing problems, speech, asthma, eczema and hayfever.
- Conditions: Measles, Chickenpox, Tuberculosis, Whooping cough, ADHD (Attention Deficit Hyperactivity Disorder) and Autism.
- Accidents, other hospital admissions, medicines, vaccinations.

7.10.5. Parent health

This module asks both main and partner respondents about their health.

It covers:

- General health and long standing illnesses and conditions including type; whether it reduces their ability to carry out day-to-day activities and length of limiting condition.
- Current smoking behaviour and how often they do any sport or physical activity.

7.10.6. Employment and income

Asked to main and partner respondents, this module is comprised of six key parts:

- Current economic activity status: whether employed or self-employed and details about their job. If the respondent is not working, why they are not working and whether they are looking for a job. If the respondent is not doing the same job (or other activity) as they were doing when previously interviewed they will be asked when they stopped doing their previous job (or other activity) and when they started doing their current job (or other activity). This is asked to both main and partner respondents.
- Earnings from employment.

- Other sources of income (benefits, maintenance payments, rent from boarders etc.). The main respondent is asked about the earnings of the partner (so we have some information on this if he/she is not interviewed). For benefits, the respondent is asked if they receive individual benefits. If the respondent is unsure of amounts, CAPI provides the typical amount and period for most benefits.
- Savings and investments, debts and financial hardship. This is asked to main respondents only.
- Education and qualifications. This is asked to both main and partner respondents.
- The final part of the module asks those with a gap between starting their current job (or other activity) and finishing the job (or other activity) what they were doing at the time of their previous interview for a full economic activity history. This is asked to both main and partner respondents.

Please remember that the definitions used for this study may be different from those you use on other studies. Please read all instructions here and on the CAPI screens thoroughly.

Be aware that financial questions can be sensitive and can cause friction e.g. if one partner is reluctant for the other to divulge financial information. **Note that it is okay for respondents to help each other to answer these questions e.g. if the partner knows more about family finances than the main respondent.**

When completing questions about the main and partners jobs (JBCK JBTI and JBDO), please make sure that you give full details because these questions are used to code SIC and SOC. Try to record specific job titles, and avoid vague, generic descriptions such as:

- 'clerk' – could be filing clerk, bank clerk, etc.
- 'teacher' – enter whether primary or secondary, and any additional information such as a special needs teacher.
- 'civil servant' – can include anyone in a central government post, from a cleaner or filing clerk to an Assistant Secretary or Department Head.
- 'engineer' covers many different types of skill and levels of responsibility (from repairmen with minimal training to highly qualified professionals). We need to know the kind of engineer - electrical, civil, heating etc.

For the police, merchant navy, armed services etc., rank is always required. For civil servants, class and grade are always required (e.g. clerical officer, higher executive officer, principal research officer).

JBDO gives us additional material which is especially helpful where the job title alone is not sufficient to code the Main or Partner's occupation. Probe for full description of job responsibilities, necessary qualifications, and special machinery or equipment used.

To be able to classify manufacturing and construction jobs we need to know what materials are used. For example, to classify a boat-builder we need to know whether the boats are constructed from wood, metal or fibre glass. For these types of occupation <u>always probe</u> with:

What materials do you make things with?

Machinery or special materials must be of a specialised nature, not just everyday office equipment, for example:

Include telephone switchboards, printing machinery, office computer networks, data bases and other computer skills;

Exclude telephones, ordinary office photocopiers.

If in doubt, record qualifications which would be needed by somebody starting the job now, even if the respondent does not have those qualifications. Obtain details of the necessary qualifications as precisely as possible, e.g. public service vehicle driving licence (PSV), Higher National Certificate (HNC) in mechanical engineering, completed trade apprenticeship etc. Experience can count as a qualification, but probe for length of experience.

Seasonal work – some respondents do seasonal work. If their main job is seasonal work and they are currently working, treat it as you would any other job. If they were not working last week but have a contract, treat it as though they have a job that they were away from last week (following the instructions at JBAW). Only include seasonal work as a second job if the person is CURRENTLY doing that job.

7.10.7. Housing

This module is asked to main respondents only and collects information about moving home, the young person's current housing situation, housing expenditure and equity and views about the local area.

Although unusual, it is possible that the young person will have a different housing history from their parents. For example, if they spent some time in foster care or if one parent left the young person's household for a period of time. At the start of the household interview, you are asked to code whether or not you are interviewing at the same address as last time. If the young person is living at a different address, you are prompted to ask in the household interview whether or not the parents and young person moved together. These questions are used in the routing of the housing history questions in this section. If the parent did not move with the young person, fewer questions are asked about housing history for the main respondent.

7.10.8. Other matters

This module is asked to both main and partner respondents. Topics are:

- Religion - If not reported at a previous interview, both respondents are asked their religion or denomination. There are separate questions for all 4 countries of the UK. In Northern Ireland there is an additional question on religion brought up in.
- Time spent with the young person.

7.10.9. Self-completion (CASI)

This module is completed by the main and partner respondents themselves. Questions about the young person are repeated for each young person in the case of twins and triplets.

The self-completion can be completed by the interviewer if there are problems with sight, reading or other health problems or disabilities. It can also be translated by the interviewer or someone else due to language problems. In these cases ***many*** of the questions about the respondent will be skipped – so please ensure you code correctly at the beginning of this module. **If you are reading out the questions, please ensure the respondent has some privacy – ask others to leave the room.** This is also important in order that questions about other household members are not overheard.

When you are requested to hand over the tablet, please remove the keyboard. Please re-attach the keyboard when the respondent returns the tablet to you.

Respondents will touch the screen to go through the interview, and press the ‘Next’ button – instructions are given on screen. Note that they may accidently press the ‘windows’ icon on the tablet (the four squares in the centre of the tablet below the screen) during this section, please refer to section 1.4.1 How the questionnaire should be completed (in Chapter 1) if this occurs.

If a respondent needs help after beginning the module themselves, ensure you code at the end of the module that you helped the respondent. If they encounter any technical difficulties, please encourage them to give you the tablet back, rather than trying to fix it themselves.

The topics covered include:

- How the respondent sees themselves as a person.
- Relationship with the young person.
- Psychological health and depression of the respondent, alcohol and drug use
- Relationship with their partner
- Life satisfaction

NOTE: these questions are not all asked if the self-completion is interviewer administered or translated.

7.10.10. Contact information

This module is asked at the end of the interview for both main and partner respondents. It mainly collects contact information – telephone numbers, email addresses and stable contact details. It is critical that this information is entered accurately so please take care when recording these details.

Parent CAPI/CASI question help

8. Parent CAPI/CASI question help

8.1. Household interview

The table below provides guidance on particular questions.

Question name	Notes on question
ADSA/ADSM	Change of address. Respondents will be asked whether they were living at this address previously.
BCHK	Household composition This question asks whether each person listed as being present at the last interview still lives there.
BWHP	Household composition **You must not proceed with the interview if the young person - or all of the young people - are no longer living there.** In the unlikely event that twins/triplets are no longer living together (or if one has died), this can be recorded here (and you can proceed to conduct the interview about the twin/triplet who is still living there).
PELS	This question asks about people living in the household who we do not already have listed.
BADD	If, during the Household Interview, you find that the one or more cohort members have moved away and are no longer at this address, you will be asked to enter their new address using a postcode look up table. Once you have entered the new address, and if no other cohort members are in the household, you will be given onscreen instructions for what to do next. If one or more cohort members are still in the household you will proceed with the interview.
PRBC/PREB/PRRC	Household relationships Relationships of all household members to the cohort young person and between all household members are checked (or collected). Take care to ensure that the relationships are the correct way round e.g. Marge is Bart's natural mother, Bart is Marge's natural son. Partners of parents should be coded as step-parents and children of partners should be coded as step-children.

	Biological relationships take priority over fostering e.g. if a grandparent is fostering the young person, they should be coded as a grandparent (rather than foster parent). **These relationships can be sensitive in some family situations e.g. if children do not know that a parent is an adoptive/step parent.** It is possible for the relationship between twins/triplets and another household member to differ. For example, if twin A has a child living in the household, the baby's relationship would be the child but the relationship to twin B would be the niece/nephew. In households with twins/triplets, an additional code will appear at the relationship question (PREB) labelled 'relationship varies', please use this code only when the relationship is different for each twin/triplet and describe the differing relationship in your own words in the box that appears. Make sure you give full details of the names and relationships e.g. Mary is Jane's daughter. Mary is Jenifer's niece.
ZCMN-ZP2F4	Contact information Details are displayed if known from the ECS and live sample information. It is important that these are checked carefully with the respondent as they may have changed or need amending. Accuracy is vital for all contact information.

8.2. Main respondent interviews

8.2.1. Family context

Question name	Notes on question
FCIN	Legal marital status This may be different to 'de-facto' living arrangements and/or relationships reported in the household grid e.g. lone parents or respondents with cohabiting partners, may be married to someone living outside the household. There are separate codes for Civil Partnerships between same-sex couples.
ETHE/ETHW/ETHS/ETHN PTHE/PTHW/PTHS/PTHN	Ethnic group The questions use the most up-to-date version of the standard ethnic group question i.e. those used in the 2011 Census. There are different questions in each country.

8.2.2. Education and schooling

Question name	Notes on question
GENERAL	Some questions ask about 'this school year'. This refers to the academic year 202014/2015 (or 2015/2016 in some Scotland and NI interviews).
SCNM-INCON	The name and address of the school will be collected. There is a school-name look-up function provided in CAPI to ensure accurate collection of school name and address, particularly where the respondent only knows partial details.
TSUS-NEXC	These questions on suspensions and exclusions from school refer to EVER, not just the current school or school year.
ASMI	In England the participation in education age is changing to 18 by 2015. This does not mean that young people have to stay in school but they can choose one of the following options: • Full-time education at school, college or home • Work based learning, e.g. an Apprenticeship • Part-time education or training with a job. This change is not happening in Wales, Scotland or Northern Ireland.

8.2.3. Employment and Income

Question name	Notes on question
CHJB	The CAPI will feed-forward the respondent's job title from a previous interview and you will ask the respondent whether they are still doing the same job. Please note that respondents may have changed their job title but still be defined as doing the same job. Respondents should be recorded as doing the same job if: • They are still working for the same employer - irrespective of how much the job changed EXCEPT in some circumstances for civil servants, teachers and NHS employees (see below) • They are still self-employed, free-lancing or doing consultancy work, irrespective of changes in the nature of work done or how many contracts worked on. (E.g. if a self-employed plumber is now a self-employed carpenter this should not be recorded as a change of job). The change in the nature of the work done will be collected later. • They are still agency temping irrespective of how many individual placements this covered, or how many agencies worked for. The following circumstances should be recorded as a change of job: Any change of employer other than the take-over of a firm. • Becoming self-employed, if currently an employee. • Becoming an employee, if currently self-employed. • Changes of government departments for civil servants.

	• Changes of school for teachers. • Changes of hospital for NHS or NHS trust employees.
ESMI	This question is asked of those cases who were working three years ago but it is not established whether they were working for an employer or were self-employed three years ago. **A self-employed person** is someone working on his or her own account who does not receive a wage or salary from an employer. The sole or part owner of a business, or someone in private practice by himself or in partnership, is self-employed. But the working directors of private or public companies who draw salaries from these companies are classified as employees, even though they have a shareholding in the company. If in doubt about whether someone is self-employed, obtain information on tax and National Insurance status. People not on PAYE/Schedule E and paying their own National Insurance stamps should be counted as self-employed, even if they work for a company e.g. a self-employed taxi driver. **Temps working for an agency are employees.**
JBCK / JBTI	It is very important that you obtain as much information as possible here as it is used to code SOC and SIC. Try to record specific job titles, and avoid vague, generic descriptions such as: • 'clerk' – could be filing clerk, bank clerk, etc. • 'teacher' – enter whether primary or secondary, and any additional information such as a special needs teacher. • 'civil servant' – can include anyone in a central government post, from a cleaner or filing clerk to an Assistant Secretary or Department Head. • 'engineer' covers many different types of skill and levels of responsibility (from repairmen with minimal training to highly qualified professionals). We need to know the kind of engineer - electrical, civil, heating etc. For the police, merchant navy, armed services etc., rank is always required. For civil servants, class and grade are always required (e.g. clerical officer, higher executive officer, principal research officer).
JBDO	This question gives us additional material which is especially helpful where the job title alone is not sufficient to code the Main or Partner's occupation. Probe for full description of job responsibilities, necessary qualifications, and special machinery or equipment used. To be able to classify manufacturing and construction jobs we need to know what materials are used. For example, to classify a boat-builder we need to know whether the boats are constructed from wood, metal or fibre glass. For these types of occupation <u>always probe</u> with: *What materials do you make things with?* Machinery or special materials must be of a specialised nature, not

	just everyday office equipment, for example: *Include* telephone switchboards, printing machinery, office computer networks, data bases and other computer skills; *Exclude* telephones, ordinary office photocopiers. If in doubt, record qualifications which would be needed by somebody starting the job now, even if the respondent does not have those qualifications. Obtain details of the necessary qualifications as precisely as possible, e.g. public service vehicle driving licence (PSV), Higher National Certificate (HNC) in mechanical engineering, completed trade apprenticeship etc. Experience can count as a qualification, but probe for length of experience.
EMPT	'Private firm/company/PLC' means an organisation in private ownership, either incorporated under the Company's Act (e.g.: XYZ Ltd or ABC Plc), or otherwise privately owned, such as a solicitors' partnership or a family business, such as a farm or shop. Include private companies supplying services to public organisations, such as cleaning and catering for local councils or NHS hospitals. Private schools or hospitals should be included (but not NHS Trusts). Examples of state corporations or nationalised industries include the BBC, and Network Rail. Companies Limited by guarantee should be coded as 'Companies' and not Charities/Trusts.
EMPN	This question asks about the number of employees at the place the respondent works. This means the establishment the respondent works in - either a building, or a site at the same address. A department is not an establishment unless it is a separate branch that has an address of its own, for example a bank or Post Office branch, a shop, a school, an area office, etc.
WKHR	DO NOT INCLUDE MEAL BREAKS INCLUDE ANY USUAL PAID OVERTIME DO NOT INCLUDE UNPAID OVERTIME (THIS IS COLLECTED SEPARATELY) RECORD HOURS ACTUALLY WORKED, NOT CONTRACTED (see detail below under 'Respondents working on-call') ***If the work pattern is not based on a week**,* get an average over the last four weeks. ***If the respondent has been off sick for a long period***, take the usual hours worked before going sick. ***If a person has recently started a new job**,* record the hours the respondent expects to be working in the future. ***Apprentices, trainees and other people in vocational training***: exclude any time spent in college or other special training centres outside their workplace. ***Respondents working on-call:*** If someone states at the hours questions that they usually work 24 hours a day because they are

	'on-call', the average number of hours **actually** worked should be probed for. Identify how many hours were actually worked in the last four weeks and average these out to give a weekly total for usual hours. For example, if a respondent was on-call all night, but was only called out to work for two hours, the actual working hours for this night would be two hours. ***Self-employed people*** often find it difficult to give precise figures. If necessary, encourage them to work things through on a daily basis and get as accurate a figure as possible. It is important that we have information about their hours worked to compare these with the hours worked by employees.
NWRK	This question collects the current economic activity status of those not currently working. **Looking after the family** should be coded if this is the person's <u>exclusive</u> activity. More than one person in a household can be looking after the family. This code applies if this is a person's **usual** main status, even if they are currently sick, on holiday, etc. **Out of work and looking for a job** should be coded if a person is out of work but **<u>actively seeking work</u>** – e.g. registered at a government Employment Office, Jobcentre or Careers Office, or at a private Employment Agency (but not working), answering advertisements, advertising for jobs, etc. Treat someone as unemployed rather than 'looking after the family' provided they satisfy the conditions above. Anyone who is unemployed but does not want to work **should not** be treated as unemployed: try to fit their status to the list, but otherwise code as 'Not in paid work for other reason'.
ESMG	See guidance for ESMI above.
LJBY / LJBM	Record the date when the respondent either stopped working for their previous employer or stopped being self-employed. For employees include: • Any change of employer (excluding takeovers). • Becoming self-employed. • Changes of government departments for civil servants. • Changes of school for teachers. • Changes of hospital for NHS or NHS trust employees.
GROA / GROP / GAWB – GAOB	Gross pay is collected over two questions which cover the amount received and then the period covered by that amount. If the respondent is unable or unwilling to report the amount they are paid at GROP you should attempt to collect the period over which they could provide their best estimate. They will then be routed into a set of questions which will ask the respondent whether they are paid more than or less than particular amounts in the period recorded at GROP. If no period is recorded at GROP respondents will be asked whether they receive more than or less than particular amounts each month.
NETA – SJOB	Net pay, usual net pay and income from second jobs are collected in the same way as gross pay.

UNCR	This question refers to Universal Credit. Universal Credit is a new single payment for people who are looking for work or on a low income. It is being slowly rolled out across the country and has not been introduced in all areas yet. It replaces: • income-based Jobseeker's Allowance • income-related Employment and Support Allowance • Income Support • Child Tax Credits • Working Tax Credits • Housing Benefit
BENT	Make sure respondents read out the full name of the payment from the showcards to avoid the possibility of recording the answers incorrectly. If there is a partner in the household then the 'main' respondent should report all benefits received either by themselves or by their partners (either in their own name or jointly with someone else). When conducting a partner interview the respondent should **only** report benefits that they themselves receive (either in their own name or jointly with someone else). If the respondent reports that they receive some 'other' benefit a second question will be triggered which will include a help-screen which provides a list of all benefits and how they should be classified.
BENA – BENP	As with earnings from employment, income from benefits is collected via two questions, the first recording the amount of the last payment received and the second recording the period covered by that payment. Main respondents will be asked about benefits received either independently or jointly with their partner. If a main respondent receives a benefit jointly with their partner you should record the total amount received by both of them. If a respondent and their partner both independently receive a benefit you should only record the amount that they personally receive. Partner respondents will only be asked about benefits that they receive independently. For the most commonly received benefits information will be available on screen which provides advice about the typical value of payments and how regularly they are paid. If a respondent cannot report how much they receive in one particular benefit because they receive it with another benefit then you can enter the total amount received. When recording the amount received in that other benefit enter 0 to avoid double-counting.

NTCO / NTLP	These questions ask main respondents to report their overall total household income. The amount reported should include **ALL** take-home pay from employment, all benefits and all other sources of income. Respondents should include council tax benefit and housing benefit – even if these are paid directly to their landlord.
SAVI / INVT	If the respondent only has a bank account and their account is overdrawn code '0'. When totalling amounts held in different accounts/investments treat negative amounts as '0' – e.g. if a respondent has a savings account with £1,000 but their current account is overdrawn by £1,000 then their total savings should be recorded as £1,000.
JHIS	The economic activity history will be triggered if there was any gap between the date which the respondent stopped doing the activity they were doing at the time of the last interview and the date which they started doing the activity they are currently doing. Please note that you need to ensure that there are no 'gaps'. If one job was finished at the end of January 2011 and the next job started at the beginning of February 2011 then CAPI will consider this to be a gap and will ask about the period between January and February. If the respondent moved straight from the 1st job to the 2nd job then to close this gap you would need to amend your coding and record that the second job began in January 2011 (i.e. the same month that the previous job ended). However, if the respondent did not move straight from the 1st job to the 2nd job you should collect details about what they were doing in between.

8.2.4. Housing

Question name	**Notes on question**
ROOW	Shared equity is when a person pays both a mortgage and rent on their property. The property is usually provided by a council or Housing Association (HA), and is owned jointly by the equity sharer and the council or Housing Association. Equity sharers take out a mortgage or loan in order to buy their share (usually 25%, 50%, or 75%) of the property. They continue to pay rent to the council or HA for the share of the property which the council or HA still owns. After a period of time, equity sharers have the option of buying a greater share of the property. If they buy 100%, the equity sharer becomes an owner-occupier in the normal way and no longer pays any rent.
RENT	This question is asked of all renters. Those paying part-rent / part-mortgage should only report the rent component of their housing costs here. If water charges or any other services are paid with the respondent's rent they should be included here. Rent rebates should be deducted. Respondents who are unable or unwilling to report their rent are asked a series of questions to allow us to estimate an amount range. First of all you should attempt to collect the period over which they typically pay their rent. You will then be routed to an

	appropriate set of questions which will allow us to estimate the amount range.
MMOP	If the respondent has multiple mortgages or loans on **this** property then record the total monthly payment on all mortgages. Include life insurance payments if these are paid with the mortgage. If an endowment mortgage include both premiums and interest.

8.2.5. Contact information

Question name	Notes on question
ZSTMC/ZSTCM etc.	Contact information – stable contacts Stable contacts are individuals who are likely to know where the respondent is if they move address and who the respondent is happy for us to contact to find out where they are if they move. We would like to collect/confirm a stable contact for both main and partner respondents. They should give different stable contacts – who live at different addresses - from each other. Stable contacts will usually be a close friend or family member. They are often the grandparents – or aunts/uncles – of the cohort young person. One of the questions asks interviewers to prompt/remind the respondent to tell/remind the person that they have given us their contact details so they are not surprised if we get in touch. Some respondents may wish to give a contact at work and their work address as a stable contact. This is fine. For each stable contact, the following details are collected; • Name • Address • Relationship to cohort young person • Up to two phone numbers • Email address The CAPI goes through each of these details in turn. Any information available from the ECS will be presented for confirmation. If no fed forward information is available, it should be requested. Please collect any missing information e.g. additional phone numbers/email address. Respondents may often give the names of two people living at the same address as their stable contact e.g. the name of both of their own parents (young person's grandparents). There is only space in CAPI to enter one person's name, so they should be encouraged to just give one name. If they insist on giving two names, they can be entered together in the name fields. As with the cohort family's details, this information needs to be checked and entered as carefully and accurately as possible.

8.2.6. Proxy partner

Question name	Notes on question
PXLS	The CAPI will feed-forward the partner's job title and you will ask the respondent whether they are still doing the same job. Please note that respondents may have changed their job title but still be defined as doing the same job. Respondents should be recorded as doing the same job if: • They are still working for the same employer - irrespective of how much the job changed EXCEPT in some circumstances for civil servants, teachers and NHS employees (see below) • They are still self-employed, free-lancing or doing consultancy work, irrespective of changes in the nature of work done or how many contracts worked on. (E.g. if a self-employed plumber is now a self-employed carpenter this should not be recorded as a change of job). The change in the nature of the work done will be collected later. • They are still agency temping irrespective of how many individual placements this covered, or how many agencies worked for. The following circumstances should be recorded as a change of job: • Any change of employer other than the take-over of a firm. • Becoming self-employed, if currently an employee. • Becoming an employee, if currently self-employed. • Changes of government departments for civil servants. • Changes of school for teachers. • Changes of hospital for NHS or NHS trust employees
PXLE	This question is asked of those cases who were working three years ago but where it was not established whether they were working for an employer or were self-employed. **A self-employed person** is someone working on his or her own account who does not receive a wage or salary from an employer. The sole or part owner of a business, or someone in private practice by himself or in partnership, is self-employed. But the working directors of private or public companies who draw salaries from these companies are classified as employees, even though they have a shareholding in the company. If in doubt about whether someone is self-employed, obtain information on tax and National Insurance status. People not on PAYE/Schedule E and paying their own National Insurance stamps should be counted as self-employed, even if they work for a company e.g. a self-employed taxi driver. **Temps working for an agency are employees.**
PXJD / PXJT	If the respondent reports that they are still doing the same job as they were previously then their previous job title is fed forward and you simply need to check whether this is still correct. Otherwise you will collect job titles afresh. It is very important that you obtain as much information as possible

	here as it is used to code SOC and SIC. Try to record specific job titles, and avoid vague, generic descriptions such as: • 'clerk' – could be filing clerk, bank clerk, etc. • 'teacher' – enter whether primary or secondary, and any additional information such as a special needs teacher. • 'civil servant' – can include anyone in a central government post, from a cleaner or filing clerk to an Assistant Secretary or Department Head • 'engineer' covers many different types of skill and levels of responsibility (from repairmen with minimal training to highly qualified professionals). We need to know the kind of engineer - electrical, civil, heating etc. For the police, merchant navy, armed services etc., rank is always required. For civil servants, class and grade are always required (e.g. clerical officer, higher executive officer, principal research officer).
PXJD	This question gives us additional material which is especially helpful where the job title alone is not sufficient to code the Partner's occupation. Probe for full description of job responsibilities, necessary qualifications, and special machinery or equipment used. To be able to classify manufacturing and construction jobs we need to know what materials are used. For example, to classify a boat-builder we need to know whether the boats are constructed from wood, metal or fibre glass. For these types of occupation <u>always probe</u> with: *What materials do you make things with?* Machinery or special materials must be of a specialised nature, not just everyday office equipment, for example: *Include* telephone switchboards, printing machinery, office computer networks, data bases and other computer skills; *Exclude* telephones, ordinary office photocopiers. If in doubt, record qualifications which would be needed by somebody starting the job now, even if the respondent does not have those qualifications. Obtain details of the necessary qualifications as precisely as possible, e.g. public service vehicle driving licence (PSV), Higher National Certificate (HNC) in mechanical engineering, completed trade apprenticeship etc. Experience can count as a qualification, but probe for length of experience.
PXJC	'Private firm/company/PLC' means an organisation in private ownership, either incorporated under the Company's Act (e.g.: XYZ Ltd or ABC Plc), or otherwise privately owned, such as a solicitors' partnership or a family business, such as a farm or shop. Include private companies supplying services to public organisations, such as cleaning and catering for local councils or NHS hospitals. Private schools or hospitals should be included (but not NHS Trusts).

	Examples of state corporations or nationalised industries include the BBC and Network Rail. Companies Limited by guarantee should be coded as 'Companies' and not Charities/Trusts.
PXJH	This question asks about the number of employees at the place the respondent works. This means the establishment the respondent works in - either a building, or a site at the same address. A department is not an establishment unless it is a separate branch that has an address of its own, for example a bank or Post Office branch, a shop, a school, an area office, etc.
PXHR	DO NOT INCLUDE MEAL BREAKS INCLUDE ANY USUAL PAID OVERTIME DO NOT INCLUDE UNPAID OVERTIME (THIS IS COLLECTED SEPARATELY) RECORD HOURS ACTUALLY WORKED, NOT CONTRACTED (see detail below under 'Respondents working on-call') ***If the work pattern is not based on a week****,* get an average over the last four weeks. ***If the respondent has been off sick for a long period***, take the usual hours worked before going sick. ***If a person has recently started a new job****,* record the hours the respondent expects to be working in the future. ***Apprentices, trainees and other people in vocational training****:* exclude any time spent in college or other special training centres outside their workplace. ***Respondents working on-call:*** If someone states at the hours questions that they usually work 24 hours a day because they are 'on-call', the average number of hours **actually** worked should be probed for. Identify how many hours were actually worked in the last four weeks and average these out to give a weekly total for usual hours. For example, if a respondent was on-call all night, but was only called out to work for two hours, the actual working hours for this night would be two hours. ***Self-employed people*** often find it difficult to give precise figures. If necessary, encourage them to work things through on a daily basis and get as accurate a figure as possible. It is important that we have information about their hours worked to compare these with the hours worked by employees. If the proxy respondent does not know the hours exactly, you can accept an estimate.
PXCK	This question collects the current economic activity status of those not currently working. **Looking after the family** should be coded if this is the person's <u>exclusive</u> activity. More than one person in a household can be looking after the family. This code applies if this is a person's **usual** main status, even if they are currently sick, on holiday, etc. **Out of work and looking for a job** should be coded if a person is

<table>
<tr><td></td><td>out of work but <u>actively seeking work</u> – e.g. registered at a government Employment Office, Jobcentre or Careers Office, or at a private Employment Agency (but not working), answering advertisements, advertising for jobs, etc.

Treat someone as unemployed rather than ‘looking after the family’ provided they satisfy the conditions above.

Anyone who is unemployed but does not want to work should not be treated as unemployed: try to fit their status to the list, but otherwise code as ‘Not in paid work for other reason’.</td></tr>
<tr><td>PXMG</td><td>See guidance for PXLE above.</td></tr>
<tr><td>PXBY / PXBM</td><td>Record the date when the respondent either stopped working for their previous employer or stopped being self-employed.

For employees include:
Any change of employer (excluding takeovers)
Becoming self-employed
Changes of government departments for civil servants.
Changes of school for teachers.
Changes of hospital for NHS or NHS trust employees</td></tr>
<tr><td>PXGA / PXGP / PXGR – PXGO</td><td>Gross pay is collected over two questions which cover the amount received and then the period covered by that amount.

If the respondent is unable or unwilling to report the amount they are paid at GROP you should attempt to collect the period over which they could provide their best estimate. They will then be routed into a set of questions which will ask the respondent whether they are paid more than or less than particular amounts in the period recorded at GROP. If no period is recorded at GROP respondents will be asked whether they receive more than or less than particular amounts each month.</td></tr>
<tr><td>PXNA – PXUO</td><td>Net pay and usual net pay are collected in the same way as gross pay.</td></tr>
</table>

Data Collection Instruments
APPENDICES

Appendices

Appendix 1 Physical Measurements summary sheet

Appendix 2 Outline of Decision-making task

Appendix 3 Accessing training videos on tablets

Physical Measurements Summary Sheet

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

Physical Measurements Summary Sheet

HEIGHT MEASUREMENT

Assembling the height measure

1. Ensure the four measuring sections are in the correct order by matching the icons (✶ to ✶) (⭘ to ⭘) (■ to ■).
2. Ensure the measuring sections have only one colour on each side.
3. Ensure both stabilisers are on the correct way round – i.e. facing the wall.
4. Ensure one stabiliser is on the first measuring section and the other is on the fourth above the blue measuring arm. Ensure both stabilisers are clear of joins.
5. Ensure the blue measuring arm is on correctly – i.e. right way up and facing the base plate.
6. Ensure the assembled height measure is against a wall or door.

Preparing the young person

1. Ensure the young person's shoes and socks or tights are removed. Ensure they have nothing in their pockets and they are wearing light clothing.
2. Ask young person to take off glasses if worn and remove hair accessories and hairstyles that may affect the reading.

Taking the measurement

1. Ensure the blue measuring arm is raised to allow sufficient room for the young person to stand beneath it.
2. Ask the young person to stand correctly:
   - their feet together flat on the centre of the base plate (on footprints if present)
   - heels as close together as possible touching the back of the base plate.
   - legs and back should be as straight as possible and against the height measure.
   - the back of their head should also be in contact with the height measure.
   - facing forward and arms hanging loosely by sides.
3. Slide the blue measuring arm by the handle firmly on to the young person's head, ensuring the blade touches the skull.
4. Stand in front of the young person and place the palms of your hands on their cheeks and your fingers resting on the top of the bony bits just behind the ears.
5. Tilt the young person's head forward until it is in the Frankfurt Plane. The young person's head should raise the blue measuring arm.
6. Release the young person's head and ask them to duck off the base plate ensuring they do not knock the blue measuring arm.

Recording the measurement

1. Read the height measurement in metric units from between the red pointers to the nearest **completed** millimetre.
2. Immediately record the measurement in CAPI, the number of attempts made, time measurement was taken, any special circumstances and other information. **Do not read the measurement out loud.**

Dismantling and packing away

1. Slot stabilisers into ends of measuring sections.
2. Slot measuring sections correctly into base plate.
3. Slot measuring arm into base plate (turn it upside down to do this).
4. Place height measure into the box and secure with strap.

WEIGHT AND BODY FAT MEASUREMENT

Preparing the equipment and young person

1. Place the scales on a firm, level surface.
2. Ensure the young person's shoes and socks or tights are removed. Ensure they have removed belts, have nothing in their pockets and are wearing light clothing.
3. IMPORTANT: Make sure young person does not have a pacemaker before taking body-fat.

Taking the measurement – weight and body-fat

1. Check scales are set to Kg mode by pressing grey 'kg/lb' button.
2. Switch the scales on by pressing the yellow 'ON/SET' button on the right hand side of the hand-held console. The console will beep and the display screen will flash with the default age (30).
3. Enter the young person's age in years. Use the yellow arrow buttons to scroll down to the desired age. Press the 'SET' button to confirm the selection. The console will beep.
4. Select the young person's gender using the yellow arrow buttons. Then press the 'SET' button to confirm the selection. The console will beep.
5. Next enter the young person's height in whole centimetres from CAPI. The console will display the default height (170). Use the arrow buttons to scroll down to the desired height. Press the 'SET' button to confirm the selection. The console will beep.
6. The console will beep twice and the display will show '0.0'. Ask the young person to step onto the scales.
7. The young person should stand with both feet flat on the surface of the foot pads. Make sure their feet are positioned touching the front and back foot pads. The young person should face forward, stand up straight with their arms by their sides. They should stand still.
8. Once stabilised, the weight measurement will appear in the display and the scales will beep. You should <u>not</u> attempt to note the weight at this point.
9. The young person should remain on the scales while their body fat is measured. Five zeros (00000) will appear on the display. After they have all disappeared, the scales will beep twice to indicate that body fat has been measured. Ask the young person to step-off the scales.
10. The display will rotate between body fat percentage (%) and the weight (kg) for about 30 seconds. You should note both the weight and body fat percentage at this point. **Do not read the measurements out loud.**
11. The scales will turn off automatically after about 30 seconds. Press the OFF button to turn the scales off before 30 seconds. In order to take the measurement again, you should turn the scales off and back on again.

Taking the measurement – weight only

1. Check scales are set to Kg mode by pressing grey 'kg/lb' button.
2. To turn the scales on in weight only mode, press the red WEIGHT button.
3. The display will show '8888.8' (and beep) and then display '0.0' (and beep).
4. Ask the young person to step onto the scales.
5. The young person should stand with both feet flat on the surface of the foot pads. The young person should face forward, stand up straight with their arms by their sides. They should stand still.
6. Once stabilised, the weight measurement will appear on the display and the scales will beep and the display will flash.
7. Read the weight from the display <u>with the young person on the scales</u> and then ask them to step off the scales. **Do not read the measurement out loud**.

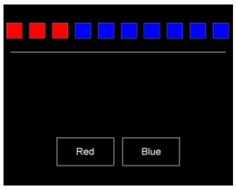
Recording the measurement

Read the measurements from the display, but not out loud. Immediately record the measurements in CAPI, whether the young person was barefoot or socks/tights were worn, the number of attempts made, and whether the scales were placed on an uneven floor, a carpet, or neither. In addition record whether there were any special circumstances that affected the measurement and any additional information.

Outline of Decision-making task

OUTLINE OF DECISION-MAKING TASK

SCREEN 1



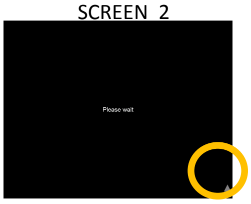
DEMONSTRATION (DECISION ONLY PHASE)

PRESS SPACE

1 turn for interviewer

3 turns for young person

SCREEN 2



ASCENDING TRAINING PHASE (PRACTICE)
POINTS GO UP

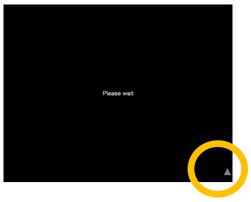
PRESS SPACE

1turn for interviewer

3 turns for young person

FINAL SCORE IS SHOWN

SCREEN 2



ASCENDING ASSESSED PHASE
POINTS GO UP

PRESS SPACE

9 turns for young person

FINAL SCORE IS SHOWN

"Well done that was good/hard luck"

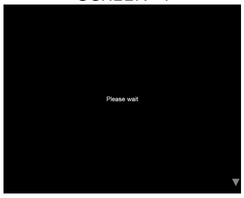
PRESS SPACE

9 turns for young person

FINAL SCORE IS SHOWN

"Well done that was good/hard luck"

SCREEN 4



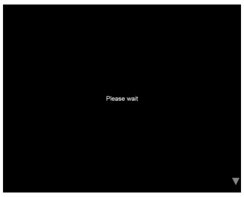
TRAINING PHASE (PRACTICE)
POINTS GO DOWN

PRESS SPACE

4 turns for young person

PRESS SPACE

SCREEN 4



DESCENDING ASSESSED PHASE
POINTS GO DOWN

PRESS SPACE

9 turns for young person

FINAL SCORE IS SHOWN

"Well done that was good/hard luck"

PRESS SPACE

9 turns for young person

FINAL SCORE IS SHOWN

"Well done that was good/hard luck"

END OF ASSESSMENT

Accessing training videos on tablets

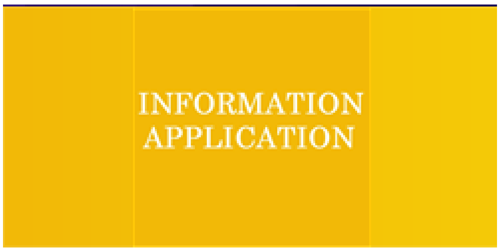
CHILD OF THE NEW CENTURY

AGE 14 SURVEY

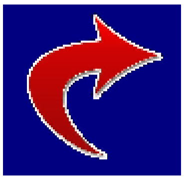
ACCESSING TRAINING VIDEOS ON TABLETS

To access the training videos used during the briefings, follow the instructions below:

- Logon to your tablet.
- Navigate to the start screen and scroll across to the far right.
- Tap the yellow tile, “Information Application” (this may take a few seconds to load the first time you attempt this).



- Click on the arrow pointing to the right on the top right of the screen to turn to the next page.



- Tap the yellow tile, “CNC6 Videos” (this may take a few seconds to load the first time you attempt this).

- The training videos will be listed. Tap on ‘Play Video’ next to the clip you wish to view.
- To adjust the sound use the volume control buttons on the right hand side of the tablet screen.

13-025042-02/S25

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

Survey Information and Processes

Interviewer Instructions

Ipsos MORI

13-025042-02/S15

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Summary

Summary

Child of the New Century (also known as the Millennium Cohort Study), is one of Britain's world famous national longitudinal birth cohort studies. It charts the lives of children born at the start of the millennium, collecting information about their lives through childhood, into adolescence and eventually throughout adulthood.

Child of the New Century is run by the Centre for Longitudinal Studies (CLS) at the Institute of Education, a university in London. The study is funded by the ESRC (Economic and Social Research Council) and a number of government departments. Ipsos MORI has been commissioned to deliver the sixth sweep, the Age 14 Survey, having previously delivered sweep five, the Age 11 Survey.

These instructions provide detailed information on the survey processes and background that you may need to support you when interviewing. They should be used alongside the Data Collection Instrument Instructions, which outline the protocols for each of the survey elements. Please ensure you are familiar with these instructions; they will provide a useful long-term source of reference throughout fieldwork.

Chapter 1 - About the Child of the New Century

Child of the New Century follows over 19,000 children born in the UK between September 2000 and January 2002. The study is unique, covering children born over a full year and oversampling from Scotland, Wales and Northern Ireland, as well as from ethnic minority families and disadvantaged backgrounds. This enables a fuller understanding of the diverse lives of 14 year olds in the UK; when and how differences emerge, and how they change over time.

Participation in the study has naturally declined as the study has progressed, but retention rates are good. We expect to approach around 15,500 families for the Age 14 Survey, and to ensure the sample continues to provide a rich and representative data resource we need to interview as many of these as possible.

This survey sweep will cover similar elements to the Age 11 Survey: main parent and partner interviews, young person questionnaire, cognitive assessments and physical measurements. In addition it will also include some new elements: saliva samples, time-use record and activity monitors.

Chapter 2 - The survey process

This chapter describes the key survey processes, detailing the advance preparation, advance mailing, making contact and appointment making stages.

CLS make extensive efforts to keep in touch with families between survey sweeps, sending regular feedback and recently a 'participant pack' to the young people containing some information about the study and some small gifts, all with the study branding. In addition, they will also be sending a pre-notification mailing to families in advance of fieldwork. To ensure this is timely, it will be sent in three phases; one at the end of 2014 and two during 2015 to correspond with when families are being issued.

Advance preparation consists of checking your sample addresses and notifying the police before you visit families. Before making contact with any families you must send the advance mailing; more information about these materials is provided in this chapter. First contact with families can be made either via telephone or face-to-face visit as detailed in the ECS; this chapter provides the procedure and advice for both modes of contact. Information on making the appointment as well as details about interviewing partners and other language requirements is also covered in this chapter.

Chapter 3 - Electronic Contact Sheets

Management of your workload will be done through an Electronic Contact Sheet (ECS). The ECS will provide useful information about each cohort member and their family in order to help you plan your visit. It will allow you to access contact information and useful contextual information about previous participation.

The ECS will also allow you to log your progress while you are out in the field. You should record the details of all forms of contact you make, as well as the final outcome for each household, whether it is productive or unproductive. Interviews are launched and controlled via the ECS, which will provide a summary of your progress with each case, help you manage your appointments and allow you to record notes.

Chapter 4 - Tracing cohort members

It is very important that we re-contact and interview as many families as possible so that the study can survive into the future. All reasonable attempts must be made to contact and trace families; this may require more than one visit. There are a number of key tracing processes designed to help you do this, all set out in detail in this chapter.

In most cases you should be able to find the family fairly easily. However, it is vital that all tracing attempts and outcomes are recorded fully in the ECS to help you keep track of what you need to do. In addition, this information will be used by other interviewers (where the family have moved to another area) and CLS (for further tracing if required).

You are also required to take steps to help trace families in future should they move, including leaving a change of address card at the end of every household visit and recording whether the family is planning to move (and their new address if they know where they are moving).

Chapter 5 - Securing household participation and respondent engagement

High response rates are essential and entirely feasible; a household response rate of 81% was achieved on the previous sweep. Securing household participation at CNC6 requires engaging both cohort members and parents in the study. There are a number of key issues which need to be considered, many of which are related to the ‘transitional’ age of the cohort members at the time of fieldwork. This chapter provides more information about the life of a 14 year old, and discusses in detail the issues which may affect engagement. Advice on how to maximise your chances of making an appointment and securing cooperation with the individual study elements is also provided.

Chapter 6 - Managing the household visit

Careful planning is key to ensuring the success of each household visit and the study overall. Preparation in advance of your visit can help make the best use of your time in the household, for example, how to effectively schedule appointments, encouraging families to read the advance and appointment materials and organising the materials required for each visit in advance (using the Document Reference List). This chapter also provides other tips on how to be more effective during the visit including some suggestions about how to order the tasks, but flexibility will be vital.

Chapter 7 - Ethics, confidentiality and the consent process

It is essential that informed consent is gained from parents and young people for them to take part in any survey, but particularly Child of the New Century due to its complexity and potentially sensitive elements. This chapter discusses the principles and process of obtaining informed consent in detail.

All the necessary measures should be in place to protect respondents' rights and wellbeing, with a particular focus on confidentiality and disclosure of harm; this chapter also outlines the young person and interviewer safety protocols.

Chapter 8 - Field admin

Your Region Co-ordinator for CNC6 will be your first point of contact throughout fieldwork. Please keep in touch with them regularly to let them know how you are doing. You should also keep in touch with your Region Manager at regular intervals, to inform them of progress towards your target number of interviews.

Whilst in the field, please sync your ECS daily to keep us updated with your progress

About Child of the New Century

1. About Child of the New Century

By the end of this chapter you will:

- *Be familiar with the basic study design and the specific content of the Age 14 Survey;*
- *Have an understanding of the coverage in previous sweeps and response rates, including reasons for non-response;*
- *Be aware of the cohort maintenance procedures CLS has in place;*
- *Understand the rationale behind the timings of the Age 14 Survey;*
- *Be familiar with the Age 14 Survey sample; and,*
- *Be familiar with the key and distinctive features of the study.*

1.1. Background

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

1.1.1. Birth cohort studies

Britain has a unique and world-renowned tradition of carrying out national birth cohort studies, which follow the same group of people from birth into and through adulthood. They provide a uniquely detailed picture of the lives of particular generations, and in this way help us to really understand what matters for healthy and happy lives. There are six such studies and Child of the New Century (CNC) is the second most recent one:

- National Survey of Health and Development (cohort born in 1946)
- National Child Development Study (cohort born in 1958)
- 1970 British Cohort Study (cohort born in 1970)
- Next Steps (cohort born in 1989/90[1])
- **Child of the New Century (cohort born in 2000/01)**
- Life Study (cohort born around 2014).

These studies allow us to see how things have changed for different generations: understanding the differences in growing up, and the circumstances that have become more or less important and relevant to people's lives, as times have changed.

[1] This cohort was recruited at age 13/14, rather than at birth.

1.1.2. Child of the New Century: key features

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

- It covers births over a full year rather than those that took place in a particular week. In this way, we can measure how month of birth matters for children's outcomes, for instance. One such study has shown that children who are young for their school year (born in August), are less likely to do well, other things considered, than their older counterparts (born in September).

- It follows children across all four countries of the UK. It oversamples from Scotland, Wales and Northern Ireland, so we can compare all four countries with each other as well as look at the UK as a whole. For example, a Scottish Government study of childhood obesity has involved the comparison of Scotland with the rest of the UK; in Wales evidence from CNC was used by the Child Poverty Strategy and the Children and Young People's Monitor; two studies of child outcomes across the countries of the UK were used to inform the Northern Ireland Child Poverty Strategy.

- It oversamples children from areas with higher concentrations of minority ethnic families and from disadvantaged backgrounds. There is evidence that these differences affect life chances. By including these oversamples, Child of the New Century enables a much greater understanding of when and how differences emerge, and how they change over time. For example, we can see that differences in cognitive achievement by social class have already emerged by age 3. There are also early differences across ethnic groups, which tend to decline over time.

1.1.3. Content

Questions and assessments are selected and developed in order to cover areas that are most pertinent to the lives of cohort members, depending on their age, and their families. They are carefully chosen to help researchers and policy makers understand people's lives and in this way help shape and inform future policy (see section 5.1.2 below).

Questionnaires are developed in consultation with researchers and policy makers. Questions have either been validated in previous studies or are designed and tested following key question design principles. It is a particular advantage of cohort studies that they can capture how things have changed or stayed the same for the same group of families and children over time, so many of the questions are repeated from one sweep to the next. However, other questions are new at each sweep because they are expected to be particularly relevant to cohort members at that particular age. For example, the sixth sweep of Child of the New Century has new questions about risky behaviours, and victimisation and bullying, which have taken on increased importance at this age.

1.1.4. Funding

The study is funded by the ESRC (Economic and Social Research Council) and some government departments including the Department of Health, Department for Education, Department for Work and Pensions, Department for Transport, Home Office, Ministry of Justice, Welsh Government and the Northern Ireland Executive.

1.1.5. Why Age 14?

The cohort members have been visited at key developmental ages and stages of life. This rationale has determined the timing of previous visits, rather than planning around a fixed time interval. The last time families were visited was at age 11.

Age 14 is a really important age to capture for several reasons. First, it marks a key point in young people's developmental and educational lives, a time when they are in-between childhood and adulthood, when many paths are still possible. However, many will also be heavily influenced by the choices and behaviours they engage in at this age. Looking forward, age 14 will mark a point at which teenage paths can diverge through disengagement and different educational aspirations and choices. The transmission of parental values, behaviours and expectations will begin to be evident at age 14, as will their influence on the teenagers' own aspirations and educational and behavioural outcomes. The age 14 sweep is also important in data collection terms, since it may be the last sweep at which some of the cohort members are surveyed at their parental home. At the same time, it is an age when direct engagement with the young people themselves, distinct from their families, is crucial to the long-term viability of the study. Building on the families' existing commitment and developing the independent identification of the cohort members with the study will be critical for retention.

1.2. The sample

1.2.1. The original sample

The original CNC sample was drawn in two stages: (1) selection of electoral wards, (2) selection of families within those wards. In stage (1), all electoral wards in the UK were allocated into one of three types.

- "Ethnic": defined as wards in England in which 30% or more of the population were 'Black' or 'Asian' according the 1991 Census of the population.

- "Disadvantaged": the poorest 25% of wards (not classified as Ethnic) as defined by the 1998 Child Poverty Index which is based on the proportion of children living in families in receipt of certain state benefits.

- "Advantaged": all other wards not classified as 'Ethnic' or 'Disadvantaged'. These are not necessarily 'well-off' areas.

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

In stage (2), the sample of children was selected from Child Benefit Records held by the Department of Work and Pensions (DWP). The DWP sent opt-out letters to all families claiming Child Benefit for an eligible child at an address in one of the selected wards. In order to be eligible the child had to be born between 1 September 2000 and 31 August 2001 (in England and Wales) or between 24 November 2000 and 11 January 2002 (in Scotland and Northern Ireland) and to be living in one of the selected wards when aged 9 months.

Just over 24,000 (24,180) families were issued to the field for the first (age 9 months) sweep and 18,552 families were recruited to the cohort at age 9 months. An additional 692 families - referred to as new families - were recruited at the Age 3 Survey. These were families that were eligible, i.e. living in the selected wards when the child was 9 months old, but who had not been picked up by the child benefit system at the time. They are mainly families who had recently moved or returned to the UK. The total cohort, therefore, includes 19,244 families (18,552 families recruited at 9 months + 692 families at 3 years). There are 253 pairs of twins and 11 sets of triplets, which makes 19,517 children in total. There is a very small number of families who have more than one child in the study which are not multiple births i.e. two pregnancies in the period covered by the sample.

1.2.2. Participation in the study over time

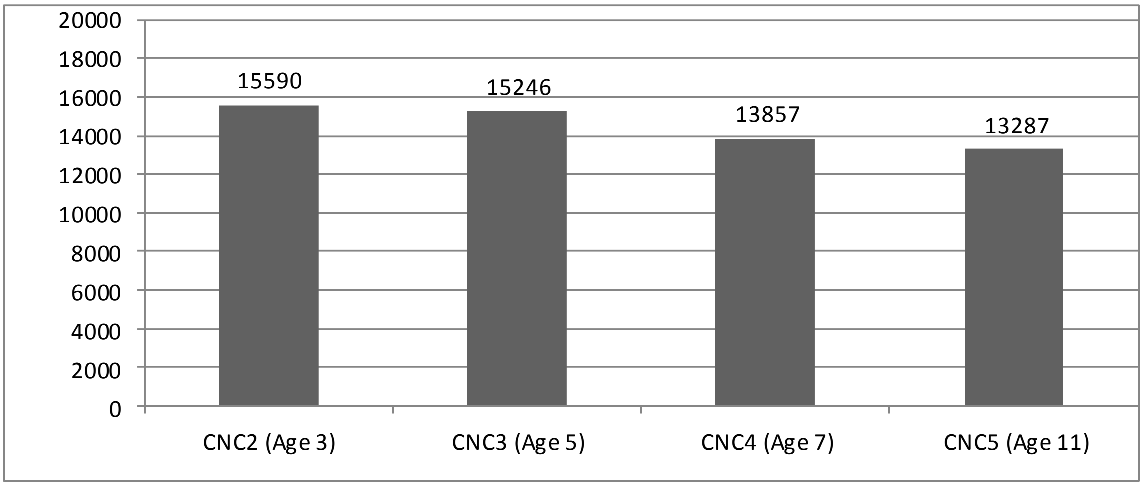
Sample sizes at the follow-up surveys at age 3, 5, 7 and 11 are shown in Figure 1.1. There was a relatively large drop-off at the first follow-up survey at age 3 – this is typical on longitudinal surveys after the baseline survey. The achieved sample size remained steady between CNC2 and CNC3 – around 15,000 – but dropped off by more than 1,000 families to just under 14,000 families at age 7, and by around 600 families to just over 13,000 by age 11. These are relatively good retention rates compared with similar studies, but it is really important to interview as many families as possible at age 14. This is important for at least three reasons:

1. To have data from as many 14 year olds as possible at this crucial age, when young people are changing and growing rapidly.

2. To continue to follow as many families as possible into the future. We expect to approach around 15,500 families for the Age 14 Survey.

3. To ensure the sample stays as representative as possible and that the statistics calculated using the data are not biased. Whilst special methods, such as weighting, can help adjust the survey statistics to take account of non-response, this is a second best solution. Preventing non-response – by maximising response rates in the field – is much better than trying to correct for it later.

Figure 1.1: Sample sizes



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

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

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

Figure 1.2 shows that 54.3% of all respondents participated in all waves of CNC. In contrast, 19.6% have interrupted response patterns. In other words, they participated in a number of waves then dropped out before participating again in subsequent waves. 26.1% of all respondents have monotone response patterns. That is, they participated in a number of waves before dropping out for all subsequent sweeps.

Figure 1.2: Response patterns in CNC

Type of non-response	N	%
Attrition	5,023	26.1
Wave non-response	3,773	19.6
Participated in all waves	10,448	54.3
TOTAL	19,244	100.0

Your Electronic Contact Sheet gives details of the prior participation history for all of your cases.

Figure 1.3: Non-response at CNC5

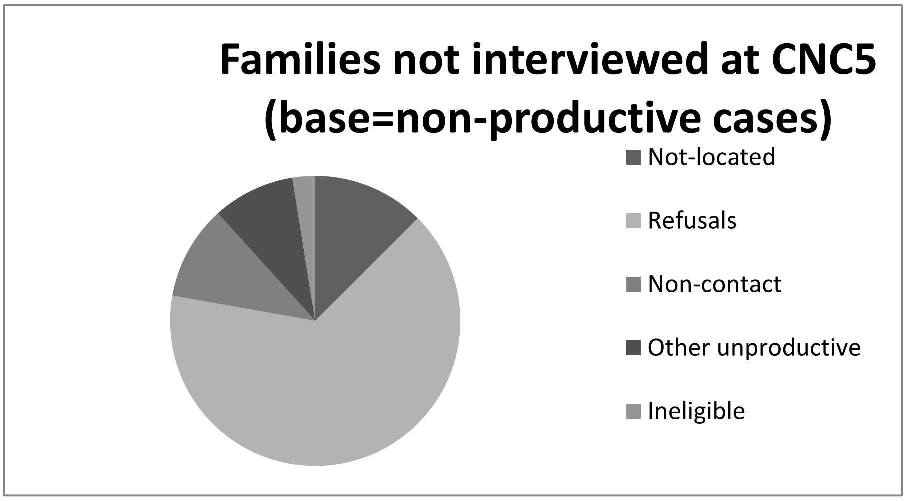


Figure 1.3 shows reasons for non-response at CNC5 (age 11). Sources of non-response are different in longitudinal studies like CNC. In addition to the usual reasons for non-response – refusals, non-contact and other non-productive – there are also families who are 'not located', that is who move and cannot be traced.

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

- Not-located: 388 = 12.5%
- Refusals: 2,026 = 65.2%
- Non-contact: 326 = 10.5%
- Other unproductive (e.g. Language problems): 285 = 9.2%
- Ineligible (e.g. Migrated, child died): 78 = 2.5%
- Total non-productive = 3,106

1.2.3. Keeping in touch with families

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

CLS sends regular feedback to families with findings from the study. As well as sending information leaflets on the survey to parents, CLS has been sending feedback leaflets designed especially for the cohort members since 2009, when they were aged 8. The most recent mailing was sent between December 2013 and May 2014. Copies of materials sent to families last year and in previous years are on the CNC website.

In addition, for the first time, we have just sent all cohort members a 'participant pack' mailing, which contained a leaflet with information about the study and some of the findings from it, as well as some small gifts (keyring, travel card holder, notebook and pen – all with CNC branding). We sent this special mailing for a few reasons: first, because cohort members have reached an age where they are likely to be more curious about the study, so we wanted to give them more information about it; second, we wanted to engage them even more in the study, to keep them on board at this important age; third, we wanted to acknowledge their input over the years, and remind them that they are unique to the study. Importantly, we felt they were now old enough to receive post in their own right, so this is the first time the mailing was addressed just to them, not to their parents. Cohort members and their parents will also each receive a 'pre-notification mailing' in advance of the Age 14 Survey, which will contain a short leaflet with findings from the Age 11 Survey. You will all have received copies of these mailings, which we hope you will find useful.

The mailings that we send also aim to update contact information every year. Families are sent a form pre-printed with their contact information and asked to send this back to confirm it is correct or with any changes. Almost 6 in 10 families return their update form each year. Families are also encouraged to contact CLS with change of address and other contact details using the study Freephone number, email address and the study website. The cohort maintenance officer also carries out office-based tracing for those known to have moved.

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

So you can see the great lengths we go to keep in touch with cohort members! This is because they are unique and each one is irreplaceable. They have been specially chosen - from around 600,000 others born in the same 13 month period at the beginning of the millennium - to represent their generation. They have been followed since they were babies and the plan is to continue to follow them throughout their lives.

1.2.4. The sample for the Age 14 survey

The issued sample for this sweep, the Age 14 Survey, is around 15,450 families. Families that have not been issued are those who have died or emigrated, permanently refused or are permanently untraced. CLS has individually reviewed all of the refusals from CNC5 and classified them as 'permanent' and 'non-permanent' using information provided by interviewers at CNC5 about the nature and reasons for refusal and also taking into consideration whether or not the family participated at sweeps 3 and 4. Most but not all of the families who refused more than one previous sweep have been classified as ‘permanent’ and will not be issued for CNC6 (unless they opt back in). Families who were untraced for two or more sweeps have been classified as ‘permanently untraced’ and will not be issued for CNC6 (unless a new address is found for them).

The majority of families issued for the Age 14 Survey - around 85% - took part at CNC5. It is very likely that most of them will be happy to take part again. However the issued sample does contain families who did not take part last time either because they refused (9%) or were not contacted or located (4%). Most of these will have taken part at CNC4 but there are be a small proportion of families who didn’t. Appendix 1 includes guidance on engaging reluctant families and converting refusals.

Fieldwork for the Age 14 Survey will be taking place throughout 2015. There will be fieldwork across all four countries in the period January-July 2015. In addition, in Scotland and Northern Ireland there will be fieldwork in the period August-December 2015. The reason that fieldwork is continuing into the Autumn in Scotland and Northern Ireland is that, unlike in England and Wales where the children are all in the same school year, in Scotland and Northern Ireland the children are in two different school years. You can find out more detailed information about the fieldwork periods in the ‘Field admin’ chapter of these instructions.

1.3. Coverage of Child of the New Century

1.3.1. Coverage from age 9 months to age 14

The first sweep of CNC at age 9 months laid the foundations for a major new longitudinal research resource. Information was collected from co-resident parents of almost 19,000 babies aged 9 months. Since this very first sweep, interviews with both co-resident parents have been a major feature of the study, setting it apart from other studies of its kind. Since the second sweep, cohort members have been increasingly involved in the study directly, for instance through completing cognitive assessments and having their height and weight measured; since age 7 they have been filling in their own questionnaires. Other key features of the study include obtaining consent to data linkage (e.g. mother’s maternity hospital records, cohort member’s health and education records, and parental economic records) which helps enrich the study enormously.

This sixth sweep is taking place in 2015 when the young people are aged around 14 and in Year 9/S3 (Scotland)/Year 10 (Northern Ireland) of secondary school. There will again be interviews with co-resident parents, and at this sweep parents will be asked to complete a short cognitive assessment. There will be measurement of the young person’s height, weight and body fat, two cognitive assessments of the young people and a self-completion questionnaire for them. New elements include the nature of one of the young person cognitive assessments; young person self-completion that is both longer than before and entirely electronic, with more content that may be sensitive for some young people; and some of the content in the parental questionnaires. In addition, there will be two activities to be done after the home visit by some of the sample – completion of time-use records and wearing of activity monitors on the wrist[2] – which are new to this sweep. Biological parents and young people will also be asked to deliver 2 ml (approximately half a teaspoon) of saliva into a special container during the home visit.

[2] The young people were asked to wear an activity monitor after the Age 7 visit, but this was worn on the waist and not the wrist.

Figure 1.4: Survey elements covered at different sweeps

	9m	**Age 3**	**Age 5**	**Age 7**	**Age 11**	**Age 14**
	2000/01	2003/04	2006	2008	2012	2015
Interview (and self-completion with both resident parents)	✓	✓	✓	✓	✓	✓
Cognitive assessments		✓	✓	✓	✓	✓
Physical measurements		✓	✓	✓	✓	✓
Child self-completion				✓	✓	✓
Older siblings		✓	✓			
Interviewer observations		✓	✓	✓	✓	✓
Teacher survey			✓	✓	✓	
Consent to data linkage	✓	✓	✓	✓	✓	
Saliva samples		✓				✓
Time use record						✓
Activity monitors				✓		✓

1.3.2. Response to individual elements

Interviewers working on the mainstage at sweep 5 achieved a response rate of 81%. **For most families you can be optimistic about how many will carry out the individual elements.** Our experience shows that once they participate, they are likely to participate in all of the elements, as shown by the response rates listed in Figure 1.5. Partners are harder to make contact with as they may be out of the household at the first visit or need more persuasion as to why they should also be involved, but they are a very important part of the study, and indeed a unique feature of CNC compared to other studies of its kind.

Figure 1.5: Response to individual elements at CNC5

Interview (main)	99.2%
Interview (partner)	86.8%
Cognitive assessments	98.3%
Physical measurements	98.4%
Child questionnaire	97.7%
Consent to contact teacher	93.7%
Consent to economic data linkage	87.9%

At age 14, it will be the first time young people do a self-completion questionnaire entirely in CASI, but qualitative work and the pilots suggest this is likely to be a highly acceptable and effective mode of completion. Response rates on particular elements of the survey beyond the questionnaire have traditionally been very high. **Cognitive assessments** and **physical measurements** have been included at practically all previous sweeps and have always achieved very high consent rates. A waist-worn **activity monitor** was included at a previous sweep (age 7) and we obtained consent from just above 90% of the sample. We are also confident about obtaining **saliva samples**, which was piloted successfully at CNC5, achieving consent rates upwards of 70% for mothers, eligible fathers and children. We have also piloted this successfully with 14 year olds and their families. The **time-use record** is a new element, though as respondents will have three different mode options for filling it in, we expect consent to be high.

1.3.3. Preparation for the Age 14 Survey

At the Age 14 visit, Ipsos MORI is the survey contractor for the second time, also delivering CNC5. CNC1, CNC3 and CNC4 were delivered by NatCen (and the Northern Ireland Statistics and Research Agency (NISRA) in Northern Ireland); and CNC2 by NOP (Millward Brown in Northern Ireland).

Over the past 18 months or so, an enormous amount of work has gone into developing the survey, by many different teams of people. This has included:

- focus groups
- participant engagement work
- in-depth interviews with parents and children

These explored views about the nature, relevance and sensitivity of the topics covered. In addition there has been:

- cognitive question testing looking in detail at the exact wording of some questions, getting young people’s views on the leaflets designed for them.
- usability testing of the three modes of the time-use record (online, App, paper)
- a rebranding of CNC, including new logos, colours and styles. This new look for the study affects all printed materials that families will receive, and is designed to increase initial response rates and encourage study loyalty and recognition.

Last but not least, we have carried out a pilot study in February 2014 of 51 families (across 5 areas), and a ‘dress rehearsal’ pilot of just under 100 families (across 13 areas) in July/August 2014.

The Age 14 Survey has also drawn extensively on survey methodological literature and survey practice from other leading international studies to ensure that the approach is informed by the best and most up-to-date knowledge and evidence.

1.4. Overview of the Age 14 Survey elements

The Survey Overview chart (Figure 1.6 below) shows all the steps you will need to do in making contact and carrying out the interview. The blue boxes are steps that you will need to do out of the household. The steps shown in green are related to consents. You must gain these consents before doing the activities that they relate to. The purple boxes are CAI elements – that is elements that will need to be completed using your tablet. The orange boxes show non- CAI elements, that is elements which can be done without using the tablet.

The **first thing you’ll be doing is attempting to make contact with the families in your sample, and encouraging them to co-operate or take part in the study**. For most families you’ll attempt to make first contact by telephone rather than by personal visits. Although you will be able to contact the majority of your families quite easily, some of them may have moved from the addresses that we’ve issued for them. If you find that this is the case you need to try to find them, going through a series of procedures called **tracing**. Once you have made contact with your family, we then want you to make an appointment with them.

When you get to the household for an appointment, you need to establish who is living there by carrying out the **household interview in CAPI**; this is the first thing you must do in every household before any other interviewing. It establishes who is living in the household and generates a summary of all the elements you need to complete and identifies the correct respondents to interview. It also generates a summary of the consents that you are required to obtain before carrying out any of the elements.

Main and partner elements: Each parent will need to give consent before completing their own elements, outlined below:

- Main parent interview (CAPI, CASI and SDQ paper questionnaire): 45 mins
- Partner interview (CAPI and CASI): 25 mins
- Cognitive assessments for main and partner; 5 minutes each
- Saliva sample (natural parents only): 5 mins each

You will need to get **consent from a parent or guardian** to approach the young person to ask them for their consent to take part in their elements of the survey (using Young Person Elements 1 Consent). You will also need to get consent from a parent or guardian for their child to provide a saliva sample i.e. not just to approach the young person to ask their consent (using Young Person Elements 2 consent form). Only parents with legal parental responsibility can give consent for this element. The household interview will establish which parents have legal parental responsibility

Young person elements: once you have the consent of the main parent or partner, you can then approach the young person to ask them for their consent to take part, using the ‘Young Person’ section in the consent booklet:

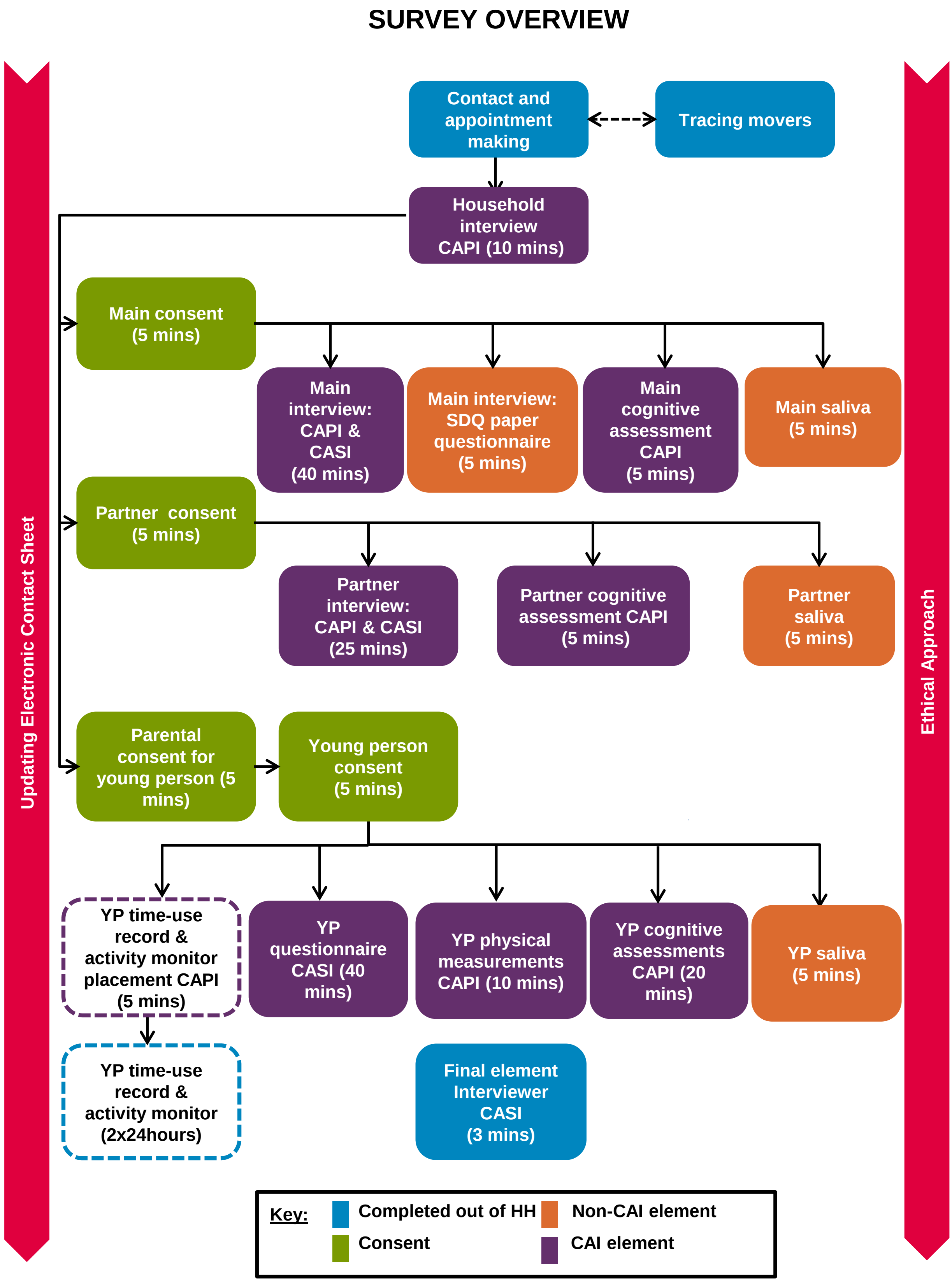
- **CASI questionnaire**: 40 minutes.
- **Cognitive assessments**; designed to assess their decision making and their vocabulary skills. The two assessments take about 20 minutes in total.
- **Measure and weigh the young people**: 10 minutes
- **Saliva sample;** 5 minutes
- **Activity monitor/Time Use Record placement;** 5 minutes

Activity Monitor and Time Use Record – Young people will be required to wear the activity monitor and complete the Time Use Record for two 24 hour periods. Not all young people will be asked to do this. The ECS will tell you which young people are eligible.

Final Element section in CAPI: to be completed once you have finished everything you can complete in your household. You will record whether or not you were accompanied by a supervisor, any comments requiring changes to the data, saliva sample consent and outcomes, and the saliva barcode number (along with some other information about the saliva sample).

Running alongside all of this you will be completing your **Electronic Contact Sheet** and, of course, we want you to maintain an ethical approach to collecting the information throughout the survey.

Figure 1.6: Overview of survey elements



1.5. Distinctive features of the survey

It is a survey involving young people. With childhood behind them the cohort members are now gradually maturing into young adults. They continue to be the focus of the survey as they are the ones who will be followed over time. As a result, much of the data collection involved will be directly from young people. Practically this means that you need to be aware of the particular considerations which apply to interviewing young people. There are important procedures that must be followed to protect the young people's safety as well as your own. We have also provided specific guidance for working with young people on this project.

It involves non-standard interviewing tasks. In particular, the survey involves carrying out cognitive assessments with parents and the young people, physical measurements with the young people, and obtaining saliva samples from young people and parents. Practically this means that you need to be aware of the particular considerations which apply to carrying out this kind of data collection such as ensuring that they are done systematically and consistently and the detailed protocols for these assessments and measurements must always be followed carefully.

The families will be in **many different family situations**. There will be different family types – lone parent families, step-families as well as young people living with both of their natural parents. Overall, around one in four families is a lone parent family and around one in ten is living with a step parent. A very small number of young people live with neither parent (e.g. foster carers or grandparents). There may have been changes in their family composition since they were last visited, particularly given that there has been a three year gap. If so, this is likely to affect who you have to contact and interview in the household.

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

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

Finally, it is important to ensure all young people and their families are treated well and left feeling positive about their experience. Their help is really valuable in making sure this extremely important and influential study remains so.

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

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Survey process

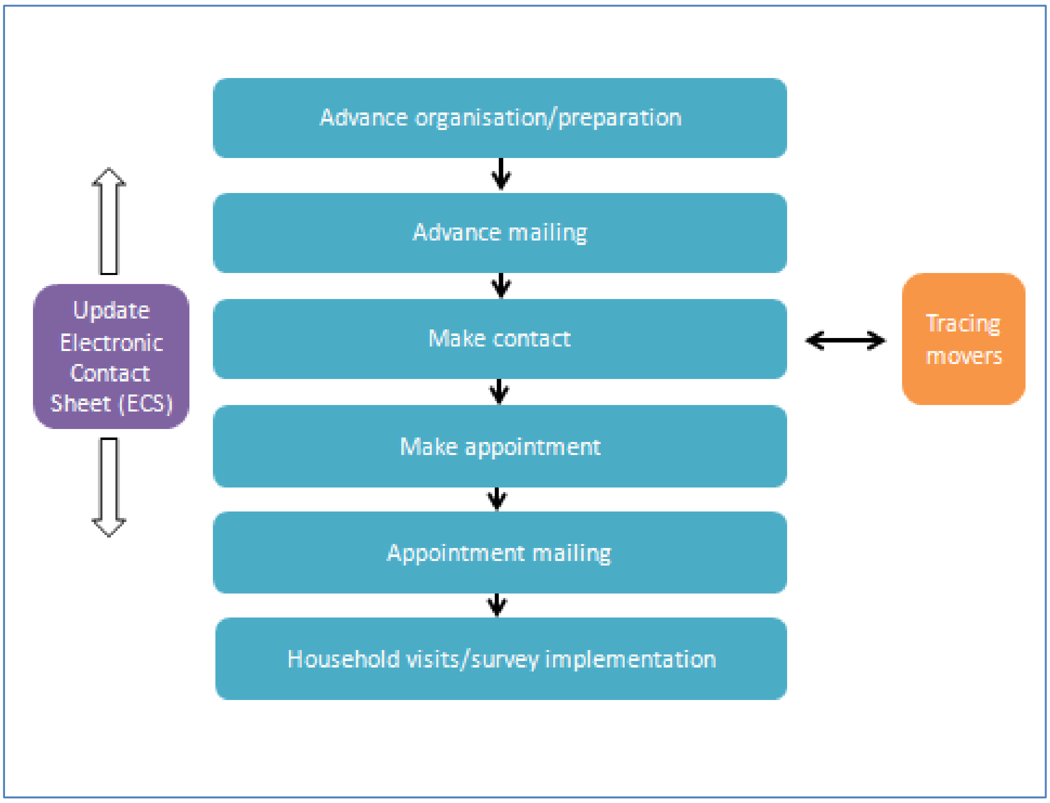
2. Survey process

By the end of this chapter you will have gained a thorough understanding of the survey process, specifically you will be familiar with:

- *The advance preparation requirements*
- *The participant packs and pre-notification mailing*
- *The requirement to prepare and send the advance mailing*
- *How to make contact with families*
- *How to make appointments and how to prepare and send the appointment mailing*
- *The partner letter and its correct usage*
- *The processes for Welsh and additional language translations*
- *The materials available in large print*
- *The procedures for young people in care homes*

Figure 2.1 illustrates, in summary, the survey process that you will be working through.

Figure 2.1: Overview of survey process for interviewers



This chapter sets out the key aspects of the survey processes in more detail. In particular, it focuses on advance preparation, advance mailings, making contact, appointment making and the materials used for these stages of the survey process. It also provides information on interviewing young people in care.

2.1. Stage 1: Advance preparation

2.1.1. Informing the police

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

As ever, be meticulous about showing your ID card to respondents, even if the people you speak to do not appear to be interested in it.

2.1.2. Planning and managing your sample addresses

Assignment sizes vary; points have an average of 14 assignments. Use the information on the 'contact information' section of the Electronic Contact Sheet (ECS) to organise your sample and plan who to contact, and in what order. Remember to consider:

1. **The first contact method for each address on the ECS**, i.e. telephone or face-to-face visit.
2. **Location of the addresses**. Note which addresses are close together when planning your visits.
3. **Response history on the ECS**. When initially starting work on this project, try to arrange your first one or two visits with families who have a good response history (that is, families who have been productive for most, if not all, of the previous five sweeps). They are more likely to be 'warm', and co-operative.

2.1.3. Checking your sample for respondents who are known to you

Do not interview anyone you know personally, such as a friend, neighbour or son/daughter of a friend. You should not interview anyone you know in a professional capacity (unless, of course, they are a family you interviewed as part of CNC previously). If you realise that you do know one (or more) of the families who has been issued to you, please get in touch with your RC, who will arrange for the family to be re-allocated to another interviewer.

2.2. Stage 2: Advance mailing (letter and booklet)

2.2.1. Participant pack and Pre-notification

Before you start initiating contact with the CNC families they will already have received two mailings from CLS.

The first mailing (a participant pack) was sent to **young people only** and contained the following:

- A letter – including a pop-out membership card.

- A booklet – providing information about the study, the impact of the study and how findings have been used, what the study covers, what happens to the data collected and information about the CNC team.

- Some small gifts - a keyring, a travel-card holder and a notebook.

Young people who will be interviewed between January and July were sent their participant packs in October 2014**.** Young people who will be interviewed after July will receive their participant packs in spring 2015.

You will have been provided with a copy of the participant pack leaflet as part of your pre-task mailing.

The second mailing (known as the pre-notification mailing) is sent to both parents and young people in advance of fieldwork. To ensure it is timely, it will be sent in three phases, one at the end of 2014 and two during 2015, prior to sample being issued and contains: a letter for parent(s), a letter for young people, a leaflet outlining some survey findings for parents, and a leaflet outlining some findings for young people. The purpose of this mailing is to inform parents and young people that CNC6 is about to start, and to tell them to expect an interviewer to be in contact. It also provides them with findings from the last survey as a way of reminding them of the importance of the study.

Copies of the all letters are appended (Participation pack and Pre-notification letters) and you have been provided with copies of the pre-notification booklets in your workpacks. For multi-child families there is one leaflet per young person. Copies of the young person participant pack and pre-notification materials are also available on the CNC website.

2.2.2. Advance mailing

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

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

It is an ethical requirement of the study that respondents have the opportunity to familiarise themselves with the individual elements of the survey before you visit them. The advance mailing will allow parents and young people to discuss the survey prior to agreeing an appointment. This will also allow them time to digest the information and, if necessary, ask you any questions that they have when you phone or visit them.

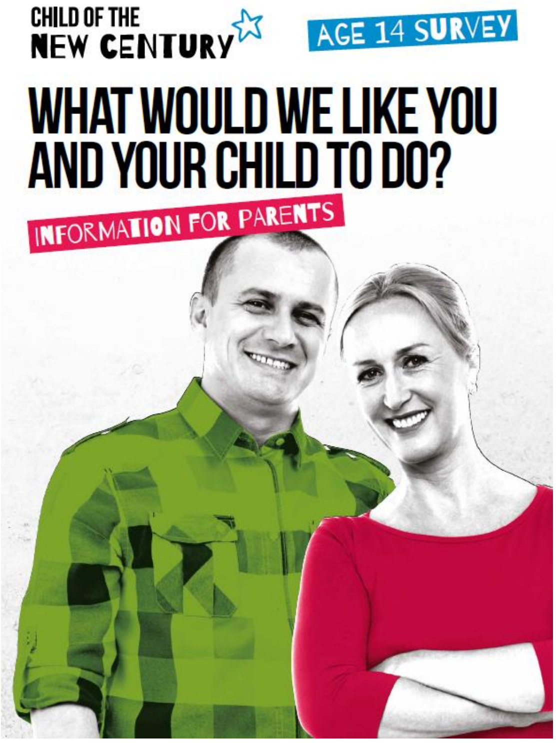
Please send the advance mailing out to all cases quickly, and start making contact with families 3-4 days after you have sent the mailing. It is essential that you identify families who require tracing as soon as possible.

Contents of the advance mailing

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

- An envelope containing two items for parents (shown in Figure 2.2):
    - An advance booklet for parents (‘What would we like you and your child to do?” Information for parents) (Document reference: B07)
    - An advance letter for parent(s) (Document reference: L01)

Figure 2.2: Advance booklet for parents (B07) and advance letter for parents (L01)



CHILD OF THE NEW CENTURY

WILL YOU HELP US?
AGE 14 SURVEY

Mrs Victoria Beckham and Mr David Beckham
Ref: 339610011

Dear Victoria and David,

I am writing to invite you to help us again with the next stage of Child of the New Century. This is an important national study. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK.

As you know, your child is one of those young people who have been chosen out of all of the people in the country of their age. Now that your child is 14, we would like to visit you to find out how your family is getting on. **Your continued participation in the study is very important to us.**

The enclosed booklet tells you more about the survey. We have also provided a letter and booklet for your child. Please read this and encourage your child to read their booklet before the interviewer arranges to visit.

Where two parents (or a parent and their partner) are living with the child, we would like you both to take part, as well as your child. We would like you to take part even if your child does not want to take part themselves. This is really important to the study.

The Age 14 Survey is being carried out by Ipsos MORI (an independent research organisation which carries out surveys with families) on behalf of a university in London - the Centre for Longitudinal Studies at the Institute of Education. Child of the New Century is paid for by the Economic and Social Research Council (ESRC) and government departments in all countries of the UK.

An interviewer from Ipsos MORI will contact you to ask if you would be willing to take part, and answer any questions you may have. Their name and contact details can be found at the bottom of this letter. If you would like to take part, they will arrange a convenient time to visit. You can also contact them directly to arrange an appointment on the number below.

All interviewers are fully trained. They carry an identification card with their photograph and the Ipsos MORI logo. The logo is shown at the bottom of this letter. All information collected will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions or prefer not to be contacted, please contact Stephan Tietz at Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

I hope that you will be able to help with this important study.

Emla Fitzsimons

Professor Emla Fitzsimons
Study Director

Your interviewer on this study will be:

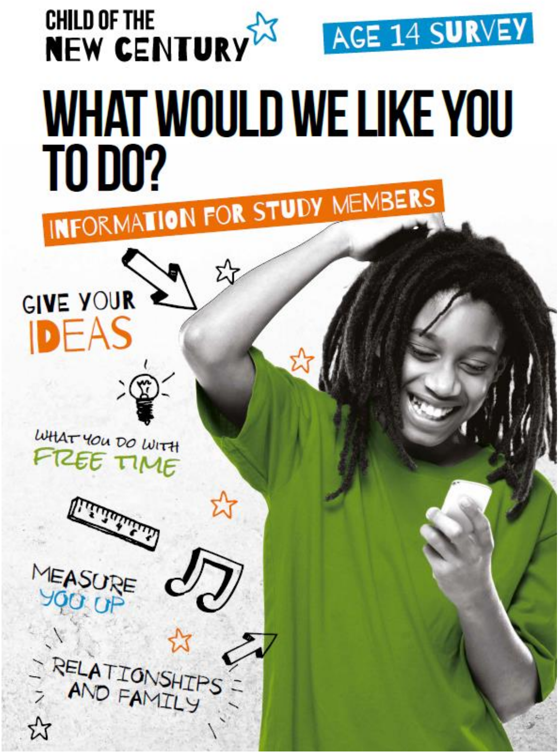
....

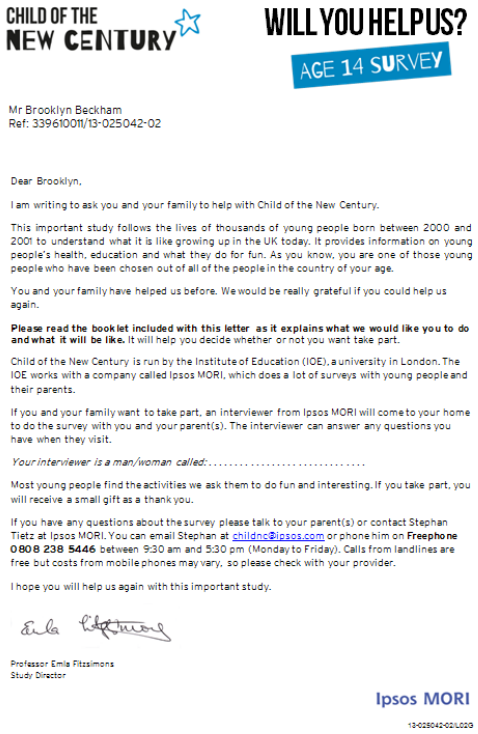
Contact number: ....

Ipsos MORI
13-025042-02/L01

- An envelope containing two items for young people (one envelope for each young person in households with multiple young people) (shown in Figure 2.3):
    - An advance booklet for young people ('What would we like you to do? Information for study members") (Document reference: B08)
    - An advance letter for young people (Document reference: L02)

Figure 2.3: Advance booklet for young people (B08) and advance letter for young people (L02)





CHILD OF THE NEW CENTURY

WILL YOU HELP US?

AGE 14 SURVEY

Mr Brooklyn Beckham
Ref: 339610011/13-025042-02

Dear Brooklyn,

I am writing to ask you and your family to help with Child of the New Century.

This important study follows the lives of thousands of young people born between 2000 and 2001 to understand what it is like growing up in the UK today. It provides information on young people's health, education and what they do for fun. As you know, you are one of those young people who have been chosen out of all of the people in the country of your age.

You and your family have helped us before. We would be really grateful if you could help us again.

Please read the booklet included with this letter as it explains what we would like you to do and what it will be like. It will help you decide whether or not you want take part.

Child of the New Century is run by the Institute of Education (IOE), a university in London. The IOE works with a company called Ipsos MORI, which does a lot of surveys with young people and their parents.

If you and your family want to take part, an interviewer from Ipsos MORI will come to your home to do the survey with you and your parent(s). The interviewer can answer any questions you have when they visit.

Your interviewer is a man/woman called: ....

Most young people find the activities we ask them to do fun and interesting. If you take part, you will receive a small gift as a thank you.

If you have any questions about the survey please talk to your parent(s) or contact Stephan Tietz at Ipsos MORI. You can email Stephan at childnc@ipsos.com or phone him on **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, so please check with your provider.

I hope you will help us again with this important study.

Professor Emla Fitzsimons
Study Director

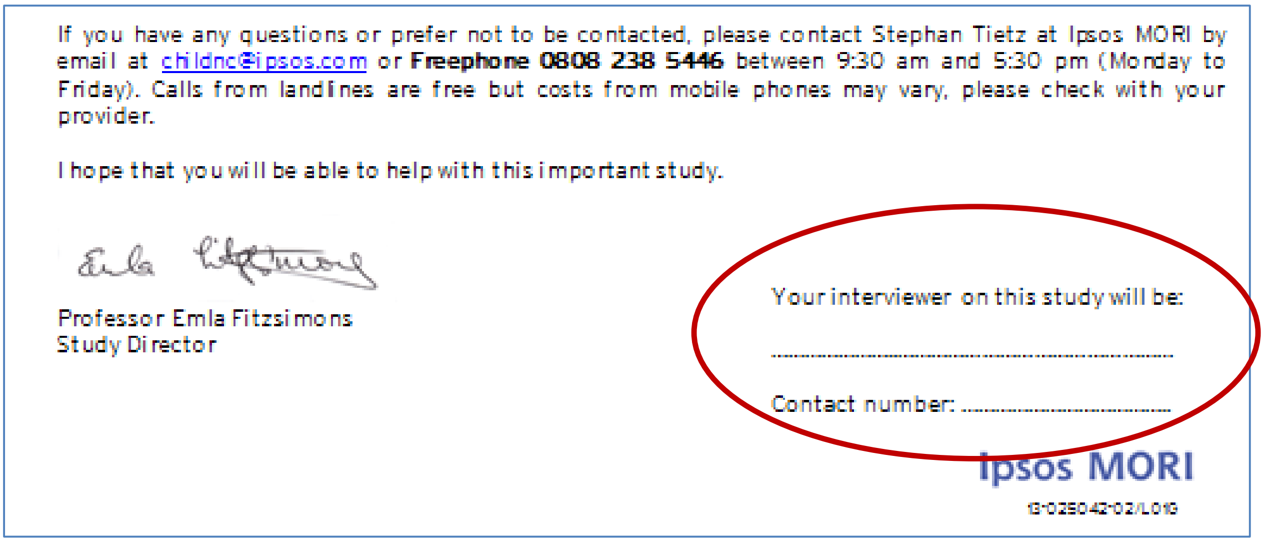
Ipsos MORI

13-025042-02/L02G

The advance letter for parent(s) (L01)

The advance letter introduces the survey to the parent and draws their attention to the enclosed advance booklet (Figure 2.2). The letter informs the parent of what will happen next and invites them to make contact with you. Add your name and contact number to the bottom of the letter so parents can pro-actively book appointments with you (Figure 2.4).

Figure 2.4: Completing the advance letter for parent(s)



If you have any questions or prefer not to be contacted, please contact Stephan Tietz at Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

I hope that you will be able to help with this important study.

Professor Emla Fitzsimons
Study Director

Your interviewer on this study will be:

....

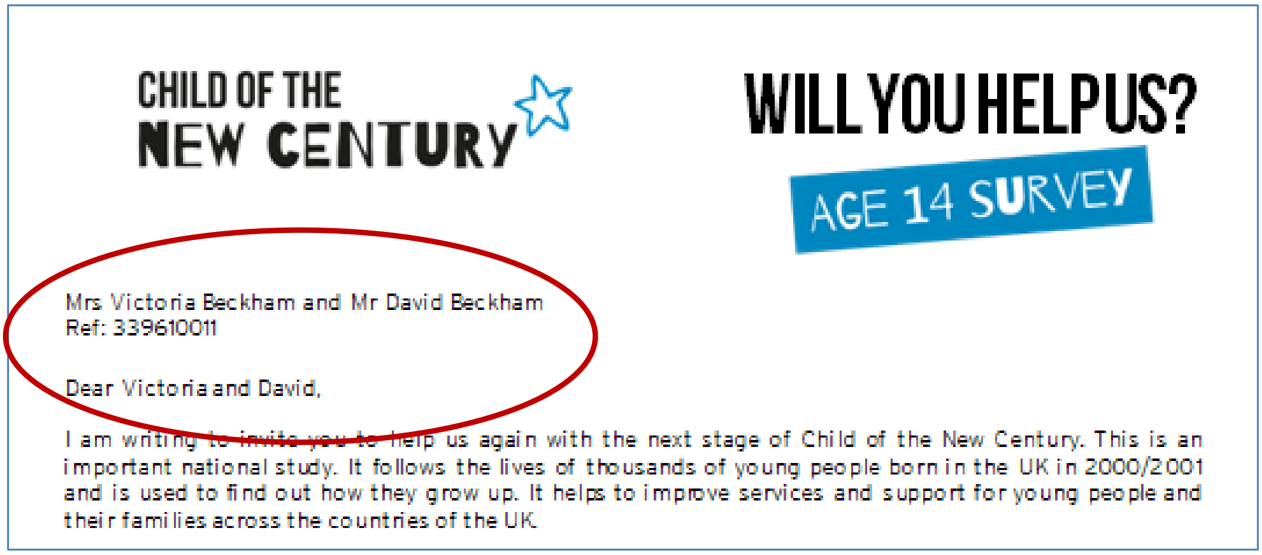
Contact number: ....

Ipsos MORI

13-025042-02/L01G

Note that the advance letters to parents have been pre-printed with the name(s) of the young people’s parent(s) and the reference number (Figure 2.5).

Figure 2.5: Pre-printing of advance letters to parent(s)



CHILD OF THE NEW CENTURY

WILL YOU HELP US?

AGE 14 SURVEY

Mrs Victoria Beckham and Mr David Beckham
Ref: 339610011

Dear Victoria and David,

I am writing to invite you to help us again with the next stage of Child of the New Century. This is an important national study. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK.

The text also has some versioning. In Wales, the option of Welsh language interviews is highlighted. Text is also tailored on the basis of sample outcome at CNC5 in order to help maximise response rates; additional text has been inserted for families who could not be contacted at CNC5, and for families who refused to take part at CNC5.

Specifically,

- Letters to CNC5 non-contacts (4% of sample) include the additional paragraph:

  We were unable to make contact with you for the last survey. We are especially keen to speak with you this time now that your child is 14 to find out how your family is getting on. ***Your continued participation in the study is very important to us.***

- Letters to CNC5 refusals (9% of sample) include the additional paragraph:

  We realise that you were unable to take part in the last survey. We are especially keen to speak with you this time now that your child is 14 to find out how your family is getting on. You can take part in the survey on a day and/or at a time that suits you – we are very flexible. ***Your continued participation in the study is very important to us.***

Spare copies of the advance letter for parents are included in your workpacks.

Advance booklet for the parent(s) (B07)

The advance booklet (Figure 2.2) gives an overview of the study and provides information about what we would like the parent(s) and young people to do. It provides detailed information on:

- **All** of the parent elements: Main and partner interview, word activity and saliva

- **Some** of the young person elements: Young person questionnaire, cognitive assessments, physical measurements and saliva. The remaining elements (the activity monitor and the time-use record), will only be completed by some young people and so they are dealt with separately.

The advance letter for young people (L02)

The young person letter introduces the survey to the young person and draws their attention to the enclosed booklet (Figure 2.3). It also tells the young person what will happen next. Write your name on the letter and delete 'man/woman' as appropriate (Figure 2.6). Research has shown that young people like to know in advance a bit about the interviewer who will be visiting them.

Figure 2.6: Completing the advance letter for young people

If you and your family want to take part, an interviewer from Ipsos MORI will come to your home to do the survey with you and your parent(s). The interviewer can answer any questions you have when they visit.

Your interviewer is a man/woman called: . . . .

Note that the advance letters to young people have been pre-printed with their full name and reference number (Figure 2.7) below.

Figure 2.7: Pre-printing of advance letters to young people

CHILD OF THE NEW CENTURY

WILL YOU HELP US?

AGE 14 SURVEY

Mr Brooklyn Beckham
Ref: 339610011/13-025042-02

Dear Brooklyn,

I am writing to ask you and your family to help with Child of the New Century.

Spare copies of the advance letter for young people are included in your workpacks.

Advance booklet for young people (B08)

The advance booklet for young people (Figure 2.3) provides information about the study in a way that is accessible and appealing for this age group. As well as giving an overview of the study it also provides detailed information about some of the elements we would like them to do:

- Young person questionnaire
- Cognitive assessments
- Physical measurements
- Saliva

Other language materials

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

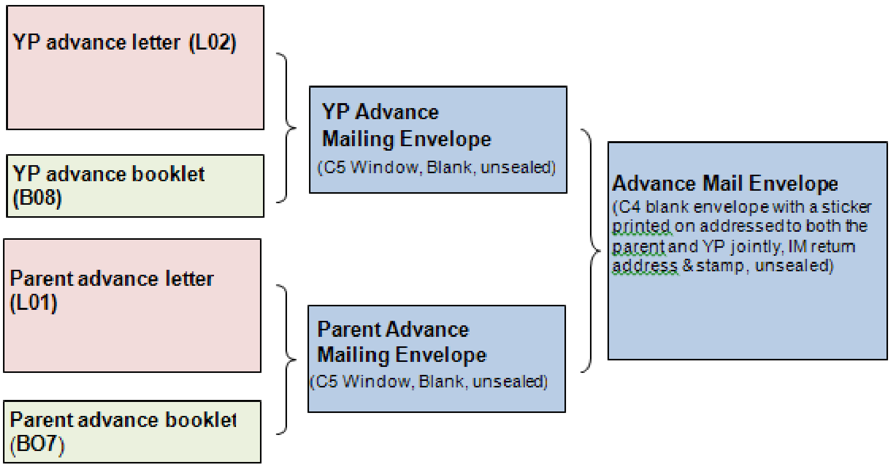
- For households in Wales, all materials are provided in Welsh and English (pre-fulfilled).

- Some households will also be provided with pre-fulfilled copies of parent materials in one of seven minority languages as well as English. This is in the case of families where one or both of the parents required language support at CNC5 in one of these seven languages. The specific language requirement for these families is detailed in the ECS.

Checking and despatching the advance mailing

Figure 2.8 below, illustrates how the advance mailing has been fulfilled.

Figure 2.8: How the advance mailing has been fulfilled



- Both envelopes (parent and young people) will be left unsealed in your workpacks. Both envelopes will be fulfilled inside a main envelope which will be jointly addressed to the parent(s) and young people. **Before sending the letters to respondents please ensure that they are fulfilled accurately** (with Welsh and/or translated materials as well, if required). **Ensure that the reference numbers match up and that the corresponding parent and young person letter match correctly**.

- Prior to sending **write your name in the space provided at the bottom of each of the letters, write your phone number on the parent letter and also delete 'man/woman' as appropriate on the young person letter**.

- Before sealing the main envelope please make sure that the parent and young person's names are clearly visible through the windows of the inner envelopes.

- The outer envelope (C4 with Ipsos MORI address overprinted) will already have a 1st class stamp affixed.

Record when you sent your advance mailing in the ECS.

2.3. Stage 3: Making contact

2.3.1. Who to contact in each household

The names of the young people's parents (or guardians) appear in the ECS (see Chapter 3).

You should attempt to contact the resident parents (Parent 1 and Parent 2) named on the ECS. You will know whether these parents were interviewed the last time the family was interviewed (see Chapter 3 on ECS). If both Parent 1 and Parent 2 took part in the last sweep the family was interviewed at, then our preference is that you make initial contact with whoever was the main respondent at that sweep. However, you can attempt to make initial contact with either respondent. Please note that you must check the front of the 'contact information' section of the ECS to see the most up-to-date information for the parents in the household. Please check to see if the ECS indicates that this may be a different (i.e. if the family has notified CLS of a change of circumstance). We expect this to be rare, but please ensure you compare names before visiting or ringing. Some examples of these circumstances follow.

- If the ECS indicates only one parent took part in the last sweep, you should attempt to contact the parent who took part at the last sweep first.

- If the ECS indicates neither parent took part in the last sweep, you can attempt to contact either parent.

2.3.2. Shared residence

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

2.3.3. Modes of first contact with sample addresses

You will be told via the ECS which mode you must use when you first try to contact a family – Telephone or Face-to-Face. In the vast majority of cases we are asking you to contact the family by telephone initially. Please make sure you follow this for all cases.

- **Face-to-face:** If we think a family will be harder to engage, based on what we already know about them, initial contact with them should be made face to face and this is indicated on the ECS. These are mainly families who refused at previous waves or were unproductive for other reasons, or those families who we don't have a telephone number for.

- **Telephone**: All other families have been allocated to telephone contact. These families are likely to be "warm" and require less work to engage them. However, a small number of them may be difficult to contact.

2.3.4. Telephone contact with families

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

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

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

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

You will need to record details of all attempts to make telephone calls on the ECS (even if there is no answer).

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

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

If a number that you are calling is a **workplace number**, it is essential that you do not disclose the name or the nature of the study (in order to comply with Data Protection requirements). Ask for the respondent by name, and if they are not available and the person who has answered the phone asks what it is concerning, explain that it is a private/personal call and that you will call back at a more convenient time.

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

2.3.5. Text messages and email

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

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

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

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

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

You should not send emails to respondents, as you don't have an Ipsos MORI email address.

2.3.6. Face-to-face visits

If the family is not eligible for telephone contact (i.e. the ECS stipulates that first method of contact should be face-to-face) this is likely to be because the family will need more warming up or persuading to take part.

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

You must make at least **EIGHT** face-to-face visits over the fieldwork period to achieve contact (and then more to achieve all study elements if necessary). At least **four** of these visits must be during evenings or weekends. If you don't manage to make contact face-to-face after eight calls, you should then try to make contact with the family by phone (if we have given you a number). Each number should be tried at least **TWICE** on different days of the week, at different times (morning, afternoon and evening). If a child or young person answers the door, ask if their parents are in. If they aren't, withdraw. Don't ask anything further, but leave your calling card.

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

Some families will be happy for you to come in immediately to complete the survey elements. Please be prepared for this by having your equipment with you when you make a personal visit. You will also need to remember to give the family copies of the appointment mailing materials (if applicable), which the parent(s) and young person will need to read before you begin interviewing. Detailed information on engaging families can be found in Chapters 5 and 6: Securing household participation and Managing the household visit.

Remember to enter the details onto the ECS every time you visit the family.

2.4. Stage 4: Making the appointment

2.4.1. Setting up the appointment

When setting up appointments and arranging visits please bear in mind the length of the survey. It is important that you are realistic about how much can be accomplished in one sitting to avoid drop-out part way through, respondent discomfort and/or reduced quality of data collected. Make sure that families realise that all family members do not need to be present for all study elements to give more flexibility when making appointments. It is likely, given the length of the interview, that many households will require a second visit. You will find more information about this in Chapter 6: Managing the household visit.

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

- Check that the parent(s) address matches the address in the ECS.
- Remind the parent that they should read the advance letter and advance booklet before you visit.
- Draw parents' attention to the envelope for the young person that was enclosed with the advance mailing, and stress the importance of encouraging their child to read it in full before the interview visit.

- Encourage the parent to communicate with their partner (if applicable) about the importance of their involvement in the partner interview, and encourage them to also read the information booklet.
- You have laminated versions as well as spare copies of the booklets that you can use in the household to inform the respondents if they have lost theirs. However, please avoid giving out spare copies unnecessarily as these are intended for movers and instead use the laminates provided.
- Highlight the need for a quiet space, if possible, for the interview and other study elements to take place in (the young person cognitive assessments and physical measurements in particular should be done with minimal distraction).
- Highlight the type of clothing we would like young people to wear for the measurements. Young people should remove any heavy clothing or items in their pockets and shoes and socks must be taken off.
- If making an appointment by telephone, let them know that you will send an appointment pack in the post (containing an appointment card and, if applicable, activity monitor and time-use record appointment leaflets for parents and young people). More details about the appointment mailing follow later in this chapter. Ask them to read these additional materials before you visit.
- If you are making an appointment face-to-face leave the appointment mailing materials and ask the parent(s) and young person to read them before you visit.
- It is likely that the first few interviews that you carry out will take longer than once you've become more confident, and are used to all of the different survey elements. Therefore, we suggest you don't make more than one appointment in a day until you have got two or three interviews under your belt.

2.4.2. Translated materials

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

2.4.3. Setting up appointments in other languages

When making an appointment in Wales, you will need to confirm with the family whether the parent(s) or young person want to complete any of the survey elements in Welsh. If you are not able to translate, contact your RC who will reallocate the address to a Welsh-speaking interviewer.

For households where parent(s) require language support, try and find out whether they require an interpreter for the visit, and if so whether there is someone in the home who would be happy and suitable to act as an interpreter. More details on using household interpreters can be found in section 2.8 below.

You may also come across households who have language needs we are not aware of from previous waves. If making the appointment face-to-face please remember you have a **Language card** (Document reference: S03) in your work packs to use on the doorstep.

2.4.4. Broken appointments

If someone is out when you arrive for an appointment, it may be a way of telling you they have changed their mind about taking part. On the other hand, they may have simply forgotten all about it or had to go out on an urgent errand. Leave a **Calling card** (Document reference: M21) and make every effort to re-contact the person and fix another appointment.

2.4.5. Appointment mailing

If you manage to successfully make an appointment you will need to send or give an appointment mailing. The appointment mailing confirms the appointment in writing.

If the household is eligible for the activity monitor and time-use record survey elements the appointment mailing will include a leaflet for the parent and a leaflet for the young person explaining these elements in detail. You should encourage families to read this information in advance of your visit, to make things run more smoothly for you.

Families not eligible for the activity monitor and time-use record elements will only be provided with confirmation of their appointment.

2.4.6. Contents of the appointment mailing

The appointment mailing contains the following:

For all sample: Appointment card (Figure 2.9. Document reference: M02). This confirms the appointment details. Complete it once the appointment has been made.

For some of the sample only (these cases are clearly marked on the ECS – see 'Sample list' screen in Chapter 3: Electronic Contact Sheets):

- Activity monitor and time-use record appointment leaflet for parents ('Wearing an activity monitor and competing a time-use record – Information for parents"), (Figure 2.10. Document reference: Z01); and,

- Activity monitor and time-use record appointment leaflet for young people ('Wearing an activity monitor and completing a time-use record – Information for study members"), (Figure 2.10. Document reference: Z02).

These contain further information on the following elements:

- Time-use record
- Activity monitor

Figure 2.9: Appointment card (M02)

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

Further to our recent conversation, I confirm that I have arranged to visit your family for the Child of the New Century Age 14 Survey

on .... at ....

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

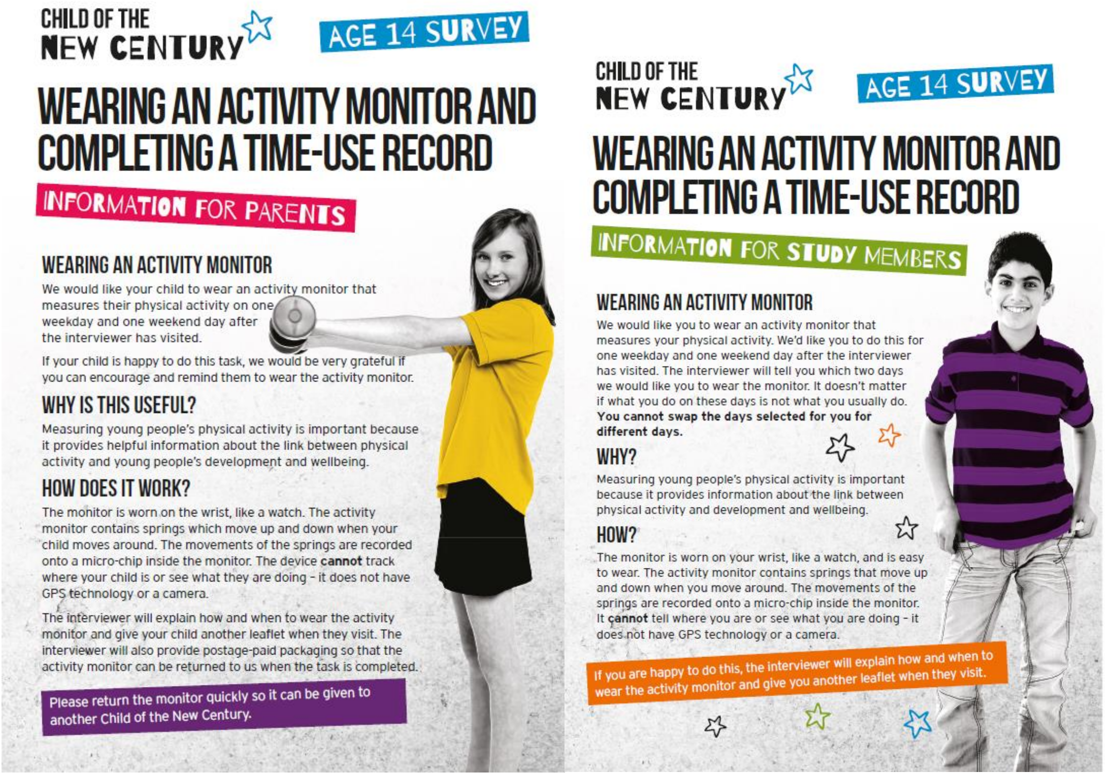
If you need to rearrange the appointment, please contact me on the number below.

Name: .... Contact number: ....

Ipsos MORI

13-025042-01/M02

Figure 2.10: Activity monitor and time-use record appointment leaflets for parents and young people (‘Wearing an activity monitor and completing a time-use record – Information for parents” (Z01) and “Wearing an activity monitor and completing a time-use record – Information for study members” (Z02)



The appointment mailing materials are already fulfilled into a plain C5 envelope, and you will have enough of these envelopes in your work packs to cover all appointments eligible for the activity monitor and time-use record elements.

Figure 2.11: How the appointment mailing is fulfilled (Activity monitor and time-use record sample)

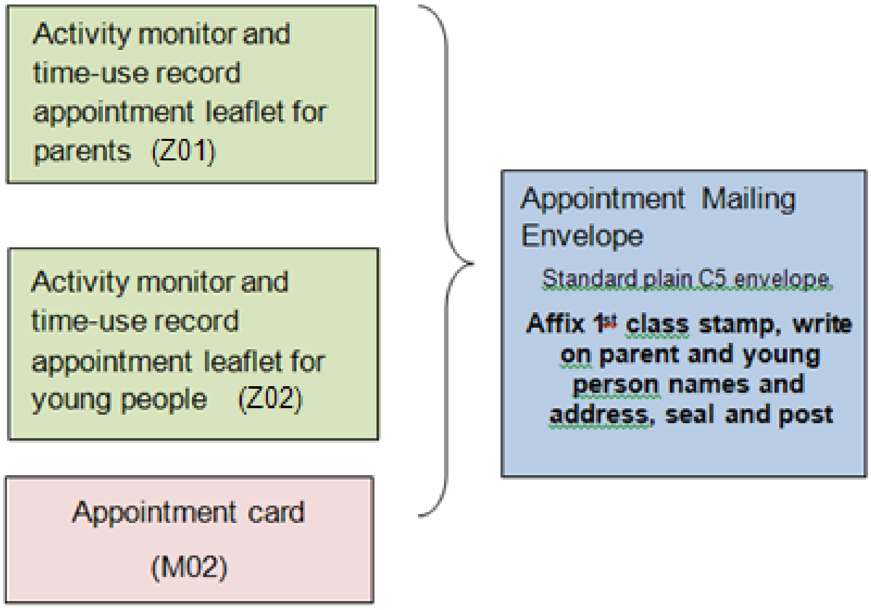
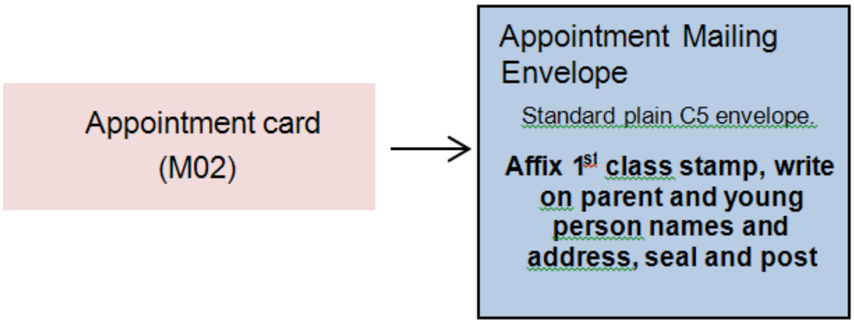


Figure 2.12 How the appointment mailing is fulfilled (Non-activity monitor and time-use record sample)



Other language materials

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

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

Checking and despatching the appointment mailing

Unlike with the advance mailing, we do not prescribe that you post the appointment mailing materials. You may either post or drop the appointment mailing directly to the family. Please bear in mind that posting will mean it arrives with the family 2-3 working days later, so you will need to arrange your appointment accordingly.

To prepare the appointment mailing:

- Ensure the envelope is fulfilled with the correct materials (above).
- Complete the appointment card with the date and time of interview and your name and contact details.
- Check against the ECS to ensure that only those eligible for the activity monitor and time-record elements are being provided with the appointment leaflets.
- Enclose the appointment card with the parent and young person appointment leaflets (if applicable) back into the blank C5 envelope provided.
- Where relevant, check the envelopes are fulfilled with Welsh copies of the materials, and/or the correct translated copies.
- If sending, please ensure that you address the envelope to both the young person and parent(s) in the same way as the advance mailing using the following format:
  - Line 1: Title of YP, First name of YP, Surname of YP
  - Line 2: Title of main parent, First name of main parent, Surname of main parent & Title of partner, First name of partner, Surname of partner
  - Line 3: Full address
- Affix a 1st class stamp before sending (provided in workpacks).

If the appointment is made on the phone to visit the family at home, check that their address is the same as the address that you have in you ECS.

Log the appointment mailing in the ECS.

If you are unable to send or give the appointment mailing to the respondent prior to the visit, e.g. if the respondent wants to be interviewed straight away, ensure that both the parents and young people have had a chance to read the appointment leaflets (if applicable).

2.5. Partner letter

Partners are more likely to be out when you visit, but we need to achieve as high as possible a response from them in order to get a full picture of family life. For example, what activities the two parents do with the young person, and the employment and background of partners as well as main carers. At the Age 11 sweep, 87% of partners living with the young person were interviewed. We would like to ensure that an equally high response rate is achieved at this sweep. We are therefore making it clear how much we want to interview the partner as well as the main carer. The partner letter is part of that. It’s intended to:

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

It is left for the partner when he/she hasn't been available at the visit when you complete the main interview or young person elements. You will want to be back in touch to interview the partner and carry out the word activity and saliva sample so the letter also smoothes re-contact for the purpose of doing this.

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

If the partner isn't available at the time of the appointment, leave the partner letter with the household. Write the name of the partner and the date at the top. Write in your name and phone number at the bottom, and then leave it with the household to pass on to the partner (Figure 2.13). It will advise the partner that you are trying to speak to him/her and also give them an opportunity to arrange a convenient time with you.

Figure 2.13: How to complete the Partner letter (L03)

CHILD OF THE NEW CENTURY

WILL YOU HELP US?

AGE 14 SURVEY

Date: ....

Dear ....

A short while ago, I sent you and your partner some information about the Child of the New Century Age 14 Survey. Today I have been talking with your partner and child. I would very much like to speak to you too.

It is very important for this study that we speak to **both parents or both adults living with a child**, whenever possible. It is only by interviewing both of you that we can build up a full picture of the lives of young people of this age.

The interview will only last around 25 minutes. We would also like you to do a short word activity and to provide a saliva sample; these will take around 5 minutes each to do.

I can interview you at a time that is convenient for you. I will call back to arrange a time. If you would prefer to call me to arrange a time please contact me on the number below.

The information I sent to you and your partner contains more details about the study. I would appreciate it if you could read this before I visit you.

If you have any questions or would prefer not to be contacted, please contact Stephan Tietz at Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

I very much hope you can help with this important study.

Best wishes,

....

Contact number: ....

Ipsos MORI

13-025042-01/L03

2.6. Welsh language materials

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

As such, families will be sent or given English and Welsh versions of all the following advance and appointment documents:

- Advance letter for parents
- Advance booklet for parents
- Advance letter for young people
- Advance booklet for young people
- Appointment card
- If applicable, activity monitor and time-use record appointment leaflet for parents
- If applicable, activity monitor and time-use record appointment leaflet for young people

For households in Wales, all advance and appointment materials (excluding the participant pack and pre-notification mailing) are provided in Welsh and English (pre-fulfilled).

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

- Young person 'further information leaflet'
- Partner letter
- Showcards
- Consent booklet
- Measurement postcard
- Paper time-use record

If you are interviewing in Wales you will also be provided with a copy of the decision making task admin script in Welsh.

2.7. Additional languages

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

Parents' materials are provided in the 7 languages most commonly needed at previous sweeps of the study:

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

- Bengali
- Hindi
- Arabic.

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

- **Urdu** and **Punjabi** are common languages spoken among those of Indian and Pakistani origin. We are offering Punjabi in two different scripts – Punjabi in Urdu script (spoken by many respondents of Pakistani origin) and Punjabi in Gurmukhi script (which is spoken by many respondents of Indian origin).

- **Gujarati, Punjabi** and **Hindi** are languages spoken among those of Indian origin.

- **Bengali** is spoken mostly by Bangladeshi people, and by some Indian people.

- We are also offering materials in **Arabic.**

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

- Advance letter
- Advance booklet
- Appointment card
- If applicable, activity monitor and time-use record appointment leaflet
- Partner letter
- Consent booklet

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

From previous sweeps of the study, we are already aware of most families where translation or language support is likely to be required, and this is indicated in the ECS.

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

To ensure the correct language advance booklet is enclosed you will need to check that the booklet code corresponds with the language required. A table of advance booklet codes in the 7 minority languages is in Figure 2.14 below:

Figure 2.14: Translated minority ethnic languages and their respective advance booklet codes

Language	Advance booklet code
Urdu	B07/Ur
Punjabi (Gurmukhi script)	B07/PuG
Punjabi (Urdu script)	B07/PuU
Gujarati	B07/Gu
Bengali	B07/Be
Hindi	B07/Hi
Arabic	B07/Ar

Translated versions of the appointment card and if applicable, activity monitor and time-use record appointment leaflet used in the **appointment mailing** are also provided in your packs for these families. However, they have **not been pre-fulfilled in the appointment mailing envelopes. You will need to check with the family about their language requirements and then add in copies as necessary.**

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

If you do use any translated materials, you must record this in the main parent questionnaire script in CAI.

Some respondents for whom English is not their first language may understand spoken English well enough to take part in the survey, but have limited English reading skills.

A small proportion of parents may have also literacy difficulties. Some may mention this, but others may be embarrassed so you may need to be alert to pick up on this.

For both these groups of parents you should support them in the following ways:

- Read them the content of letters, booklets and consent booklets
- Help them to sign the consent forms (i.e. show them where to sign)
- Administer CAPI by reading out the showcards (providing you are able to do this in as private as place as possible)

2.8. Translations and household interpreters

As mentioned previously, if the family wants to do any of the consents in Welsh, or need the interviewer to translate any of the survey elements, (and you don't speak Welsh yourself) contact your RC who will reallocate the address to a Welsh-speaking interviewer. The following elements can be translated by a Welsh speaking interviewer:

- The consent process

- Parent questionnaires, including the self-completion element and the SDQ paper questionnaire, are in English. You or a Welsh speaking translator can assist with this but you will need to indicate that the language help has been provided at SCAC (code 3) so that the most sensitive questions in the CASI self-completion are not asked.
- Young person questionnaire. Please note that the young person questionnaire cannot be administered as self-completion in Welsh; it can only be interviewer-administered. If the young person questionnaire is administered in Welsh then this will need to be coded correctly in CAPI so that the most sensitive questions are skipped. At the start of the young person questionnaire module you will be asked if the young person questionnaire has been accepted as self-completion. Code as 'interviewer administered' here (CAPI will prompt you to do this) and then at the subsequent question code the reason for doing so as 'Welsh translation required'.

The decision-making task can be translated into Welsh, however the word activity cannot be. The online and app versions of the time-use record cannot be translated, but the paper version of the time-use record is available in Welsh.

If parent(s) require language support, a **household interpreter** can be used to translate some of the elements. This should be another household member, or neighbour/friend/family member who the family feel comfortable with being present, and who is fluent in both English and the other language. They should be aged 16 or over and children should not interpret for their parents given the personal nature of the questions. A household interpreter can be used to translate the following:

- The consent process
- Parent questionnaire (including the CASI section and the SDQ paper questionnaire

The young person questionnaire, cognitive assessments (parent and young person) and time-use record cannot be translated by a household interpreter.

If a household interpreter is required you will need to arrange household visits to fit around their availability. If there is no one available, code 404 (Language difficulties) ECS and we will try to identify a bi-lingual interviewer to conduct this interview. If this is not possible, the sample lead is then complete.

Before you start you will need to brief the interpreter carefully. Explain that the survey needs to capture the respondent's views and knowledge, so we need them to translate without inputting:

- They must translate word for word and not rephrase
- They must not input into the answers/elaborate from their own knowledge of the household.

If you suspect the interpreter is inputting, stop them! Gently remind them we need the respondent's views/knowledge and that we would be grateful if they could just translate word for word.

You will be prompted to record the nature of any language support given to respondents in the main parent questionnaire script in CAPI. You will be asked to record whether either of the parent interviews were translated and if so, which language and who translated. This includes any interviews in Welsh.

2.9. Large print documents

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

- Advance letter
- Advance booklet
- If applicable, activity monitor and time-use record appointment leaflet
- Partner letter
- Consent booklet

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

2.10. Young people in care

You may come across a situation where a cohort member is living in care (sometimes referred to as being 'looked after'). It is very important that we try to make contact with and interview with these cohort members. Young people living in care must be given the same opportunity to participate in the research as any other cohort member.

2.10.1. Foster care

You may come across a cohort member who is living with foster parents. This is the case for the vast majority of 'looked after' children. You should attempt to conduct the survey, as you would normally. The foster parent(s) should be treated in the same way as parents in any other household.

Foster parents may be less inclined to participate in the research. Sometimes because they are not familiar with the study and sometimes because they are concerned that the research could be distressing or harmful for the young person they care for.

We have written a letter specifically to engage foster carers which can be provided on request. Please contact Head Office.

2.10.2. Residential care

It is unlikely, but possible, that you will come across a case where the young person in living in care. Around 1 in every 1,800 children (under 19) live in care homes, care hostels or secure units[3].

At the age of 14, young people will either be living in a residential children's home or a secure children's home.

If you discover that a cohort member is living in a children's home you should carry out your tracing attempts as usual to try and establish where the young person is living. However, **you should not try and make contact with the care home directly**. Instead you should get in touch with the office, who will then advise you on what to do. If possible, a visit to the children's home will be arranged. You will be advised how to complete the household interview when you call.

The following elements will then be eligible to complete in the care home:

[3] Official Statistics in England, 2014. SFR 36/2014.

Element	Notes
Main interview: CAPI	Specific care home routing will be implemented throughout, there is no self-completion section.
Main interview: paper SDQ	
YP questionnaire: CASI	Specific care home routing will be implemented throughout.
YP physical measurements	An adult must be present when you conduct the physical measurements.
YP cognitive assessments	
YP time-use record and activity monitor	If they are eligible for the time-use record and activity monitor.

The following elements will not be available: main cognitive assessment, main saliva, partner interview, partner cognitive assessment, partner saliva and young person saliva.

You will also need to complete the Final Element CAI module after the visit.

Who is the main respondent?

The main interview should be conducted with the person who knows the most about the cohort member (e.g. their social worker or key worker). It might not be the same person who has arranged access to the care home.

Gaining informed consent

Please ensure that you gain fully informed consent from the main respondent and the young person using the same process and materials as you would for the all other CNC interviews.

Respondent wellbeing

As with all CNC interviewing, it is an ethical requirement that the research is conducted in a non-harmful way that avoids impacting negatively on the safety, comfort and wellbeing of respondents. Please be aware of this when interviewing in a care home.

It is important to emphasise to both the main respondent and young person that they can miss any questions that they do not want to answer. Please also ensure that you explain clearly at the beginning of the interview that the respondent should let you know if they are unable to answer any of the questions or do not know the answer. This may be more common in care home interviews.

The interviews have been routed to avoid inappropriate or sensitive questions. Young people will not be asked questions about family relationships or any that specifically mention parents in the question wording.

If the young person becomes extremely distressed or upset, then you should skip that part of the visit or stop completely. At the end of the visit the young person should be given the leaflet *“I’ve helped – what now?”* which signposts who young people should talk to if they have problems.

Length of care home interviews

The length of time needed for a care home interview will be slightly less than a normal household visit since not all elements are included. The main respondent's elements should take about 50 minutes and the young person elements should take 1 hour and 15 minutes.

Electronic Contact Sheets

3. Electronic Contact Sheets (ECS)

By the end of this chapter you will:

- *Understand how to use the ECS, including managing your assignments and how to view and work on a case;*
- *Be familiar with the process for accessing survey element scripts;*
- *Be familiar with the process for coding survey element outcomes; and,*
- *Understand how to code household outcomes and finalise cases.*

3.1. Overview

CNC6 will use an enhanced version of iProgress for sample management, building on the version tested in the pilots. The application will replace paper contact sheets, and has been updated to work on touch-screen tablets, meaning you will be able to access contact information and log your progress while you are out working. The application therefore becomes 'Electronic Contact Sheets' (ECS), replacing previous paper and at-home iProgress processes.

The ECS:

- Gives you details of your sample and the families you need to visit
- Allows you to manage your appointments
- Allows you to record the outcomes of each attempt at contact that you make
- Allows you to review and monitor the progress of your work
- Allows you to record notes and comments to help you remember what you need to do, and update contact information
- Is used to open Dimensions and launch interview scripts to conduct interviews
- Allows you to view which interview elements have been completed and which you still need to do
- Allows you to record the final outcome for each household
- Allows you to receive messages from the office about your cases and assignments

<u>What information do we want you to record?</u>

1. You should **record details of all forms of contact you make**: this should include direct contact with the family as well as contact with people such as neighbours or stable contacts whom you may contact as part of your tracing procedures. For each contact attempt you will log how, when and through whom you attempted to make contact, and the outcome of the contact attempt.
2. You should **add or edit contact information** if you obtain new information about the family or family members.

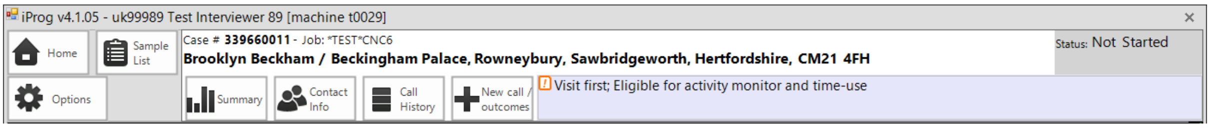
3. You will need to record a **final outcome** for each household once you have finished working on a case. Additionally, in productive households, we will need to know the outcome for each survey element household members are eligible for. The process is different for productive and unproductive households:
    a. In **productive households** (i.e. those where you complete interview elements in CAPI), the household outcome will be recorded automatically, and for any CAPI elements you are able to complete. You will need to manually record an outcome for all unproductive interview elements (e.g. which were refused), and also the survey elements which do not have CAPI (saliva and paper SDQ).
    b. In **unproductive households** you will need to record a final household outcome.

<u>Getting around the ECS</u>

The ECS is easy to navigate and the same set of options can be found wherever you are in the programme (see image below). There are two main screens for managing your workload at an overall level across your assignments and cases – the 'Home' and 'Sample list' screens.

The details of the selected case are always displayed in the top panel of the screen, and include, the cohort member name, address, the first contact method, and whether the case is eligible for activity monitoring and time-use record placement. Immediately below this are four buttons which cover what you can do with the selected case:

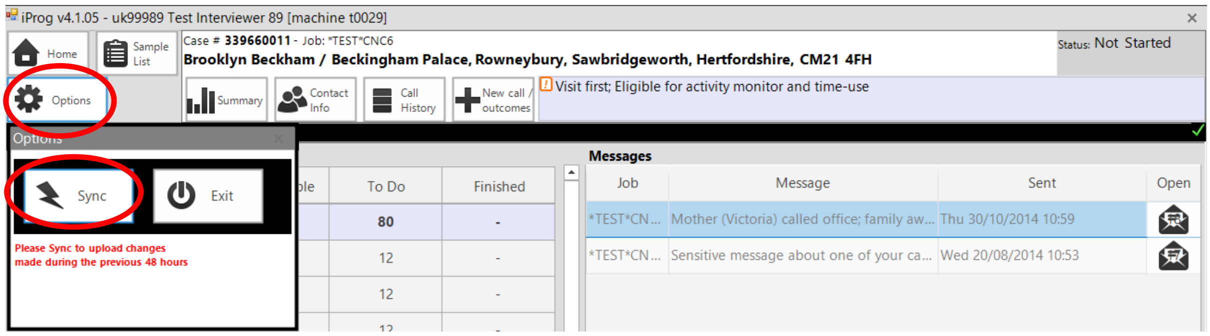
- view a 'Summary' of progress,
- view or edit the 'Contact info' for it,
- view the 'Call history' or
- log a 'New call / outcomes'.



<u>Syncing the ECS</u>

You need to sync the ECS and Dimensions every day that you work on CNC6, so that your progress and interviews are received in the office, details about your activity monitoring and time use record placement days can be relayed (if applicable) and so that you receive messages from the office in a timely manner. To sync the ECS:

1. Ensure you are connected to the internet and VPN (refer to the tablet instructions)
2. Touch the Options button
3. Touch 'sync' and OK



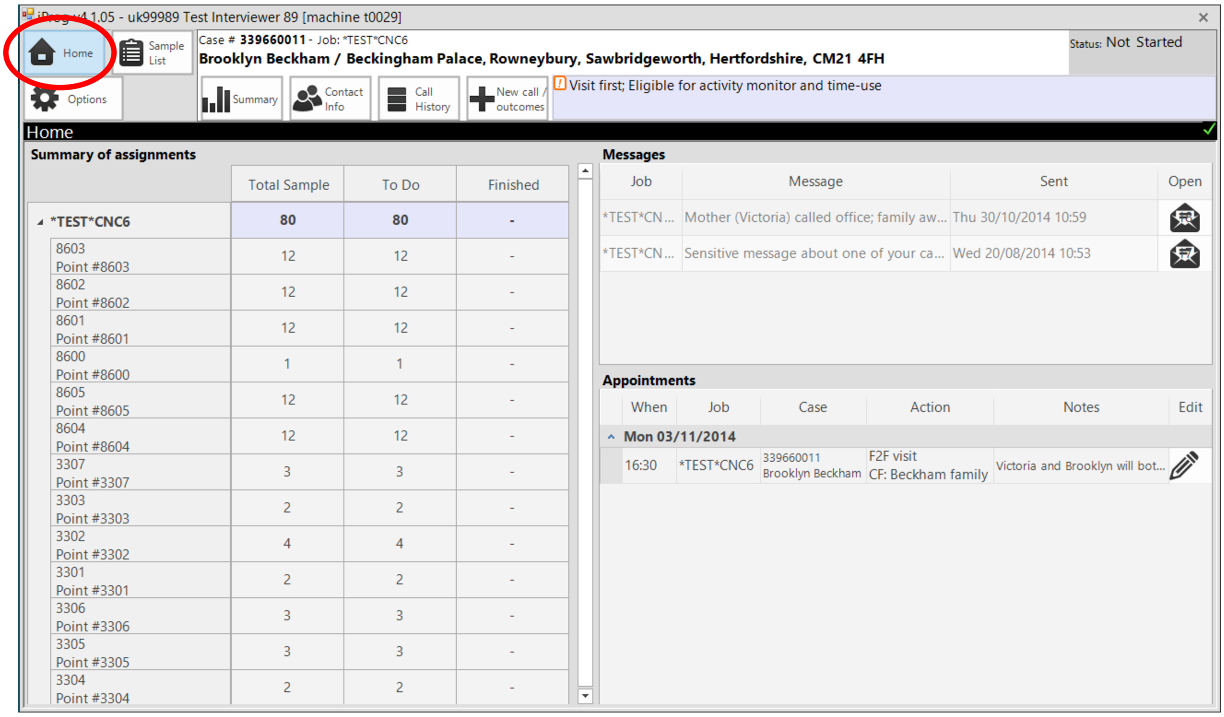
If you haven't synced for a while the ECS will warn you that you need to do so.

3.2. Managing your assignments

The ECS is a tool to help you manage your workload: it provides a summary of your progress with each case (including your progress towards meeting the required field protocols and any interviewing done), allows you to manage your appointments using a calendar, and provides space to record interviewer notes. It also has a messaging system which will be used by the office to pass on messages about your cases and assignments.

- **'Home' screen**

The home screen can be accessed at any time by touching the 'Home' button. This screen is divided into three sections and contains a summary of your progress across all the assignments/jobs you are working on, all messages from the office and all of your appointments.



Summary of assignments

This section shows each of the current assignments that you are working on. For each project you can see all the points you have been assigned. The table shows the total sample size for each point, the number of cases that you still need to do some work on (either because you haven't started them yet or because they still need more work) as well as the number of cases that you have finished.

Messages

The message section shows you all the messages you have been sent by the office. You can immediately see the job that they are associated with; the start of the message (although you will usually have to open the message to read it fully) and the date it was sent. Messages need to be opened and then acknowledged so that we know you have received them (touch on 'Open' and then check the box to acknowledge receipt). This feature will be used by the office to pass on information to you. For example if a respondent phones the office to refuse to take part, a message will appear here the next time you sync your tablet. If messages apply to a particular case they will also appear in the call history of that case.

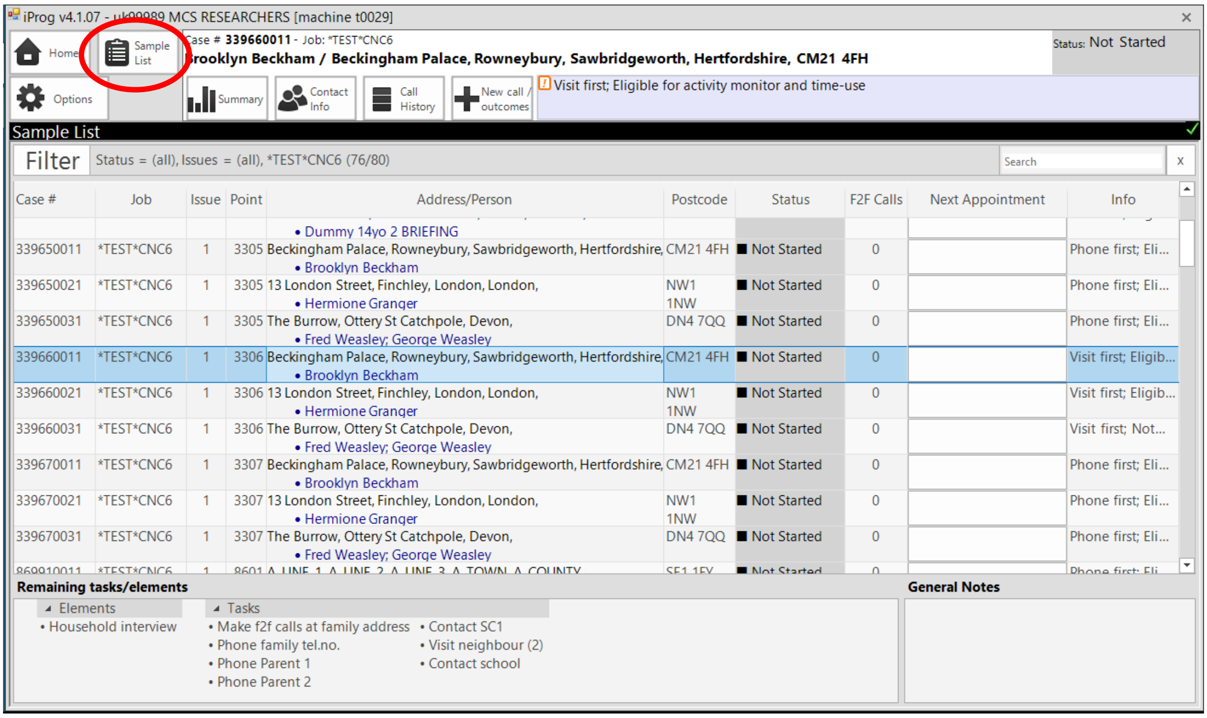
Appointments

The appointments section shows you all the appointments that you currently have lined up. It will show you when they are for, the job and the case they are associated with and what type of action is required (e.g. a telephone call or a face to face visit). You will also be able to add any notes you think might be useful. This section is editable and you can change any details by touching the pencil in the right hand column.

You can also change the selected case by touching on an appointment (the case the appointment applies to will be selected). When you do this the case shown at the top of the screen will change.

2. 'Sample list' screen

The sample list can be accessed at any time by touching the 'Sample list' button. Here you will find a list of all cases allocated to you as well as the remaining tasks/elements for the selected case and general notes at the bottom.



The sample list

This shows the key information about each case, including:

- Case # (serial number used in ECS, CAPI and on materials),
- Job (survey/study you are working on),
- Issue (number; 1 for first issue, 2 or 3 for re-issues),
- Point (sample point number),
- Address/person (latest address of family and name of cohort member),
- Postcode (of latest address),
- Status (overall case progress: not started, started, productive or unproductive),
- F2F calls (number of F2F visits logged against the case),

- Next Appointment (if more than one appointment has been made for a case this will show the earliest one)
- Info (whether the case protocols are to 'phone first' or 'visit first' and whether the case is eligible for activity monitoring and time-use record placement or not).

As always, the top panel shows the cohort member name, latest address and 'Info' (phone or visit first and activity monitoring/time-use eligibility) for the selected case.

Remaining tasks/elements

This panel provides a summary of the tasks you need to do. It shows all the tracing steps that you still need to carry out as well as the outstanding survey elements for the household.

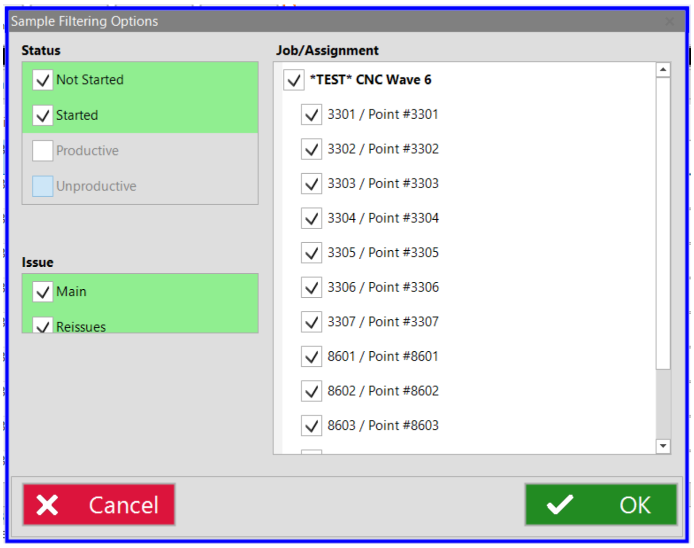
General notes

This section can be used to add general notes about the household which you will be able to view here in the Sample List screen. Just touch inside the box to add/edit the notes.

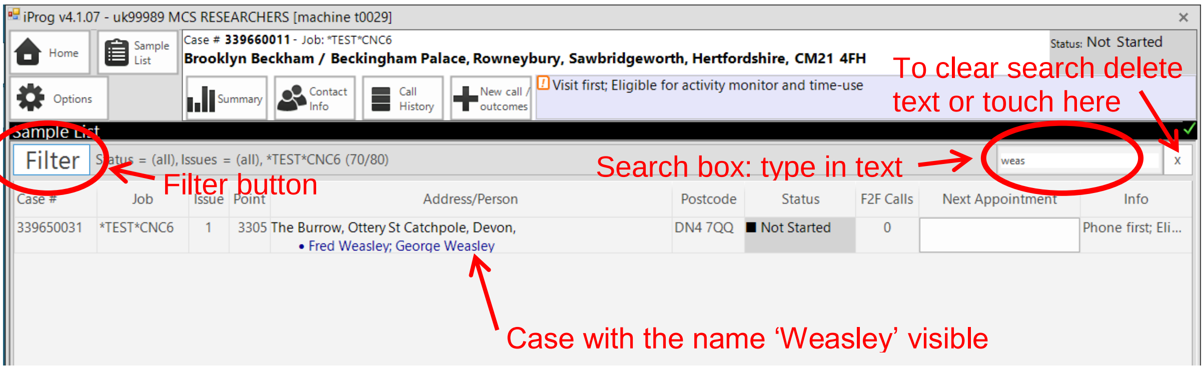
Finding and selecting cases in the sample list:

A number of features are in place to help you find the cases you want to work on:

- To **scroll the list** up or down either slide your finger anywhere within the cases area of the screen, or use the scroll bar at the side.
- To **select a different case** touch within the row of the case you want. The case will be highlighted in blue and the top and bottom panels will show its information.
- You can **sort by any of the columns** by touching them (first touch: sort in ascending order, second touch: descending order). You should use the sorting function if you want to, for example, display your upcoming appointments in sequence (touch on 'Next Appointment') or bring all your 'phone first' cases to the top (touch on 'Info').
- You can **filter by case status, issue number, job or assignment**; to reduce the number of cases which will appear in the sample list (touch the 'Filters' button on the top left). For example – in the image below – 'Productive' and 'Unproductive' cases have been de-selected so that only 'Not started' and 'Started' cases will be shown.



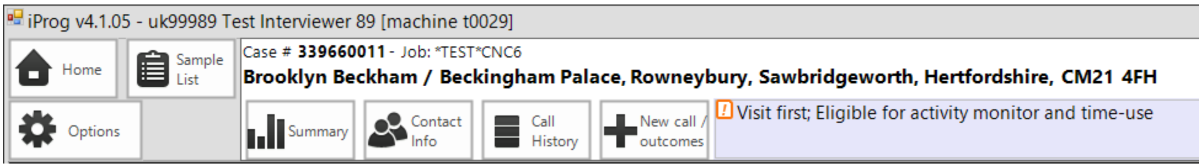
- Finally, you can **search for a particular case** by using the search box on the top right hand side. Just touch inside the box and type in the text you want to find: the search will work across all of the information in all columns in the sample list, so, for example, you could search for a name, postcode, 'phone first', etc, to find what you are looking for. The image overleaf shows how the search box works.



3.3. Viewing a case and adding your progress

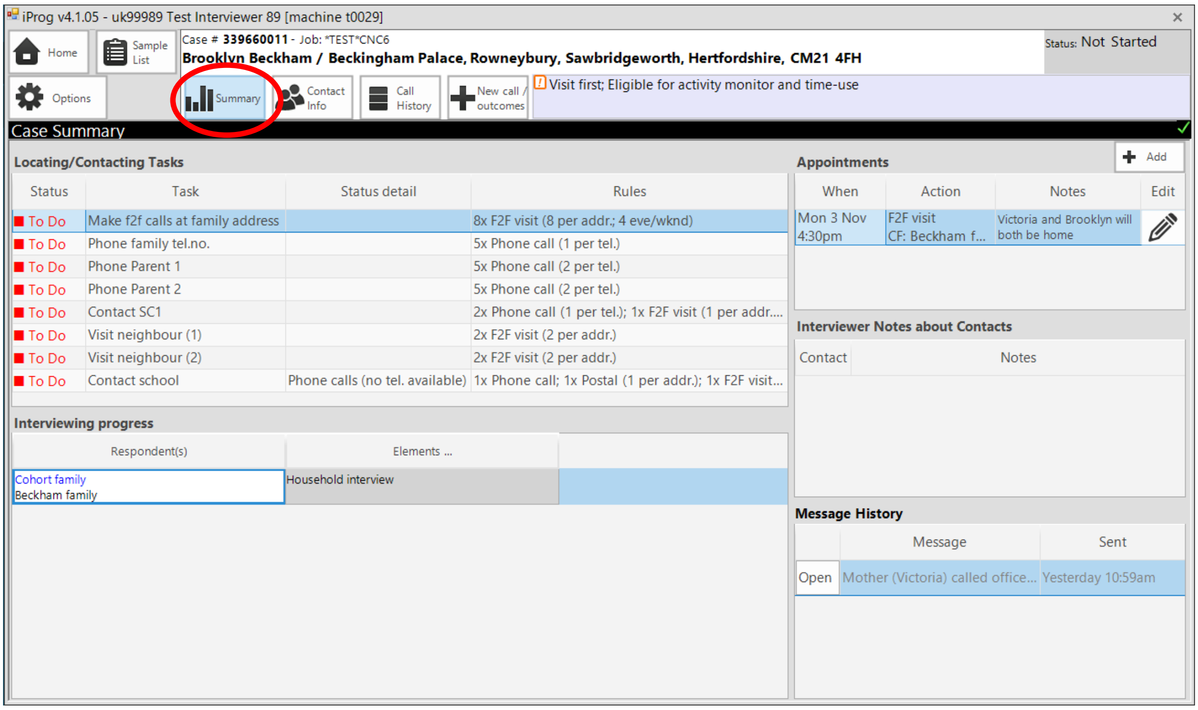
As described, there are four options you can view for the selected case – 'Summary', 'Contact Info', 'Call History' and 'New call / outcomes' (see image below).

Note that these options all apply to the 'selected' case – the case selected in the 'Sample List' (or by touching an appointment in the Home screen). Any time you want to work on a different case you will need to select 'Sample List' and touch on the new case.



1. Case 'Summary'

This screen is accessed by touching the 'Summary' button.



It shows a summary of all of the progress made for the selected case, including:

Locating/Contacting Tasks

Contains a list of all the contact and mover tracing steps which might be required for the case, to help you keep track of exactly what you need to do to secure contact (the protocols are described in full in Chapters 2 (The Survey Process) and 4 (Tracing)). **You will need to complete the tasks before you can code certain outcomes (such as no contact or untraced movers)**. The following information is provided:

- The **status** of each task, 'To do', 'Started', 'Complete' or 'Redundant', which is based on whether information is available for you to contact, your progress to date, and the number of calls logged;
- The **task** name, which describes each of the tasks required;
- The number of calls/visits left to make once you have started (**status detail**); and
- The **rules** (overall call protocol) for each task. In some cases you will not be able to see all the details for the rules because there is not space. If this is the case, you can check the rule details in Chapters 2 (The Survey Process) and 4 (Tracing) of these instructions if you need the full information.

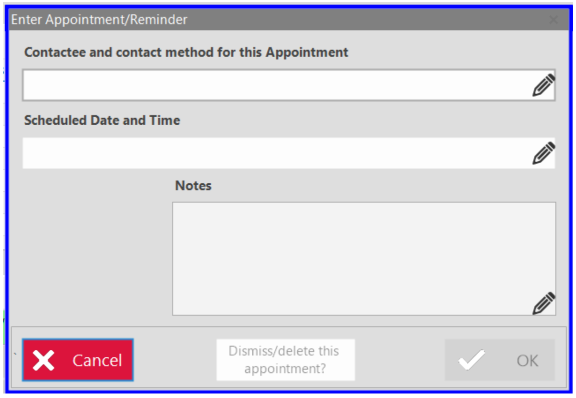
Interviewing progress

This lists all of the survey elements required in the household, and the name of the respondent(s) who can do them. For a case with no interviewing only 'Household interview' will be shown (as this must be done before the other elements). There is no particular respondent associated with the household interview (it can be completed with any adult member of the household) but normally you would interview P1 or P2. You can also **start interviews** from here (described later).

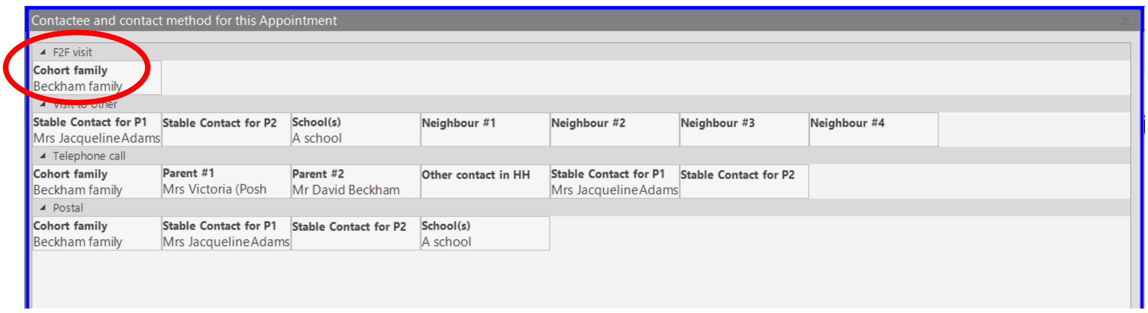
Appointments

The appointments you have lined up for the case, including when they are for, what type of action is required, and any notes you have added. You can edit appointments by touching the pencil in the right hand column, or add an appointment. To add an appointment follow the steps below:

1. Touch **'add'** (top right of the appointments panel) to log an appointment. This will bring up the appointment entry window (shown below).

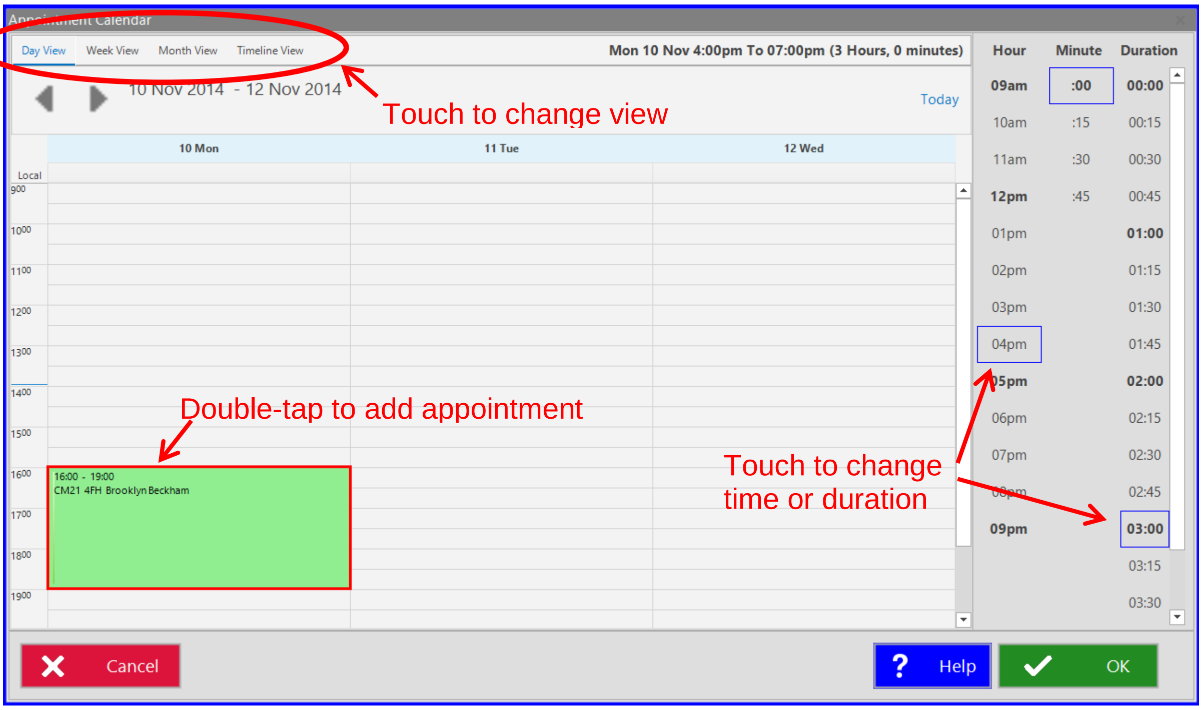


2. Touch within the text box below '**contactee and contact method for this Appointment**' to open a window (shown below) where you should select the mode and person/entity the appointment is for. Most of your appointments will be with the family to conduct interviews, these should all be logged as an 'F2F visit' with the cohort family. You may also find it useful to set appointments to make further phone calls, or visit other contacts.



Next touch under '**Scheduled Date and Time** to open the calendar. The calendar view will show all of the appointments you have already set, so that you do not double-book your time. To **add an appointment**, <u>double-tap</u> (i.e. touch twice in quick succession with your finger or stylus) on the day and time you want to set it for. Initially appointments will default to two hours in duration, but you can change the duration and start time using the hour, minute and durations on the right hand side.

You can also **move the appointment** (once you have added it) by double-tapping on a different date/time.



There are a number of ways you can move around the calendar to view what you have booked and get to the date of the appointment to add (see image above):

- You can change the view by selecting one of the options on the top left to '**day view**' (shows three days), '**week view**' (shows a full week), '**month view**' or '**timeline view**'. All of the views work in the same way, double-tap on the date/time you want, to add or move the appointment, and then refine the exact start time and duration using the options on the right hand side if you need to.

- You can also move the calendar left or right to show the following or preceding days, weeks or months, by swiping your finger or stylus along the calendar, or, touching the left or right arrow above the calendar.

Once you are happy with the date/time and duration **touch 'OK'** to accept the entry.

3. Before accepting the appointment you can add notes to it by touching in the '**notes**' box (optional). Then **touch 'OK' to save** the appointment.

Appointments can be **edited** by touching on the edit (pencil) logo next to the appointment (from the summary or home screens). They can also be **dismissed** (edit the appointment and then touch 'dismiss/delete this appointment') once they have been honoured or if they are broken. This will remove the appointment from the ECS.

Interviewer notes about contacts

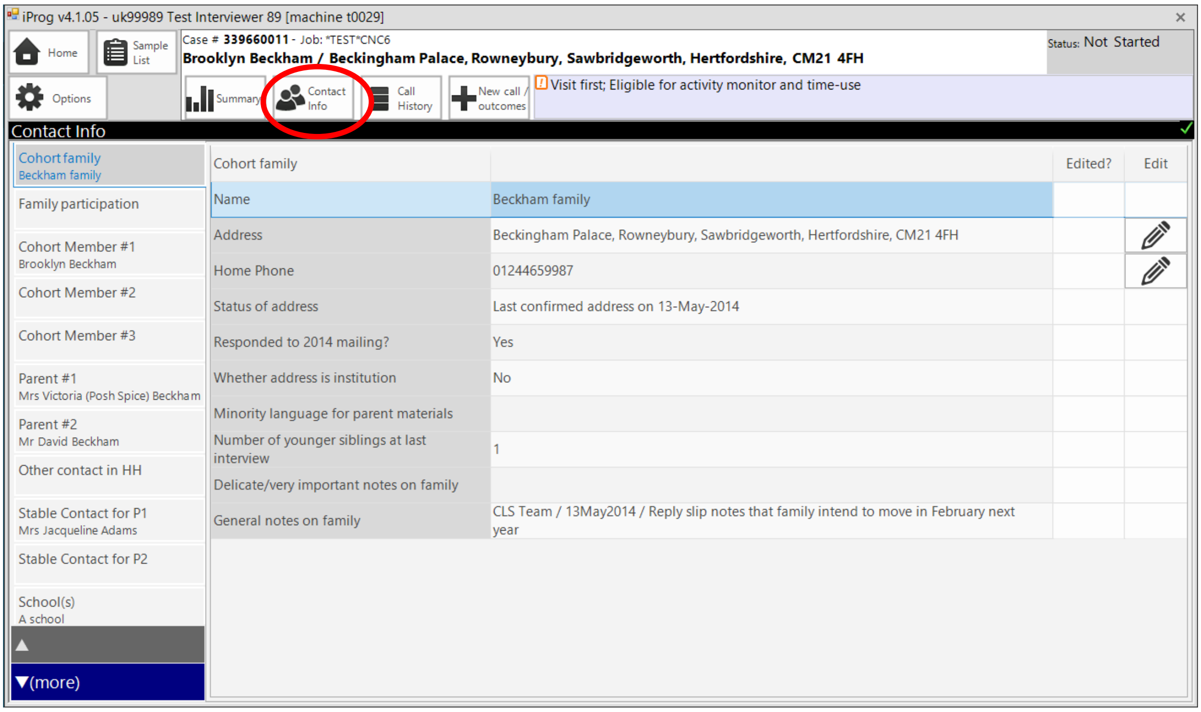
This shows all of the 'Interviewer notes' you have added about each of the contacts, showing the contact and note. How to add notes is described below in the 'Contact Info' section.

Message history

This shows all of the messages sent by the office for the selected case. You can view the detail of a message by touching 'open'.

2. Case 'Contact Info'

This area is accessed by touching the 'Contact Info' button. All of the contact and previously known information about the selected case will be shown here, and anything else you have added. It includes **important information that will be helpful in planning your approach to contacting the cohort member and their family and planning the interview**. You will need to review this before you start work to help you tailor your approach to the household.



The information is shown in a series of tabs – each relating to the family overall, or a specific person (or school). Touch on a tab to view its contents.

- The cohort family tab includes information useful for locating and contacting the cohort family:
  - Family contact details: **address** and **home phone** number. These fields can both be edited if you need to make changes (described below).
  - The '**status of address**' which includes the status and date it was assigned:
    - The majority of cases are '**Last confirmed address on…**', which means that the address provided was confirmed as correct on the date provided. This will help you assess the likelihood that the address that you have been given is correct: Obviously if an address was last confirmed several

years ago it is less likely to be accurate now than if it was confirmed a month or two ago.

  - A smaller number of cases are '**Known to have gone away from issued address since…**'. This means that CLS discovered, on the date provided, that the family had moved, but they do not have the new address. All of these cases will require tracing from the outset including contacting the current occupiers at the issued address and the neighbours.

  - An even smaller number of cases will be issued as '**Good tracing evidence obtained on… but no definite confirmation**' – this means that CLS have good evidence that the family is at the issued address but this has not been confirmed.

  - Finally, a handful of cases will be issued as '**Known (or reported) to be in care at care home since…**', which means the cohort member is in care (see section 2.10).

- **Responded to 2014 mailing? –** if this is 'yes' then the family should be very engaged. The mailing was sent in May 2014.

- **Whether address is institution** flags the small number of addresses which are care homes or other forms of institution (see section 2.10).

- **Minority language for parent materials** is used to indicate whether the parents should receive the advance materials in one of the ethnic minority languages they have been translated into. If a language is shown here you should check that the correct materials have been provided to you.

- **Number of younger siblings at last interview** provides an indication of how challenging the home situation might be.

- **Delicate/very important notes on family** provides important and/or sensitive information about the family. It is essential that you review this information before you start working. The comments usually come from respondent contact with CLS, and the source and date of the comment will be noted.

- **General notes on family** should also be reviewed before you start work on a case. Most of these notes will be from the previous interviewer.

• The **family participation** tab includes information which provides useful context about previous sweeps of the survey to help you plan your visit. None of this information can be edited. The following information is shown:

  - The **address at last interview** and **date of last interview.**

  - The **last sweep completed** and **family outcomes** of all previous sweeps (5-1) give a clear indication of how engaged the family is likely to be with the study. If a previous sweep outcome is a refusal, the reasons for refusal collected will be shown.

  - The **main and partner respondents at the last sweep completed** provides the name, date of birth and sex of the people who completed the main and partner survey elements at the last sweep the family participated in. This could be useful information if different people have been issued as P1 or P2 this sweep.

  - The **interview translated (language) for main and partner** gives the language of translated interviews (if applicable).

- The **cohort member** #1/2/3 tabs contain the details for each cohort member in the household (the cohort member #2 and #3 tabs will be empty unless there are twins/triplets – you can see this if there is a name showing on these tabs). The following information is shown:

  - The cohort member's **name** can be edited. You should do this if the family provide a new name to you, for example a new surname or a middle name not collected previously. If you change it here you will not need to in CAPI.

  - The **gender** and **DOB** (date of birth) can be useful for identifying the cohort member.

  - **Any special needs recorded** for the cohort member are provided. This field includes information on needs including registration for poor vision, special education needs, dyslexia, a disability, Attention Deficit Hyper-activity Disorder (ADHD) or autism. Note that if the Cohort Member (CM) has a status of 'none known' they may still have one of these issues.

  - The **outcomes for each of the Cohort Member survey elements at sweep 5** are shown. These will provide useful information on whether the CM could be difficult to engage on any of their elements this sweep.

  - **Cognitive assessments in England or Welsh** indicates the language the CM completed these elements in at sweep 5.

  - The **word reading ability score** provides an indication of the CM's reading ability, if available, presented as 'low', 'medium' or 'high' ability.

  - **Activity monitoring / time-use record** provides the days, mode and login details for this element once it has been completed. If you are not able to sync your work for any reason you will be able to get the information from here to alert the office.

- The **parent #1/2** tabs contain contact and other details for one or two parents (#1 will always contain information and #2 will be empty if there is no known partner). The following information is shown:

  - The **name** of the person can be edited. Note that you **cannot remove or change a person in the ECS** by deleting or editing the name field. These sorts of changes are strictly controlled by CAPI. **Any edits you make should be for name changes which apply to the issued person only**. If you want to add a new person in the household you should add this to the 'Other contact in HH' tab or interviewer notes field. After you complete the household interview updated details will be written into the P1 and P2 fields and these fields will then be locked and you will not be able to edit the name.

  - **Interviewer notes** fields are provided for you to record any notes about P1 or P2 which might be useful for you to contact them. For example you could record someone's availability here. Anything you record in the interviewer notes for a particular person will also be shown on the 'Summary' screen and if you log a call against that person.

  - The **mobile tel** and **work tel** are shown if available. These should be edited if you obtain a new number.

- The **last interview main or partner** field indicates whether a person issued as P1 or P2 completed the main or partner survey element at the last sweep completed.

- The **relationship to CM** (P1/P2's relationship to the cohort member), **gender** and **DOB** fields provide this information about the P1/P2, this can be useful to help you identify the person.

- The **main and partner respondents at the last sweep completed** are provided again here (in addition to the family participation tab) to make it easy for you to cross-reference against the P1/P2 details.

- The **other contact in HH** tab should be used for you to **enter the details of anyone not in the ECS** who you need to be able to contact again. You cannot attempt to add new people in the 'Parent #1' or 'Parent #2' tabs as this is strictly controlled by the household interview. Several fields are provided, all can be edited, for you to add a name, the person's relationship to the family, and up to two telephone numbers. This can be used at your discretion and no details from here will be fed into CAPI.

The remaining tabs are to be used for mover tracing:

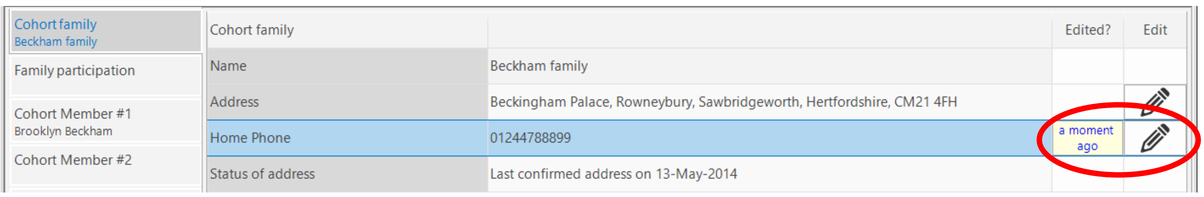
- The contact details of a **stable contact for P1 and P2** (if previously collected). The information can be edited. Note that each tab provides a contact to be used to get in touch with P1 or P2, if someone else becomes the main or partner respondent (instead of the issued P1 or P2) in the household interview, the details will be replaced. As such any edits you make here should be to update information about the issued P1/2's stable contacts.

- The address of the **school(s)** the cohort member(s) are attending are provided in a separate tab, if available. In some cases, details of the secondary school that the young person planned to attend were provided at the last interview but not all families were able to provide this information and it is worth remembering that plans may have changed since that interview. If provided you are required to contact the school address to trace movers. The schools details cannot be edited but there is a field for **Interviewer notes**.

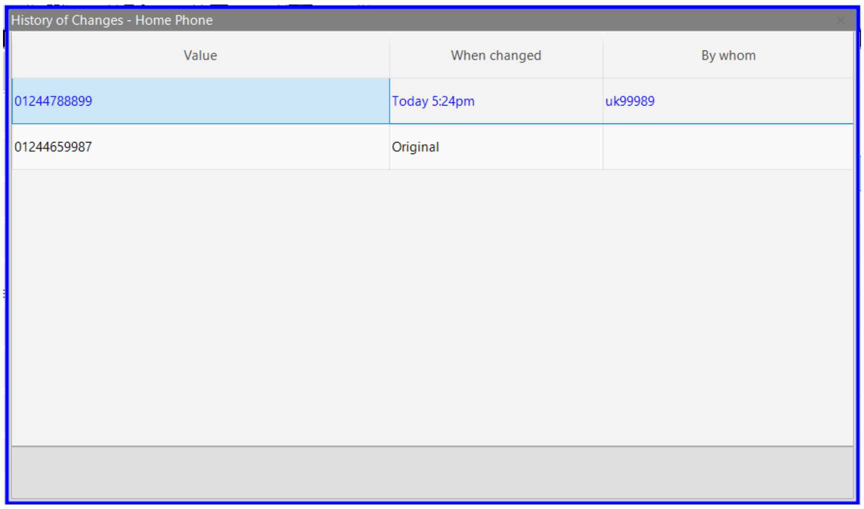
- The contact details for up to four **neighbours** are provided in separate tabs. All fields can be edited (address/name, interviewer notes). Contacting two neighbours is a requirement to complete the mover tracing steps. Note that you will need to add an address before you can log a call against a neighbour – this information could be used by a re-issue interviewer so please ensure you include sufficient information for them to identify the address(es) you have called at.

Editing contact information

The information presented can be edited if you see the 'Edit' logo (a pencil) next to it. In the example image below this applies to the address and home phone number only.



A **history of all changes** (edits) made since the case was issued to you will also be shown. The presence of a change is shown in the 'Edited?' column (see example above). Touching this will allow you to view when the information was edited, a history of all previous values, and who made each change. For example, in the image below, a new home phone number has been added (by the interviewer) and the latest, and original (issued), numbers are shown in the history.



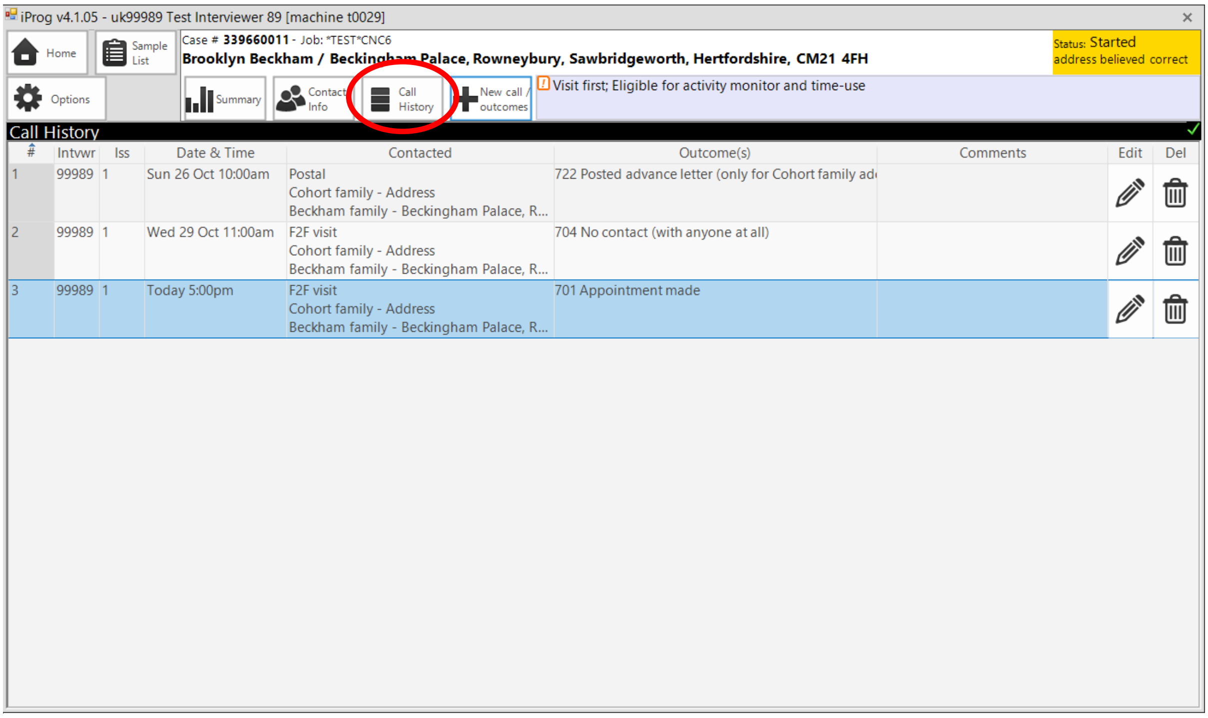
The history log will show changes made by interviewers, by the office (for instance, if a respondent phones us to provide a new address), or within CAPI (for instance, if a respondent provides a new telephone number in the contact information section of the main parent interview, the new information will be shown in the ECS).

Finally, each of the tabs about people/places you can contact include a field for **interviewer notes**. You can use these to record information to help you contact the person/place the tab refers to. Any notes you record will also be visible on the 'Summary' screen and when you log a call with the particular person.

3. Case 'Call History'

This area is accessed by touching the 'Call History' button. It displays all the calls logged against the selected case (see next section for how to log calls). Calls can be edited (touch the edit logo next to the call you want to change) or deleted (touch the delete logo).

The information shown includes the call number, interviewer, issue number, date and time of each call, who was contacted and via which mode, the outcome(s) and comments. **Note that if you have recorded comments when logging calls this is where you will be able to view them**.



4. Logging a 'New call / outcome'

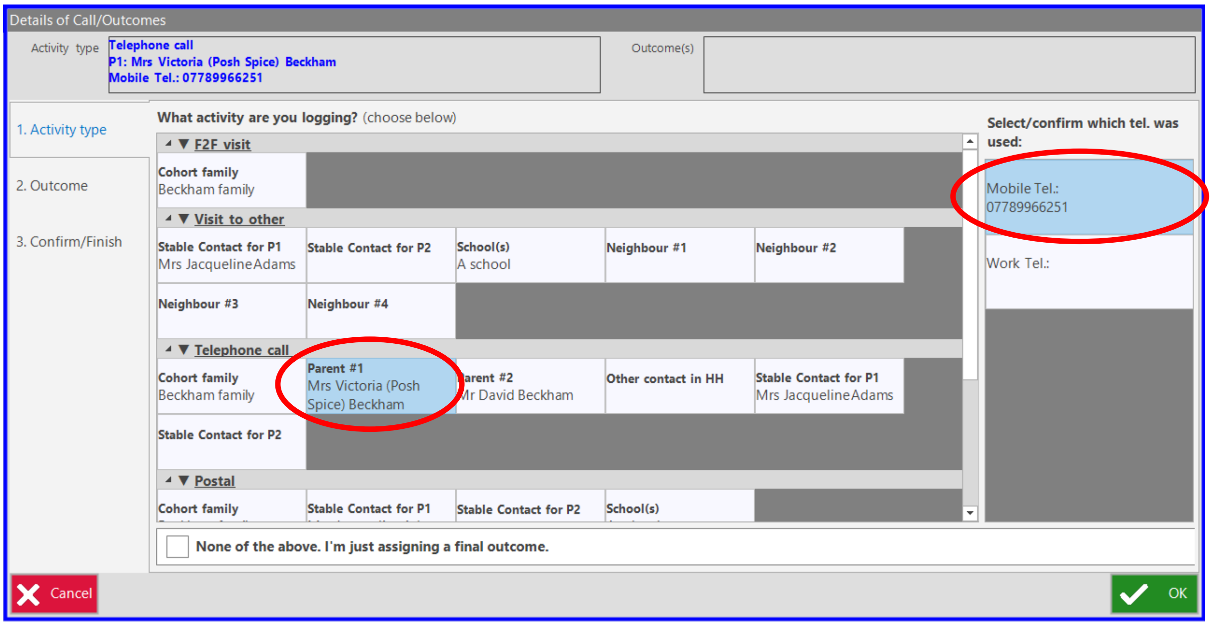
Touch 'New call / outcomes' to log a call or visit. This will bring up a series of steps to be completed: the activity type, outcome(s), time of the call, and additional comments/appointments. It is very important that you log all of the calls you make when working a case <u>and</u> any incoming calls you receive from the family or other contacts. The following modes and contacts are included in the ECS:

- **F2F visit** to cohort family – covers all family visits (contact attempts, interviewing, etc)
- **Visit to other** includes any visits you make to a contact other than the cohort family:
    - Stable contacts for P1 and P2
    - Schools
    - Neighbours (space is provided for logging calls against up to four neighbours – you will need to enter a description of the property/people visited before logging a call
- **Telephone calls** you make to any of the following:
    - The cohort family (home telephone number)
    - Parent 1 or 2 (mobile or work phone)
    - Stable contacts for P1 and P2 (up to two phone numbers per contact)
    - Other contact in household (if you have added a new person to the Contact Info who you need to be able to phone)
- **Postal** 'calls' (i.e. posting or leaving letters), to the address of any of:
    - The cohort family
    - Stable contacts for P1 and P2
    - Schools
- **Incoming calls** from any of the following:
    - Cohort family
    - Parent 1 or 2
    - Stable contacts for P1 and P2
    - Schools
    - Neighbours
    - Other contact in household

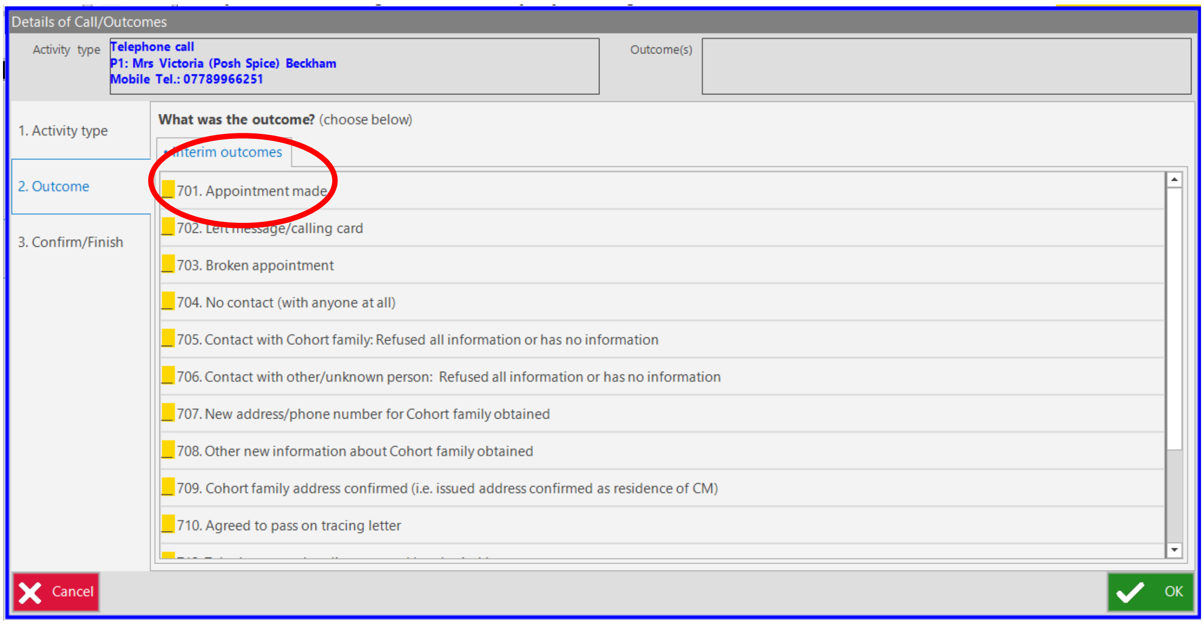
The steps are slightly different depending on whether you are logging a visit to the cohort family address or something else.

Phone, post, visits to other contacts or incoming calls

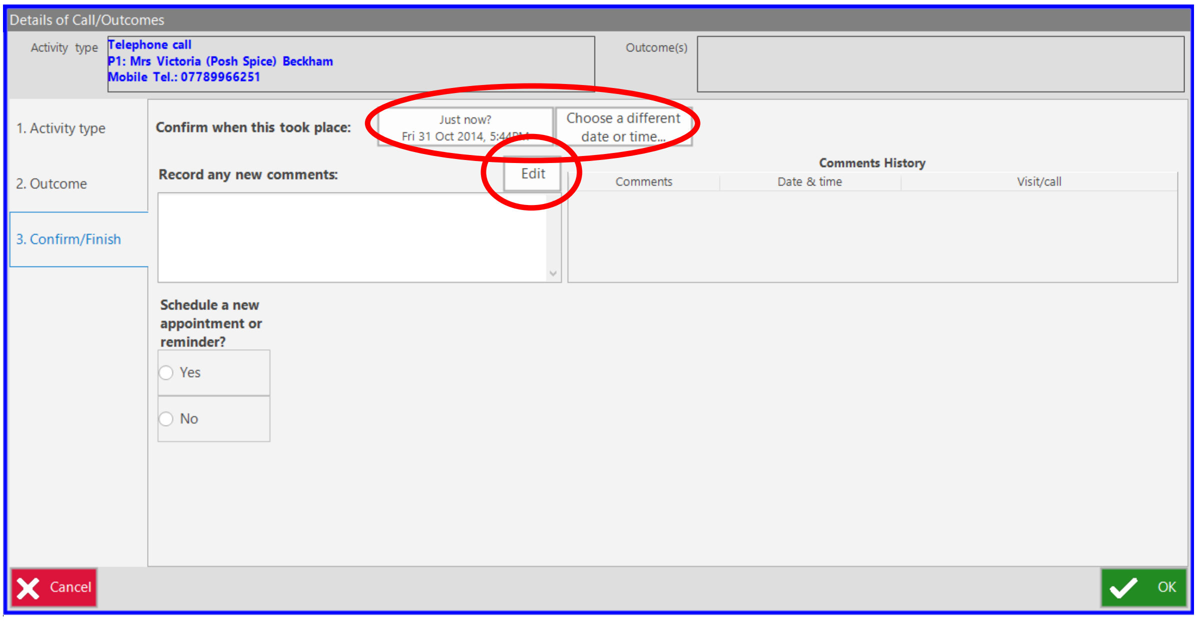
1. In the '**Activity type**' tab you should select the mode of contact and the person/entity you are contacting. For example, as shown in the image below, if you wanted to **log a telephone call to P1** you would touch on the applicable box under 'telephone call'. You will also need to select the contact details you are using – in the example below Mobile Tel. has been selected. You can also **add or edit the contact details here**, for example, if you touch in the Work Tel box a window will open to add a number.



2. Next, touch the '**Outcome**' tab and select the outcome of the call/visit, from the list shown. The outcomes are divided into <u>interim outcomes</u> (for use to record what happened on a particular call) and <u>final outcomes</u> (which can apply to a particular call but may not, and will always finalise the case). Final outcomes are only available for F2F visits to the cohort family, so in the example below, a telephone call, you would select the applicable interim outcome.



3. Then touch the '**Confirm/finish**' tab and select a time for the call – which can be the current time or an earlier time - and add comments (optional). Then '**OK**' the call.



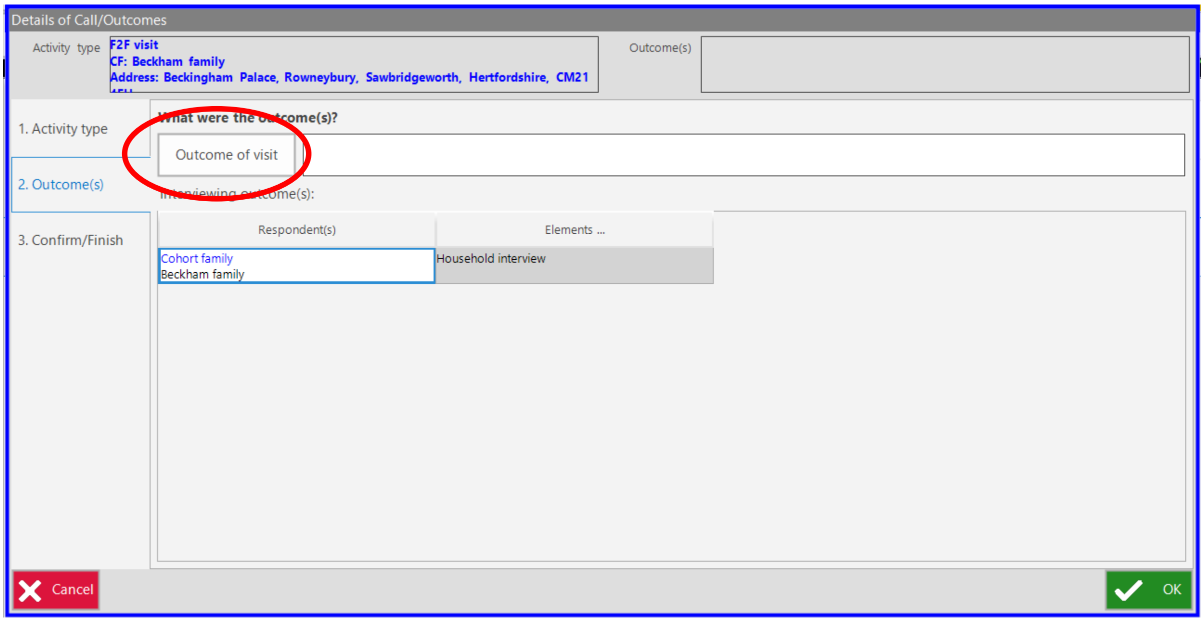
F2F visits to the cohort family

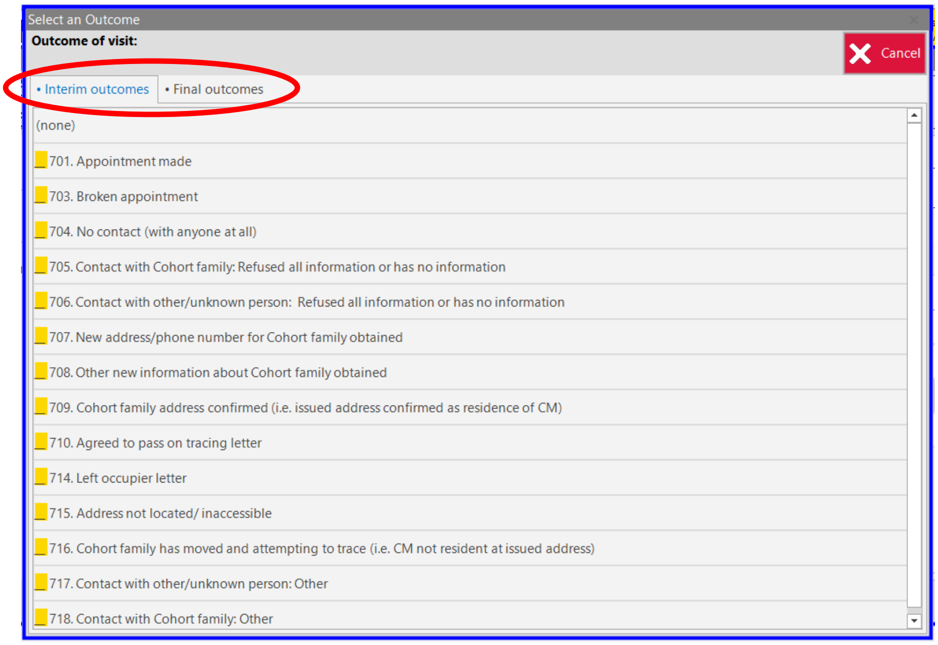
These work in a similar way to other types of visits:

1. Under '**Activity type**' touch '**F2F visit**' with the cohort family. As there is only one address at any one time this is selected automatically.

2. Select the '**Outcome**' tab. For F2F visits you have two things you can do here: log the outcome of the visit or the outcome of a survey element (described in the next section). Touch '**Outcome of visit**' to bring up the list of possible visit outcomes (see image below). As with any call, you should always log the outcome of that particular contact attempt by choosing the most suitable. Two tabs are shown, 'interim outcomes' and 'final outcomes'. The list to use will depend on what happens at the

visit. If you expect to make further contact attempts you should choose an interim outcome. If the visit is the last one you will make you should choose a final outcome. For example, you might learn on a particular call that the cohort member has moved abroad, which is a final outcome.





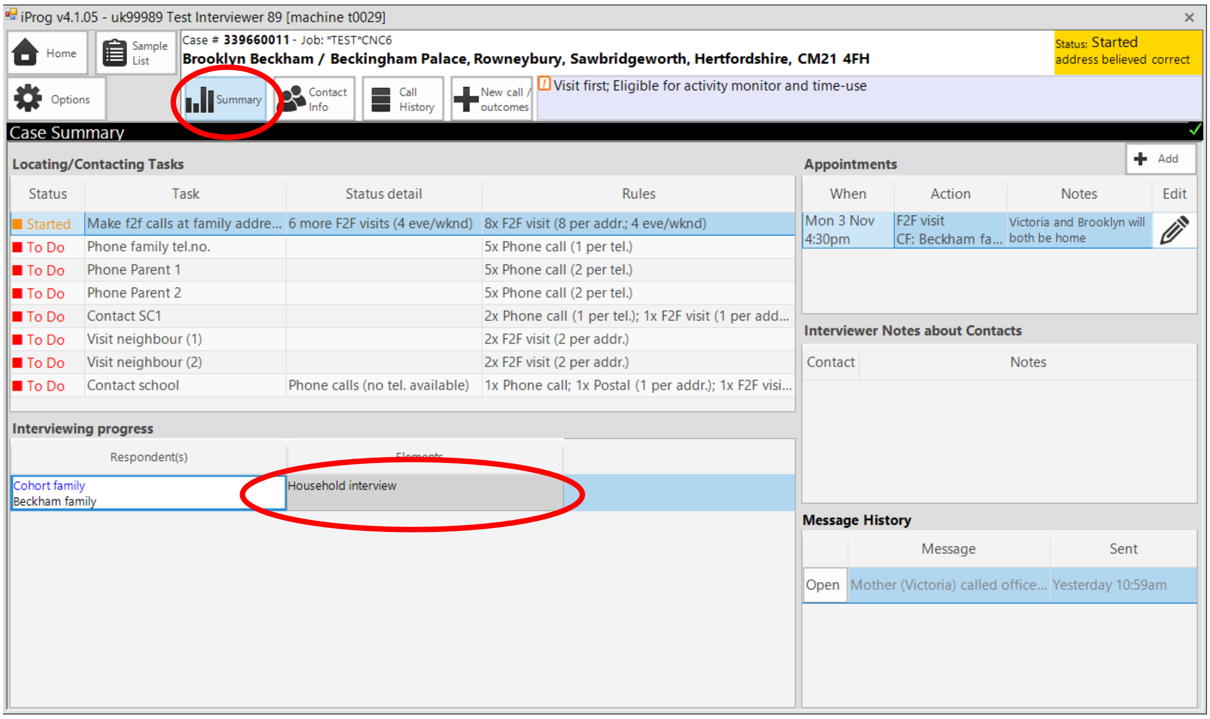
3. As before, touch the ‘**Confirm/finish**’ tab and input a time. You can also add a **comment** if you wish. You should then **OK** the call.

3.4. CAPI interviews

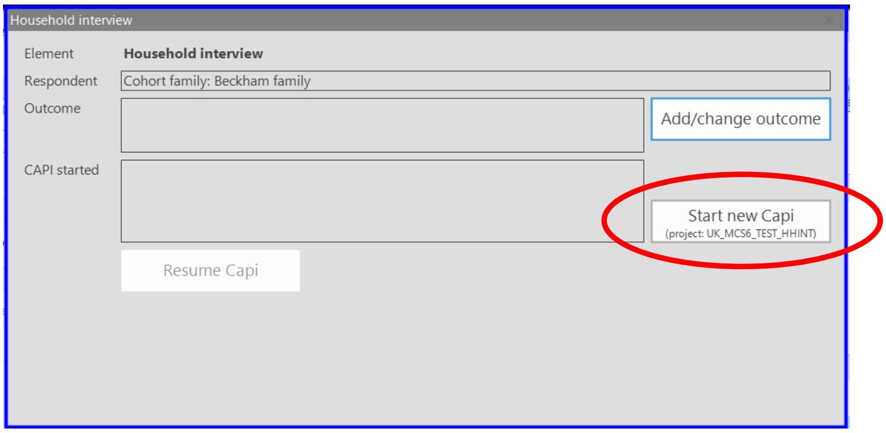
All interviews are started and controlled from the ECS, from the ‘Summary’ screen, interviewing progress panel.

There are multiple data collection instruments which need to be completed with multiple people in each household.

At first, it will only be possible to complete a household interview. This determines who is eligible to complete the other elements. To start this interview touch the ‘Household interview’ button.

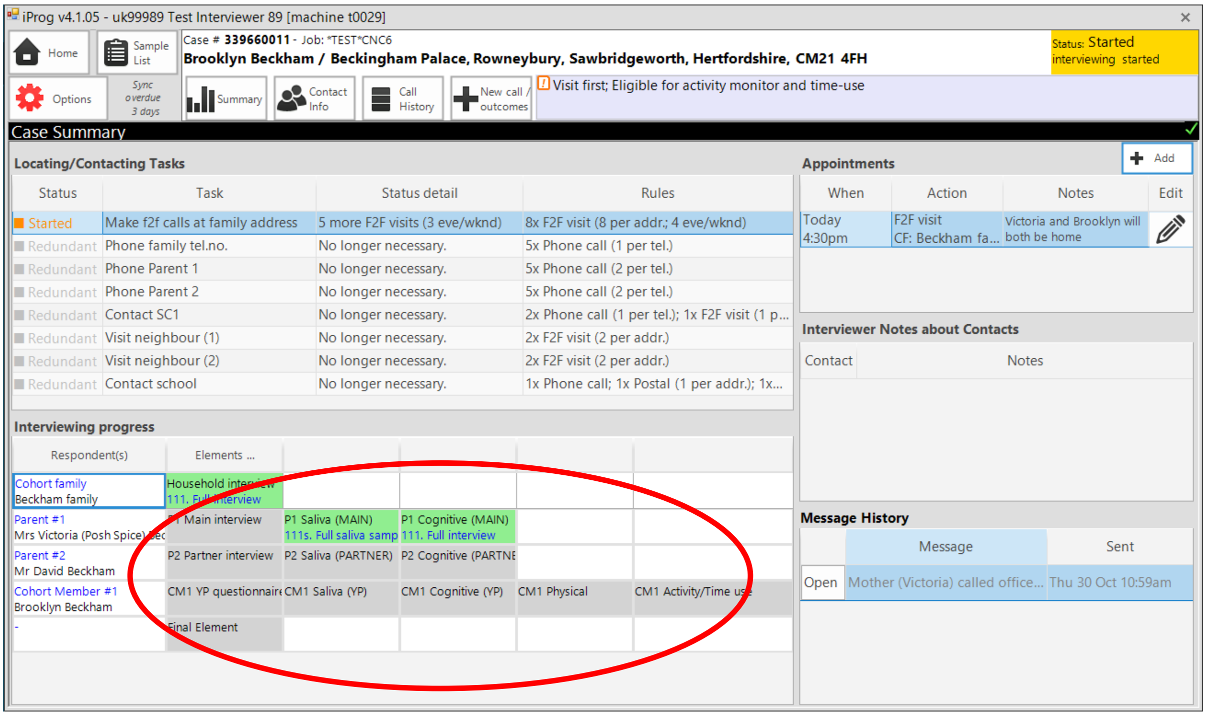


This will provide the option to ‘Start new Capi’ (as shown below), which will open Dimensions and take you directly to the household interview script for the selected case.



If an interview has been **suspended** it can be continued from here (touch ‘Resume Capi’). If you are unable to complete a suspended interview at a later stage you should open the element and select ‘**abandon this interview**’ to finalise it.

Once the household interview has been completed, CAPI will write back the information on the respondent(s) and the elements they are eligible to do. You will now be able to do any of the other elements by touching the applicable button (shown below). The information on who can consent to each element is shown in the household interview and should be transferred to a consent booklet.



The keyboard

Once you are ready to interview, you should attach the keyboard (if it is not already attached). It should be attached for every element that you complete, with the following exceptions:

1) The self-completion YP questionnaire (not including the start and end questions which you will administer).

2) The Self-Completion section of the Main and Partner questionnaires.

3) The word activities (both parent and Young Person(s)).

For each of these, when you are asked to hand over the tablet, please remove the keyboard. Please re-attach the keyboard when they hand it back to you.

3.5. Finalising the case and recording outcomes

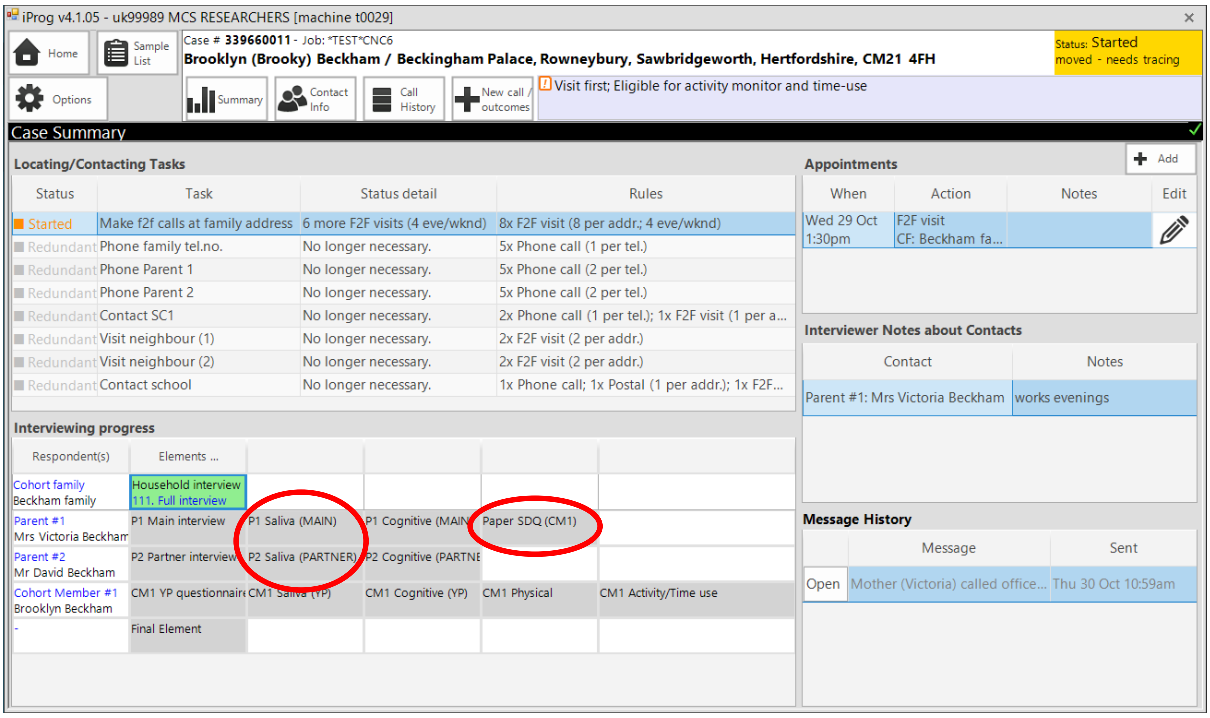
The procedures for case finalisation differ for **productive** (households with interviewing) and **unproductive** (no interviewing) households. A list of all the outcome codes is provided in the appendix to this document.

1. Productive households

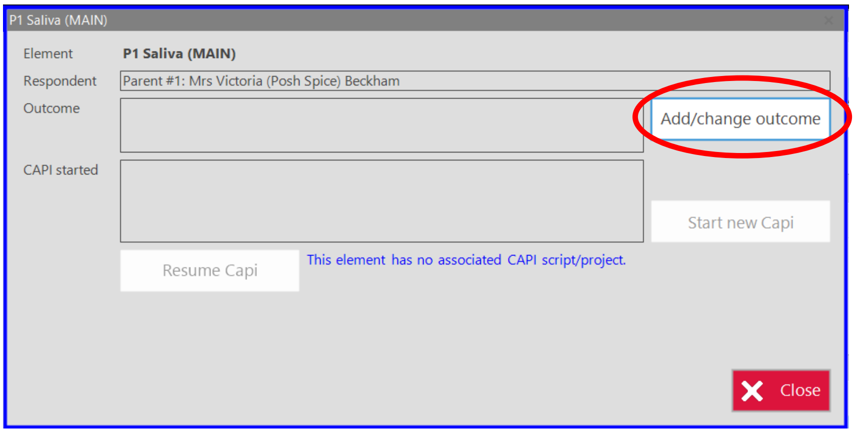
Productive households need an outcome for every interview element the household members are eligible to do. They will be assigned a household-level outcome automatically (once all elements are finalised).

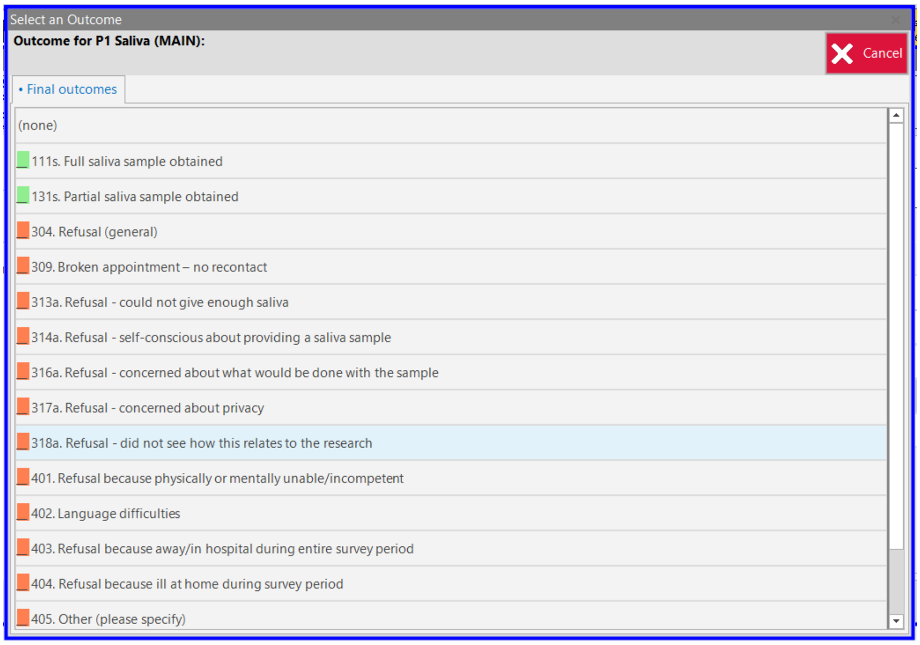
The outcome for any element completed in CAPI will be recorded automatically.

Some elements always need to be coded manually as there is no CAPI element for them – this applies to P1/P2 saliva and the paper SDQ (these elements are circled in the image below). You will also need to add the outcomes for any elements which are unproductive.



To code an element outcome manually simply touch the element and then select 'add/change outcome', and select the appropriate outcome.





Once all of the elements have outcomes you will be able to complete the **final element** in CAPI. This should always be the last element you do (if you try to start it before all of the elements have a final outcome CAPI will not let you complete it), and it should be done when you have left the household.

Once the final element has been completed the productive household will be finalised (its status will change to ‘productive’).

2. Unproductive households

In unproductive households you will need to select a final outcome for the household overall.

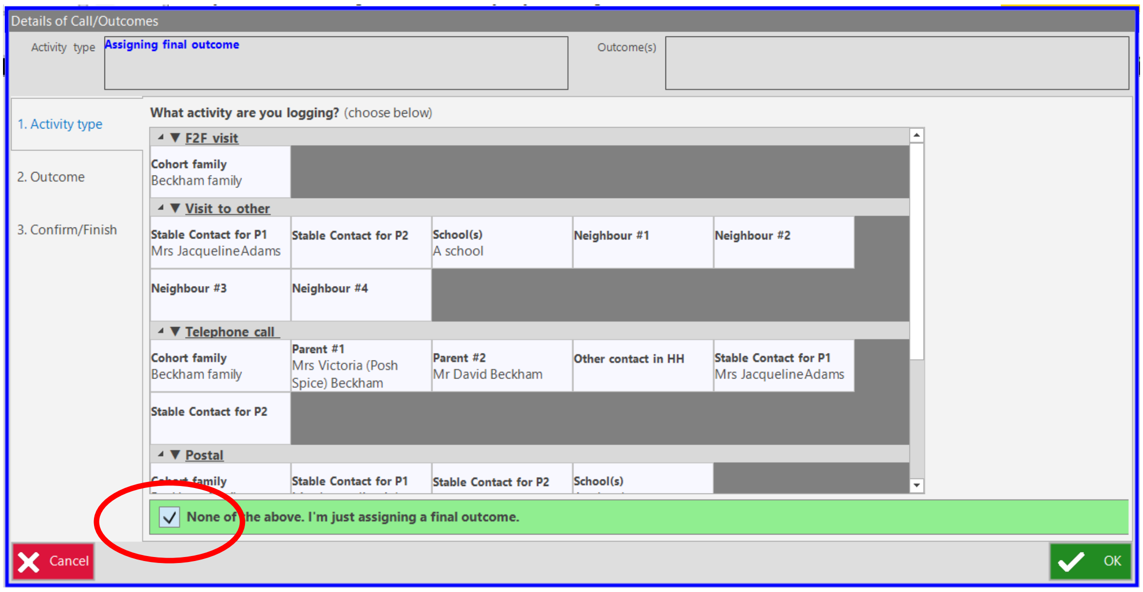
This can be done in one of two ways.

1. Many final outcomes coincide with what happens at a particular visit, for instance, coding ‘refusal by cohort family’ or ‘cohort member has moved abroad’, information you may well find out on a particular visit, will finalise the case. If the outcome of a particular visit is one which finalises the case, and you do not plan to continue to work on the case, you should log the call and select one of the outcomes from the ‘final outcomes’ tab.

2. However, there are many instances when you would decide to finalise a case separately from any particular visit. For example, if the final outcome is non-contact (505) or untraced mover (602), you will need to check that you have completed all the contacting/tracing steps required before you can finalise the case so you would usually decide to finalise the case separately from any particular call. The outcome of the last call you make may also be something quite different from the overall final outcome for the case (for example, a case finalised as an untraced mover (code 602), may have a final call outcome of no contact (interim outcome, code 704), as you make the final visit or phone call required to meet the tracing steps).

   The main thing to remember is that each time you visit or attempt contact with someone you should always log what happened as a result of that contact attempt. Usually this will be one of the interim outcomes.

When you decide you have made sufficient attempts to contact/interview a family, you can choose to finalise the case, independently of any physical visits/calls, by following the steps below (this example is for an untraced mover):

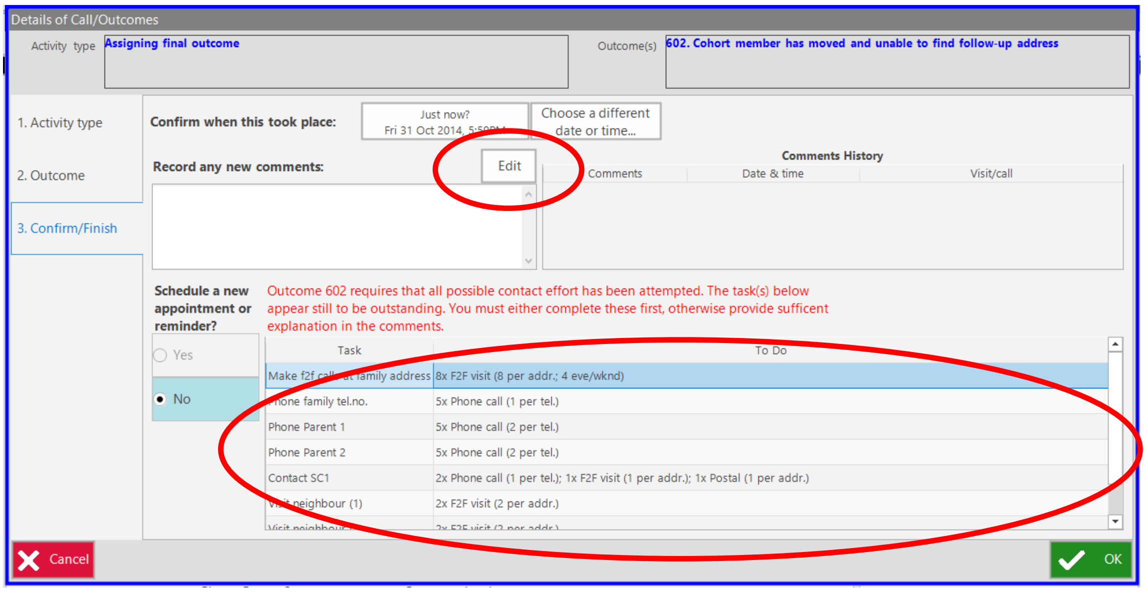


a. Log a new call

b. In the ‘activity type’ tab select the option to finalise the case (instead of log a call)

c. In the ‘outcome’ tab select the applicable final outcome

d. Select the ‘confirm/finish’ tab and add any additional information required. If you are coding an untraced mover or non-contact case (codes 505, 602, 607 or 608) the ECS will list any outstanding locating/contacting steps, if applicable, and you will need to add an explanation for why you have been unable to complete them. **This information is provided to the CLS Cohort Maintenance team to assist them in further tracing efforts, so it is essential that you provide clear and comprehensive notes.**



Tracing cohort members

4. Tracing

By the end of this chapter you will:

- *Have gained awareness of the tracing process*
- *Be familiar with the tracing materials, usage and fulfilment*
- *Understand the importance of leaving a change of address card*
- *Understand how to record tracing steps and outcomes in ECS and how the ECS is used to keep track of what steps you need to do*
- *Be familiar with what to do if tracing is successful (or unsuccessful)*

4.1. Overview of tracing requirements

It is very important that we contact and interview as many families as possible so that the study can survive into the future.

You are expected to make reasonable attempts to contact families; this may require more than one visit. If you find that the young person and their family have moved, attempt to find their new address. If this new address is within a reasonable distance of the original address, attempt the interview at the new address (and be prepared to follow up further moves). In general, this applies if the new address is within 15 miles of the original, or if it is closer than that address to your own home. However, speak to your RM if you are unsure as this will vary from region to region.

On CNC5, 16% of the sample were identified as movers and of these movers, 62% were traced by Ipsos MORI interviewers. Where interviewers were not able to trace families, the case was sent to CLS for tracing. CLS successfully traced 20% of movers. The majority of these traced families had moved to new addresses within the local area (i.e. they had not moved far away from the issued address).

You will need to trace families if:

- They are no longer living at the address in the ECS.
- You are unsure after multiple contacts whether they are living at the address in the ECS (including if you have been unable to make contact with anyone at all to verify this).
- The address is inaccessible or you can't find it.

Individual tracing actions involve:

- Multiple phone calls to the family – you **must** try **all telephone numbers** provided in the ECS for the family and Parent 1 and Parent 2. You must make a minimum of **five** phone calls to each of the telephone numbers.
- Multiple visits to the family's **last known address**. You must make a minimum of **eight** face-to-face visits.

- Contacting **current occupiers** of last known address.
- Contacting **neighbours.**
- Contacting nominated **stable contacts** (if provided). If contacting by telephone, you must make a minimum of **two** telephones calls to each stable contact.
- Contacting the **young person's school** (if provided).

Figure 4.6 provides a summary chart of the tracing procedures.

Please note that when tracing, you should not mention the young person's name or the study name when speaking to neighbours or current occupiers; that is, you should say that you are looking for the parent(s) and, if necessary, that they are members of an important research study. You can only mention the study name and/or the young person's name when speaking to stable contacts and schools.

In most cases that require tracing you will be able to find the young person's family with little difficulty. However, if you are unable to discover the young person's new address after making reasonable efforts to do so, the ECS will instruct you to return the case to Head Office; CLS will then carry out further tracing.

There will be instances where an address is inaccessible or you can't find it (outcomes 607 and 608), and others where no contact was made with anyone at the address. For such families you should have carried out tracing activities before assigning one of these codes.

We want to follow the young person and whoever they are living with now, even if they are no longer living with their natural parents. If you trace young people and find out they are now living with foster or adoptive parents in a private residence, you can proceed to interview the foster or adoptive parents as normal. If you are told that a young person has been taken into care and is now living in a care home, try to find out as much information as possible (including the name and address of the care home) and follow the care home procedures outlined in section 2.10.

4.2. Key tracing processes

4.2.1. Contacting current occupiers at issued address and neighbours

The current residents of the issued address or neighbours may know where the family has moved to or if they do not know themselves they may be able to direct you to friends or relatives nearby who will know how to contact the young person and their family. If you are unable to make contact with the current occupiers, leave an occupier letter (see Figure 4.3 below).

You must make two visits to at least two different neighbours where possible. We recommend that you attempt to make contact with neighbours up to six times overall, when you are also calling at the issued address.

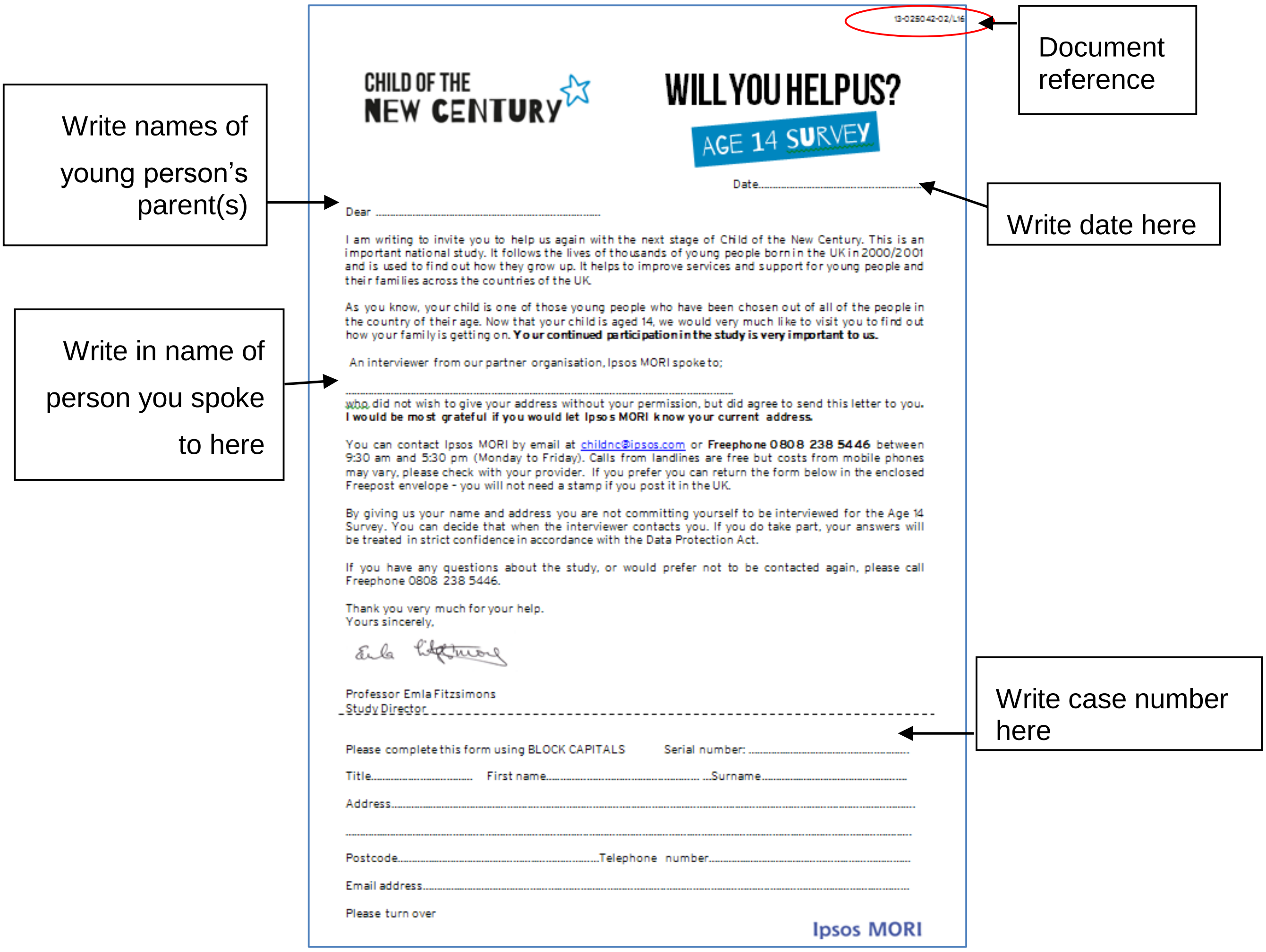
4.2.2. Using the tracing letter

If someone is unwilling to give you information about where the family live now ask them to pass on a tracing letter for you. You have a tracing letter (printed with the CNC and Ipsos MORI logos – Document reference: L16) and two types of envelope: again, one addressed to Ipsos MORI (DL with Freepost address) and a blank C5 envelope which you will need to affix a first class stamp to.

To use the tracing letter:

- Fill in the date, the young person's parents' names and the name of the person you spoke to and the case number on the tracing letter. (See Figure 4.1 below).
- Put the letter and the Freepost Ipsos MORI envelope into the blank envelope, seal it, affix a stamp and write the young person's parents' names on the outside.
- Ask for this to be posted or passed on to the young person's family, so they can get in touch with Ipsos MORI.

Figure 4.1: How to complete the tracing letter (Document reference: L16)



13-025042-02/L16

CHILD OF THE NEW CENTURY

WILL YOU HELP US?

AGE 14 SURVEY

Date.....................................

Dear ....

I am writing to invite you to help us again with the next stage of Child of the New Century. This is an important national study. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK.

As you know, your child is one of those young people who have been chosen out of all of the people in the country of their age. Now that your child is aged 14, we would very much like to visit you to find out how your family is getting on. **Your continued participation in the study is very important to us.**

An interviewer from our partner organisation, Ipsos MORI spoke to;

....

who did not wish to give your address without your permission, but did agree to send this letter to you. **I would be most grateful if you would let Ipsos MORI know your current address.**

You can contact Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider. If you prefer you can return the form below in the enclosed Freepost envelope - you will not need a stamp if you post it in the UK.

By giving us your name and address you are not committing yourself to be interviewed for the Age 14 Survey. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study, or would prefer not to be contacted again, please call Freephone 0808 238 5446.

Thank you very much for your help.
Yours sincerely,

Professor Emla Fitzsimons
Study Director

Please complete this form using BLOCK CAPITALS Serial number: ....

Title.................. First name..................... Surname.....................

Address.....................................

....

Postcode..................... Telephone number.....................

Email address.....................................

Please turn over

Ipsos MORI

This letter mentions the study name as it is intended for the family. It is important that you seal the envelope before giving it to the person in order that they do not read the letter as this will reveal that the family are in CNC.

4.2.3. Contacting stable contacts

If the current occupiers or neighbours cannot help you establish the family's whereabouts, then you should attempt to contact a stable contact. During previous sweeps families provided details of someone outside the household who could be contacted if they moved. Stable contact details (one for each parent) will be provided in the ECS. When you attempt contact with stable contacts you should bear in mind that, although requested to do so, the family may not have informed them that they have provided their contact details to CLS. Some stable contacts may also not be aware that the young person and their family are participating in the Child of the New Century, though most are likely to.

You should attempt contact with a stable contact either by telephone or face-to-face (if the stable contact address is in your area). The amount of contact information may vary e.g. some may only have partial details such as address but no telephone numbers. If you have a phone number, please call them (you should make a minimum of **two** calls to each number provided). You should not email stable contacts (even if you have an email address for them). If you are not able to make contact by phone or personal visit, you should send a stable contact letter (see Figure 4.2).

4.2.4. Using the stable contact letter

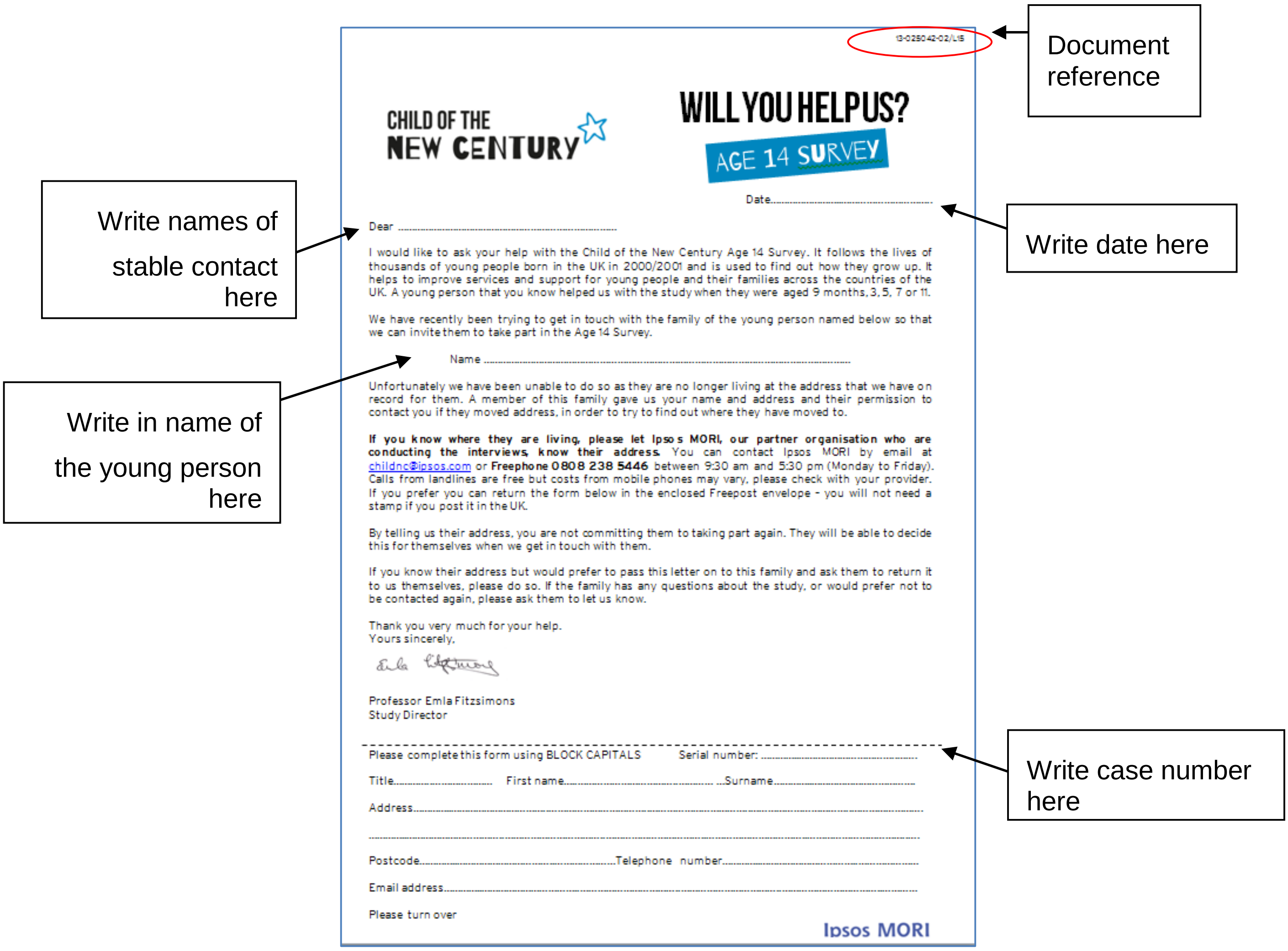
If you are unable to make contact with the stable contact by telephone or face-to-face then you should send a stable contact letter (printed with the CNC and Ipsos MORI logos – Document reference: L15) and two types of envelope: one addressed to Ipsos MORI (DL with Freepost address) and a blank C5 envelope which you will need to affix a first class stamp to (unless you are delivering this by hand).

To use the stable contact letter:

- Fill in the date, stable contact name(s), young person name and case number.

- Put the letter and the freepost envelope addressed to Ipsos MORI into the blank envelope, seal it, affix a stamp, write the stable contact name and address on the front and post.

Figure 4.2: How to complete the stable contact letter (Document reference: L15)



13-025042-02/L15

CHILD OF THE NEW CENTURY

WILL YOU HELP US?

AGE 14 SURVEY

Date...

Dear ....

I would like to ask your help with the Child of the New Century Age 14 Survey. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK. A young person that you know helped us with the study when they were aged 9 months, 3, 5, 7 or 11.

We have recently been trying to get in touch with the family of the young person named below so that we can invite them to take part in the Age 14 Survey.

Name ....

Unfortunately we have been unable to do so as they are no longer living at the address that we have on record for them. A member of this family gave us your name and address and their permission to contact you if they moved address, in order to try to find out where they have moved to.

If you know where they are living, please let Ipsos MORI, our partner organisation who are conducting the interviews, know their address. You can contact Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider. If you prefer you can return the form below in the enclosed Freepost envelope - you will not need a stamp if you post it in the UK.

By telling us their address, you are not committing them to taking part again. They will be able to decide this for themselves when we get in touch with them.

If you know their address but would prefer to pass this letter on to this family and ask them to return it to us themselves, please do so. If the family has any questions about the study, or would prefer not to be contacted again, please ask them to let us know.

Thank you very much for your help.
Yours sincerely,

Professor Emla Fitzsimons
Study Director

Please complete this form using BLOCK CAPITALS Serial number: ....

Title.................... First name.............................. Surname..............................

Address..

....

Postcode.............................. Telephone number..............................

Email address..

Please turn over

Ipsos MORI

This letter mentions the study name as it is intended for the stable contact who will usually know the family have previously participated in CNC.

4.2.5. Using the occupier letter

If you have not been able to make contact with anyone at the last known address for the family, and have not been able to establish their whereabouts from neighbours or the stable contact, then leave an Occupier letter (Document reference: L12) at the last known address.

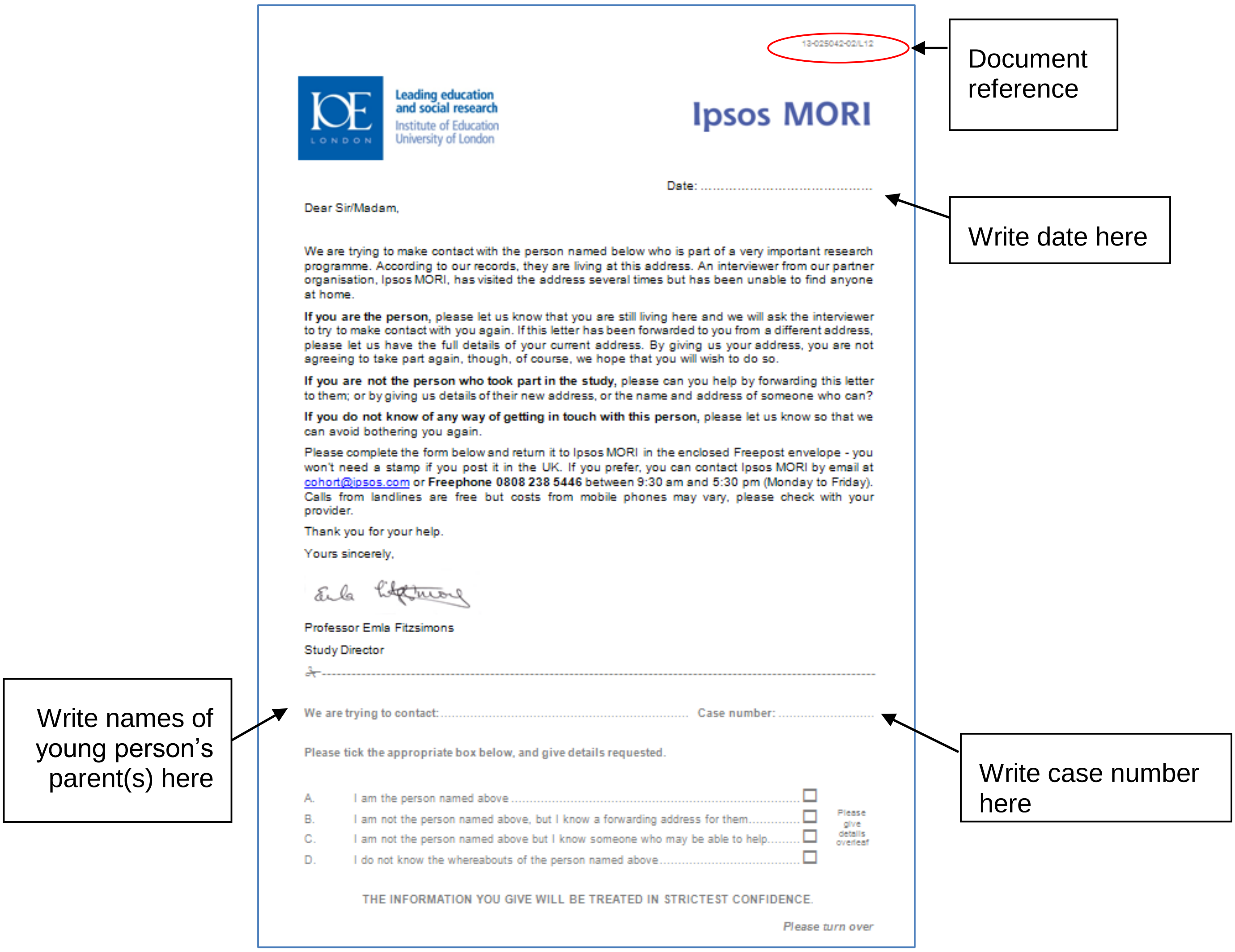
These are printed with the Institute of Education (IoE) and Ipsos MORI logos. You have also been provided with a post-paid DL envelope addressed to Ipsos MORI, and a blank envelope.

To use the occupier letter:

- Fill in the date, the young person's parents' names and case number.

- Put the letter and the Freepost envelope addressed to Ipsos MORI into the blank C5 envelope, seal it, write 'To the occupier' on the outside and leave it at the household. (You may alternatively put occupier letters in the post – follow the procedure above but write the full address on the blank C5 envelope as well as 'To the occupier').

Figure 4.3: How to complete the occupier letter (Document reference: L12)



13-025042-02/L12

Leading education and social research
Institute of Education
University of London

Ipsos MORI

Date: ....

Dear Sir/Madam,

We are trying to make contact with the person named below who is part of a very important research programme. According to our records, they are living at this address. An interviewer from our partner organisation, Ipsos MORI, has visited the address several times but has been unable to find anyone at home.

If you are the person, please let us know that you are still living here and we will ask the interviewer to try to make contact with you again. If this letter has been forwarded to you from a different address, please let us have the full details of your current address. By giving us your address, you are not agreeing to take part again, though, of course, we hope that you will wish to do so.

If you are not the person who took part in the study, please can you help by forwarding this letter to them; or by giving us details of their new address, or the name and address of someone who can?

If you do not know of any way of getting in touch with this person, please let us know so that we can avoid bothering you again.

Please complete the form below and return it to Ipsos MORI in the enclosed Freepost envelope - you won't need a stamp if you post it in the UK. If you prefer, you can contact Ipsos MORI by email at cohort@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

Thank you for your help.

Yours sincerely,

Professor Emla Fitzsimons

Study Director

We are trying to contact: .... Case number: ....

Please tick the appropriate box below, and give details requested.

A. I am the person named above .... ☐
B. I am not the person named above, but I know a forwarding address for them............ ☐
C. I am not the person named above but I know someone who may be able to help........ ☐
D. I do not know the whereabouts of the person named above.............................. ☐

Please give details overleaf

THE INFORMATION YOU GIVE WILL BE TREATED IN STRICTEST CONFIDENCE.

Please turn over

This letter does not mention the study name or young person's name as it is intended for the current occupiers who may not know that the family are in the study.

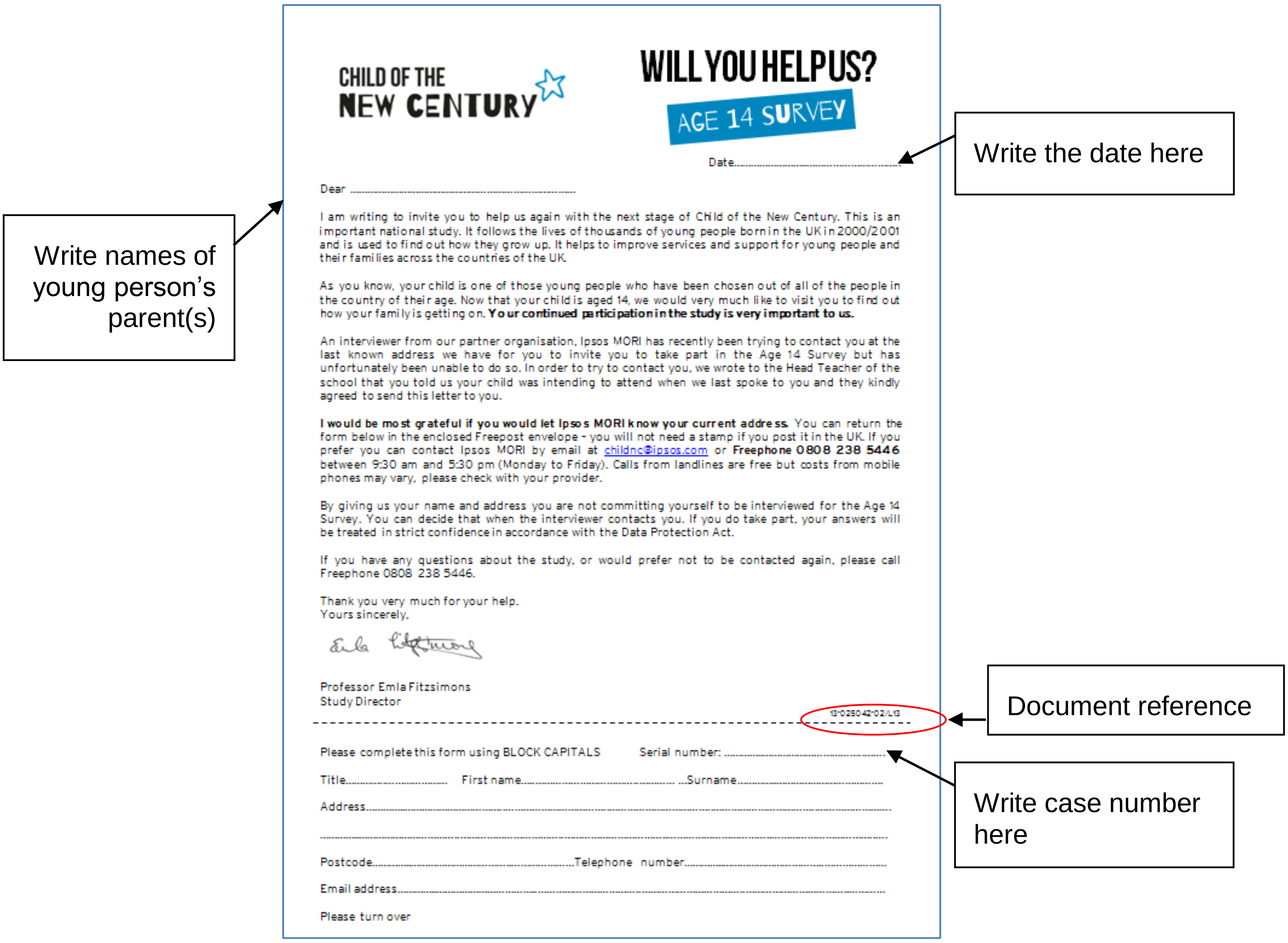
4.2.6. Contacting schools

For some families you will also be provided with the name and address of the secondary school the young person was intending to attend at the time of the last interview. If the school is local you can visit and enquire as to whether the young person is still attending the school. The school will not be able to provide you with the young person's address but they can be asked to forward a 'schools tracing letter for parents' to the family which like the standard tracing letter, will invite the family to contact Ipsos MORI to provide new contact details.

If making a visit to the school is not practical, you will also be provided with a 'schools tracing letter' that you can send to the head teacher explaining that a young person who attends or has attended their school in the past is a member of the study and that we are attempting to contact their family. A 'schools tracing letter for parents' will be enclosed and the head teacher will be asked to forward this on to the young person's family.

To fill in the '**schools tracing letter for parents**' (**Document reference: L13**) fill in the date, parent name and case number. The case number should be written in the space at the top of the tear off slip. (See Figure 4.4). Insert the 'schools tracing letter for parents' and the envelope addressed to Ipsos MORI (DL with Freepost address) into the blank C5 envelope provided. Affix a stamp and write the parents name on the front. The school will then need to write the address on. You should not seal the envelope in order that the school can review the information being sent on to parents if they wish to. If you are visiting the school you can pass this directly to the head teacher or if posting to the school place the envelope into the envelope containing the schools tracing letter.

Figure 4.4: How to complete the schools tracing letter for parents (Document reference: L13)



CHILD OF THE NEW CENTURY

WILL YOU HELP US?

AGE 14 SURVEY

Date..

Dear ....

I am writing to invite you to help us again with the next stage of Child of the New Century. This is an important national study. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK.

As you know, your child is one of those young people who have been chosen out of all of the people in the country of their age. Now that your child is aged 14, we would very much like to visit you to find out how your family is getting on. **Your continued participation in the study is very important to us.**

An interviewer from our partner organisation, Ipsos MORI has recently been trying to contact you at the last known address we have for you to invite you to take part in the Age 14 Survey but has unfortunately been unable to do so. In order to try to contact you, we wrote to the Head Teacher of the school that you told us your child was intending to attend when we last spoke to you and they kindly agreed to send this letter to you.

I would be most grateful if you would let Ipsos MORI know your current address. You can return the form below in the enclosed Freepost envelope - you will not need a stamp if you post it in the UK. If you prefer you can contact Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

By giving us your name and address you are not committing yourself to be interviewed for the Age 14 Survey. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study, or would prefer not to be contacted again, please call Freephone 0808 238 5446.

Thank you very much for your help.
Yours sincerely,

Professor Emla Fitzsimons
Study Director

13-025042-02/L13

Please complete this form using BLOCK CAPITALS Serial number: ....

Title.................... First name.............................. ...Surname..............................

Address..

....

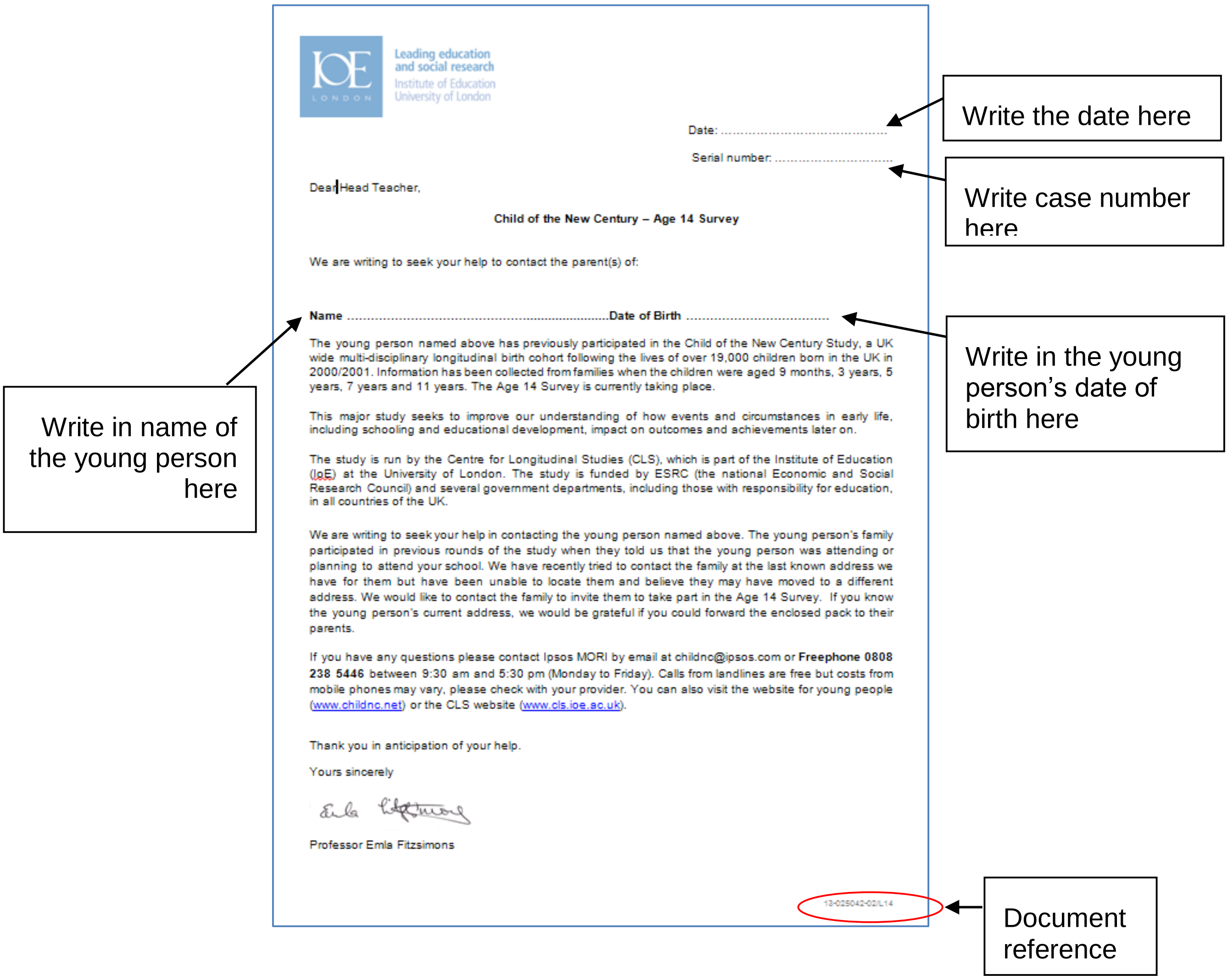
Postcode..............................Telephone number..............................

Email address..

Please turn over

To complete the '**schools tracing letter**' (**Document reference: L14**) fill in the date, case number, young person name and young person date of birth. The case number should be written in the space at the top of the tear off slip (See Figure 4.5). Insert the schools tracing letter and the 'schools tracing letter for parents' in its envelope into a blank oversized C5 envelope, seal it, affix a stamp if posting and write 'head teacher' and the school address on the front. Post the letter to the school (if not delivering by hand).

Figure 4.5: How to complete the schools tracing letter for head teacher (Document reference: L14)



Date: ……………………………………

Serial number: ……………………………

Dear Head Teacher,

Child of the New Century – Age 14 Survey

We are writing to seek your help to contact the parent(s) of:

Name ……………………………………………………**Date of Birth** ……………………………

The young person named above has previously participated in the Child of the New Century Study, a UK wide multi-disciplinary longitudinal birth cohort following the lives of over 19,000 children born in the UK in 2000/2001. Information has been collected from families when the children were aged 9 months, 3 years, 5 years, 7 years and 11 years. The Age 14 Survey is currently taking place.

This major study seeks to improve our understanding of how events and circumstances in early life, including schooling and educational development, impact on outcomes and achievements later on.

The study is run by the Centre for Longitudinal Studies (CLS), which is part of the Institute of Education (IoE) at the University of London. The study is funded by ESRC (the national Economic and Social Research Council) and several government departments, including those with responsibility for education, in all countries of the UK.

We are writing to seek your help in contacting the young person named above. The young person's family participated in previous rounds of the study when they told us that the young person was attending or planning to attend your school. We have recently tried to contact the family at the last known address we have for them but have been unable to locate them and believe they may have moved to a different address. We would like to contact the family to invite them to take part in the Age 14 Survey. If you know the young person's current address, we would be grateful if you could forward the enclosed pack to their parents.

If you have any questions please contact Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider. You can also visit the website for young people (www.childnc.net) or the CLS website (www.cls.ioe.ac.uk).

Thank you in anticipation of your help.

Yours sincerely

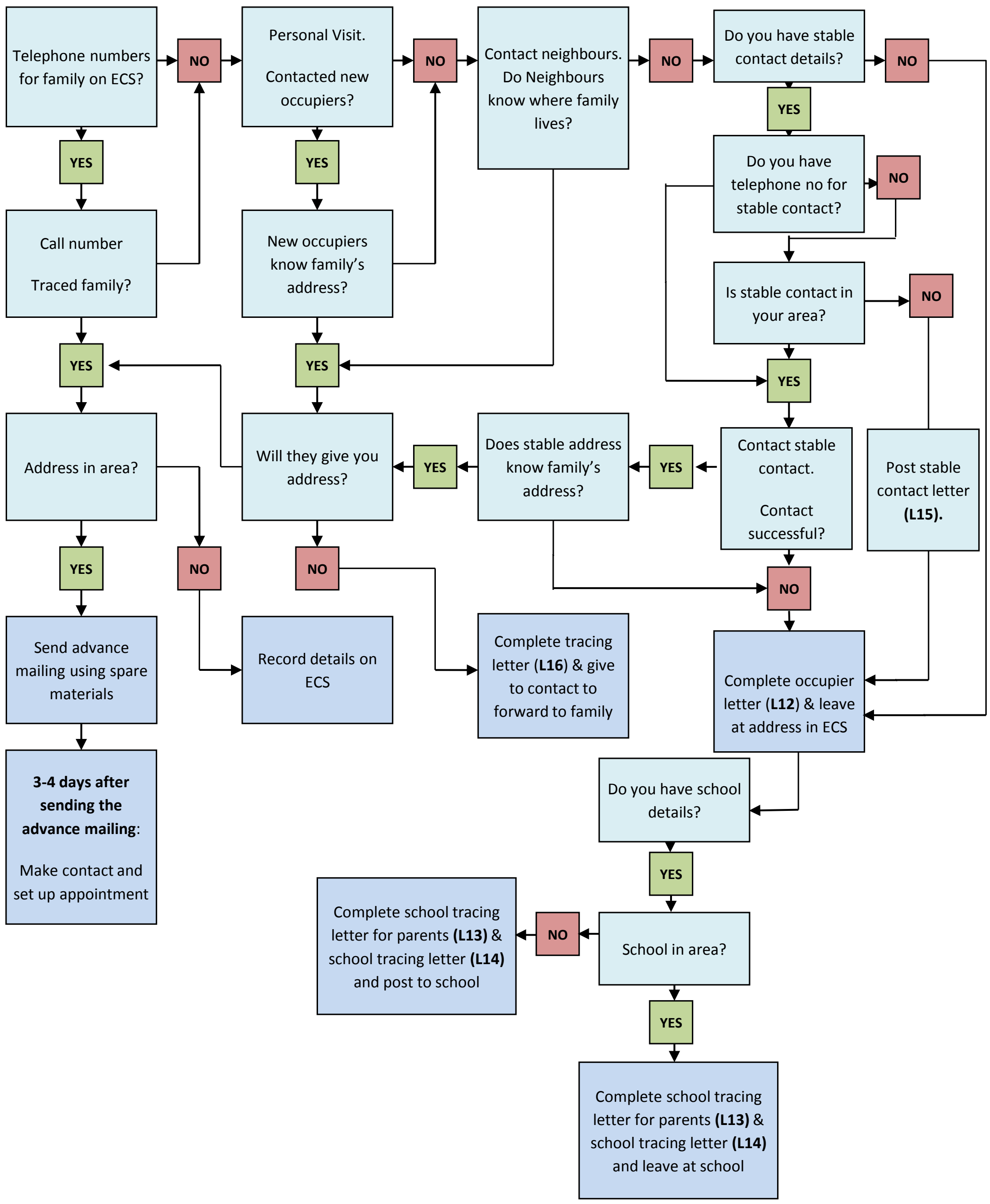
Professor Emla Fitzsimons

13-025042-02/L14

These letters mention the young person's name and the study name. We need to reveal the young person's name to the school in order that they can help with tracing and the study name is also revealed to schools as we trust them with this information.

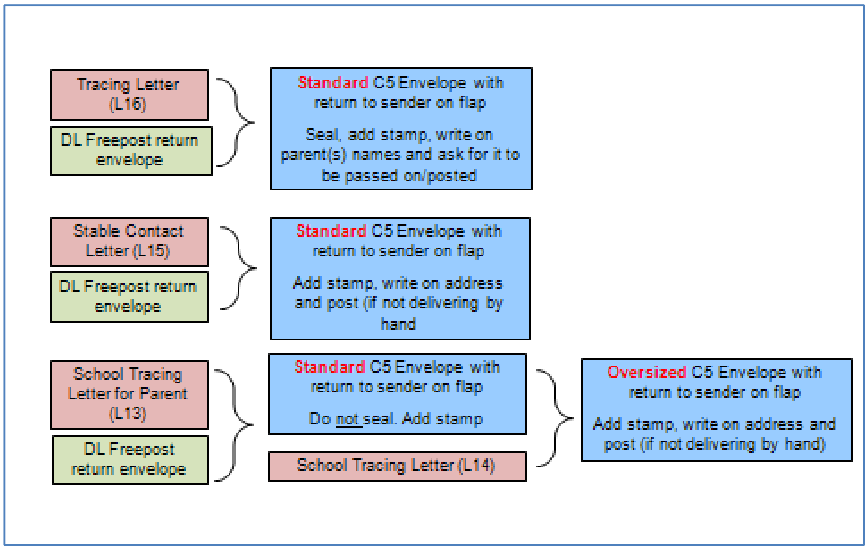
4.3. Summary of tracing procedures

Figure 4.6: Summary of tracing procedures



4.4. Tracing letter fulfilment

Figure 4.7: Tracing letter fulfilment



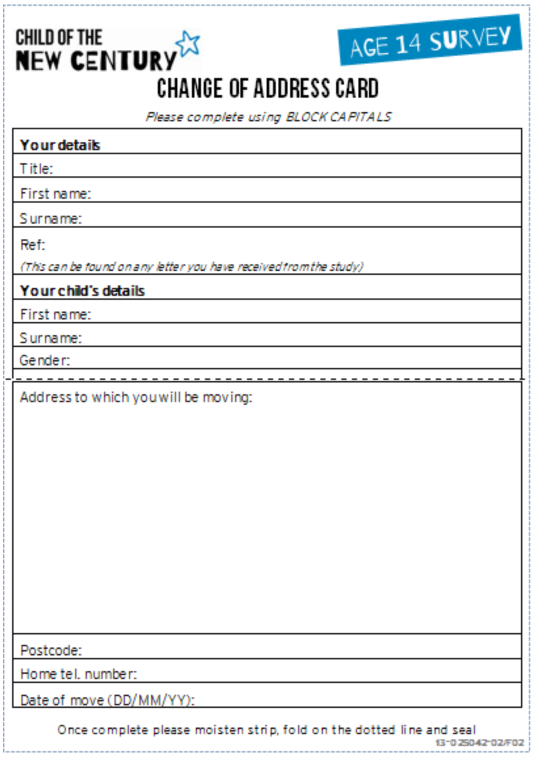
The occupier letter (L12) is not shown here as it is left in a blank envelope at the address. You will be provided with stamps to use for the tracing letters and appointment mailing only. Any unused stamps must be returned to Head Office at the end of fieldwork.

4.5. Future addresses and change of address card

To help keep track of movers in the future, at the end of every household visit record whether the family is planning to move (and their address if they know where they are moving to) and leave them with a **change of address card (Document reference: M07**), even if they say they have no plans to move. CAPI will prompt you to do this at the end of the main interview. Provide each family with the change of address card. Note that families can also tell CLS if they move in the future using the CLS CNC freephone number, email address and study website (details are given on the survey materials). In the unlikely event that you do not conduct a main interview with a particular family, the change of address card should still be left where possible.

Write the family's case number on the card before giving it to the family.

Figure 4.8: Change of address card (Document reference: M07)



CHILD OF THE NEW CENTURY

AGE 14 SURVEY

CHANGE OF ADDRESS CARD

Please complete using BLOCK CAPITALS

Your details
Title:
First name:
Surname:
Ref: *(This can be found on any letter you have received from the study)*
Your child's details
First name:
Surname:
Gender:

Address to which you will be moving:
Postcode:
Home tel. number:
Date of move (DD/MM/YY):

Once complete please moisten strip, fold on the dotted line and seal

13-025042-02/F02

4.6. Record all details in the ECS

As you are tracing, you should record all contact and tracing attempts along with the outcomes of these in the ECS (see the instructions on ECS, Chapter 3). To help you keep track of what you have done and still need to do, the full list of contacting and tracing steps required is displayed in the 'Summary' for each case in the ECS.

- It is important that that you record the time, date and outcome of every attempt you make to trace the family, using the appropriate interim outcome code. If you are able to confirm that a family has moved you can indicate this using outcome 717: Cohort family has moved and attempting to trace (i.e. CM not resident at issued address).

- Record any notes or other information in the 'comments' section against calls logged, for example, if you speak to someone and obtain information about the family's whereabouts (see section 'logging New call / outcomes' in section 3.3).

- Any new contact information you obtain, particularly a cohort family address or phone number, must be added in the ECS (see 'Contact Info', in section 3.3).

Recording **full details** of your tracing activities is vital. The information you enter here will be used by both CLS (in situations where you are unsuccessful in tracing the family) and by other interviewers (in cases where the family has to be re-issued to another interviewer working in a different fieldwork area).

Note that the full tracing procedures must be logged in the ECS before any of the following outcomes can be logged:

- 602: Cohort member has moved and unable to find follow-up address
- 607: Address inaccessible
- 608: Unable to locate address/ insufficient address

For each of these outcomes, at the case finalisation stage, you will be required to give a reason why any outstanding steps could not be done (see section 3.5). This information is reviewed by the CLS tracing team – if the information is inadequate the case will be returned to you.

4.7. Incomplete addresses and non-contacts

If any of the addresses provided are incomplete, or are complete but cannot be found, check with local residents, maps, directories, the police, etc. in an attempt to find the correct address. If you cannot find the address, attempt to trace the family in the usual way before coding the final outcomes 607 (address inaccessible) and 608 (unable to locate address/insufficient address) in the ECS.

If you are unable to make contact with anyone at the address, or are unable to make contact with the “right” person i.e. you have not been able to establish whether the young person is living there, you should also attempt to trace the family using the steps outlined above before coding outcome 505 (No contact with anyone at address (after required visits made)) or 306 (Contact made but refused to give information about household/names).

In all these situations you will need to record your tracing activities in the ECS as you would for the other 'tracing' outcome codes.

4.8. Successful tracing – what do you do next?

If you manage to trace a family, and have confirmed their new address you will need to do one of two things.

If the family is a local mover (that is, within the area that you are working in), then you should use the spare materials in your pack to make up a pack of advance materials. You will need to write the new name and address on the advance letter. You should then send the advance mailing and attempt to contact the family as normal. Please ensure that you allow 3-4 days before you make contact with the family after sending the advance mailing to ensure they have had enough time to digest the information.

If the family has moved outside your area, you need to **update the ECS with the new address and any other new contact information and finalise the case by coding 601 (moved to address outside my area)**. In this instance, you should NOT send advance materials to the new address, as this will be dealt with by Head Office.

4.9. Unsuccessful tracing – transferring cases to CLS for further tracing

Where you have been unable to trace the family to a new address they will be passed to the CLS Cohort Maintenance Team for further tracing. CLS will use email addresses, text messaging, additional stable contacts (if held), specialist tracing software and administrative data sources to attempt to find new addresses for families.

You should not stop tracing and pass a family to CLS until you have completed and logged all of the tracing procedures above.

You should also not stop tracing on the basis of partial information regarding the whereabouts of the young person and their family. For example, if a neighbour informs you that the family has moved to Edinburgh but cannot provide you with their new address, record this in the ECS but continue to trace the family (e.g. by contacting the stable contacts). The full address may be available from another source.

CLS will be particularly interested in what happened when you tried to contact follow-up addresses (and what those addresses were), the stable contact address(es) and each telephone number (as these are the tracing activities they could most easily duplicate).

You MUST record ALL contact and tracing attempts and any new information you find in the ECS (see the instructions on ECS, Chapter 3). **It is essential that you update the ECS with any new contact information you find as a result of tracing.**

All of this information will be passed to the CLS cohort maintenance team. Ensure you add any additional notes that may be helpful for the cohort maintenance team to be aware of when you finalise the case in the ECS (see section 3.5 ‘Finalising the case and recording outcomes’).

Securing household participation and respondent engagement

5. Securing household participation and respondent engagement

By the end of this chapter you will:

- *Be familiar with the issues that you may encounter in securing household participation in the study.*
- *Have learned some techniques to encourage engagement and participation in each survey element for both young people and parents.*
- *Have understood how to approach people from particular faith communities or ethnic minorities*

5.1. Securing household participation

5.1.1. Summary of engagement issues at CNC6

High response rates at CNC6 are essential and entirely feasible. A household response rate of 81% was achieved at CNC5. We need to work hard to maintain this response rate, so it is essential that you maximise co-operation and minimise refusals.

Securing household participation at CNC6 will be different to previous sweeps as you will need to **engage both cohort members <u>and</u> parents** in the study. At CNC6 cohort members will be 14 years old and there will be more study elements for them to do than in previous sweeps. There are a number of key issues you'll need to bear in mind when engaging households in CNC6:

- This is a 'transitional' sweep when the focus of the study starts to move to the young person participating in their own elements with less information being collected from parents.
- Young people themselves will be at a 'transitional age' between childhood and being a teen and so trickier to engage with. We have painted a portrait of what you can expect 14 year olds to be like which can be found in the appendices.
- A major finding from the dress rehearsal is that some of the young people interviewers had visited at the sweep 5 dress rehearsal and who had seemed very engaged at that point, refused to take part in the sweep 6 dress rehearsal. You will need to be prepared for this, and we offer some tips below on how you can try to limit the number of refusals from the young people.
- You will come across cohort members who have different levels of maturity and freedom. At the dress rehearsal some parents felt that some young people are at the age where they can decide for themselves whether or not to take part, whereas in other families you'll come across parents who exert much more influence over the young person and play an important role in encouraging the young person to take part.
- We will be issuing some cases who refused when they were approached at CNC5. Their reason for refusal can be found in the ECS, and may be useful to inform your approach. Instructions on the ECS are found in Chapter 3.

However, despite these issues please be reassured that a large proportion of families and young people will be very engaged with the study and keen to take part. Cohort members and their families will have been contacted to remind them about the study before you get in touch. All cohort members will have been sent a 'Participant Pack' which included a leaflet reiterating the importance of their participation in this important study and providing examples of how findings have been used. It also included a membership card, key ring, travel card holder and notebook. CLS have received lots of positive feedback from cohort members on the Participant Pack, so mentioning this to young people may be a useful 'hook'.

Prior to sample being issued, each family will be sent a 'pre-notification mailing' to tell them that an interviewer will be attempting to contact them soon. Further information about these mailings can be found in section 2.2 (Survey Process – Stage 2 Advance Mailing). You have been sent copies of all these leaflets in your workpacks. Please make sure you familiarise yourself with them.

There are other ways families and cohort members can find out more about the study which you may want to mention. These are referenced in the leaflets:

- The new website www.childnc.net. The website for families has been revamped recently and includes information about findings, publications and media coverage and an animated video. Please take a look!

- Twitter: @childnewcentury

- Facebook: www.facebook.com/childofthenewcentury

If you wish, you can follow both of these accounts but, other than looking at them, please do not interact with them in any way.

If parents have any concerns about either the Twitter or the Facebook account, please refer them to the www.childnc.net website, which contains information that they might find helpful.

5.1.2. How CNC findings have been used

Child of the New Century has brought significant insights and enhanced our understanding of children's growth, development and family context in the 21st Century. The range of coverage of the study and the recognised importance of early years and of understanding how the future population's lives are being shaped, and how they can be improved, means that Child of the New Century is important for a wide range of policy areas. **The value of the study will only increase as the cohort members grow and develop further.**

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

Examples of media coverage and publications which have used Child of the New Century findings are provided in the boxes below. This information is also summarised in the 'Study and Saliva FAQs' and is available on the CNC website. Some of it was also included in the Participant Pack and pre-notification mailing sent to cohort members.

Please make sure you are familiar with this information as it could be useful to use to persuade families of the importance of the study. You should familiarise yourself with the website and encourage families to look at it too as this information can also be found there.

Some key policy findings

Findings from research carried out on CNC have proved of great interest and policy relevance. Below are some selected examples that have had significant media coverage:

- Research on **breastfeeding** has shown that it can reduce the incidence of diarrhoea and hospitalisation among infants. *This has influenced guidelines issued by the National Institute for Clinical Excellence (NICE) on maternal and child nutrition as well as UNICEF breastfeeding guidelines.* Miriam Stoppard for the *Mirror* stated that the fact that the research was from the Millennium Cohort Study (Child of the New Century) was a reason for paying attention to it.

- Research on **obesity** has shown how obesity has increased in this cohort of children relative to earlier generations. *The Welsh Government has drawn on the study's research in the development of their All Wales Obesity Pathway.*

- Research on **child poverty** has *influenced the content of the Northern Ireland Child Poverty strategy.*

- CNC has revealed the complexity of **family living arrangements** and patterns of parental involvement and cohabitation. While some politicians have drawn on findings on the experiences of children in different family circumstances to argue for the importance of marriage in children's lives, recent research shows that marriage is not necessarily the reason for this; it rather reflects the fact that people who do and don't marry are different from each other.

- CNC has revealed the extent of **streaming and setting taking place in primary schools**. Before this, the extent of streaming at primary level was not well known, although it was widely thought to have ended for children in primary schools. Given the concern about effects of placing children in lower ability streams, the research questioned the appropriateness of such a practice.

- CNC has facilitated research on the impact of different forms of **childcare** on children's cognitive achievement. As well as widely reported research on the complex influences of grandparental care, suggestions that child obesity was worse among children in day care led to calls for greater attention to nutritional childcare guidelines. Child of the New Century has also been used in the evaluation of the Sure Start initiative.

- Research shows that **the time of year you are born matters** for educational attainment, with summer-borns on average performing worse than children born in the autumn.

Commissioned research to inform policy

In addition, research has been commissioned by various government departments on the study to inform policy. Some examples include:

- **Department for Education,** to look at the relationship between child poverty and outcomes at age 5, and to look at the relationship between family characteristics/parental practices at earlier ages and cognitive, educational and behavioural outcomes at age 7.
- **Department of Health,** to enable practitioners to identify which factors are associated with poorer health outcomes among 5 year-olds.
- **Department for Work and Pensions,** on ethnic differences in child poverty to investigate differences in persistent poverty and to look at what factors were associated with moving into or out of poverty.

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

David Willetts, current Minister for Universities and Science, has championed the cohort studies, specifically CNC. But the support for CNC spans the political spectrum, from politicians of different orientations in the devolved administrations (for example Gerry Kelly and Mervyn Storey in Northern Ireland), and from a diversity of political analysts, with Polly Toynbee being particularly enthusiastic about what the cohort studies, including CNC, can offer.

5.1.3. Summary of key points for engaging young people and parents in CNC6

To summarise, whilst we expect that the majority of young people and their families will be happy to take part, you will have to work hard with some families and young people, tailoring your approach very carefully and reassuring them on areas of concern. The following boxes show the key points to remember when engaging parents and young people. The rest of this chapter describes these issues in more detail.

Engaging parents in the study overall – summary of key points

- Parents' value **information about the study** so encouraging them to read the pre-notification and advance booklets will be useful not only for securing informed consent but also to engage them in the purpose of the study.
- If the parent says the cohort member is reluctant to participate, encourage the parent to **allow you to speak to the young person** to let them decide for themselves. Young people can choose to do as many (ideally all) or as few of the elements as they want. Reassure parents that you won't put their child under any pressure.
- If the young person really doesn't want to participate we still want the parent(s) to take part.
- If parents are concerned about any of their elements, we don't want this to put them off taking part in the whole study. Try to **start the household interview** and hopefully you'll find they relax and are willing to do all elements.
- Stress that the **participation of the partner is equally important**. They are important to the young person's wellbeing and development and, as such, speaking to them is very important for the study in ensuring we have a full picture of family life and how this relates to the young person.
- Appointments can be scheduled **flexibly** at a time that's **convenient for them** and can be carried out over multiple visits if needed.

Engaging cohort members in the study overall – summary of key points

- Young people by the age of 14 are much more interested in the world around them and so **stressing the societal benefits of the study** will play a bigger role than previously. You will need to be prepared to explain in more detail to the young person the importance of the study.
- The study is appealing in that it is **unique** – both in purpose and content.
- Emphasise the value of the study, and that it's **different from the marketing email surveys** young people often receive. Explain what the point of the study is, and the way that the findings have been used by researchers and scientists in the past.
- The activities themselves are **interesting/fun/novel** e.g. the questionnaire is completed on a tablet which young people in the pilot studies enjoyed.
- Young people are reassured by the idea that they will be asked about participating in each element, one at a time, and can say yes or no to each, and stop or skip something if there is anything they do not like. They can **do as many (ideally all) or as few elements** as they wish.
- Participation is **voluntary**; young people can say "no" to anything they do not like (even if their parent has said they can do it). They can change their mind at any point.
- Some young people find it hard to believe that what they say will be **confidential** (their life experience to date tends to indicate that key adults in their life, such as parents, know what they do and say as a matter of course). You will need to reassure them about confidentiality (no one will know their measurements unless they want them to, the questionnaire is completely confidential).

5.2. Issues to consider when making initial contact with your families

The sample information in ECS will tell you whether you should make initial contact with a family by phone or face to face. You will be contacting the majority of your families by phone.

Introducing yourself and the study on the phone

The opening exchange between yourself and the respondent is crucial in terms of whether you successfully make an appointment. When the respondent answers the phone you must:

- State your name, mention that you are calling about the Child of the New Century study and that you work for Ipsos MORI.

  I work for Ipsos MORI and am carrying out the Child of the New Century study on behalf of a university - the Centre for Longitudinal Studies at the Institute of Education in London.

- Mention the advance letter and booklet that you sent them.

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

Do not race through this – you need to be bright, alert and speak clearly and concisely. You only have a few seconds to create a good impression

Maximising your chances of making an appointment

You will find that the majority of respondents that we're asking you to telephone will be keen to take part, and will be pleased that you've phoned to make an appointment rather than visiting them (we know this from experience on previous sweeps). You are all used to trying to persuade respondents to take part in surveys face-to-face, but on the phone you only have your voice to project your interest in the respondent and the study. One useful technique used by our telephone interviewers is to "smile" down the phone, i.e. to project your voice in a friendly and professional manner. Be confident in yourself, in the reputation of Ipsos MORI and of Child of the New Century. The tone of your voice will show the enthusiasm you have for the study, and for making an appointment with them.

The purpose of the survey

Use the wording of the advance letter and say something like:

> *We are inviting you to help us again with preparations for the next stage of Child of the New Century. This is an important national study. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK.*

Why are we asking for their help?

Again, use the wording from the advance letter and say something like:

> *Your child is one of those young people who have been chosen out of all of the people in the country of their age. Now that your child is aged 14, we would like to visit you to find out how your family is getting on. Your continued participation in the study is very important to us.*

What the survey will involve for them and their family and the young person

Explain the full range of study elements we wish to conduct with parents and young people. However, **highlight that they and their child can choose which elements they participate in on the day of the appointment when everything will be explained in full detail, and they can stop at any time and skip any bits they don't want to complete.**

If it seems too much to engage them in all elements on first contact, try to make an initial appointment and then take things forward from there.

The importance of the young person's willingness to participate

Stress that the young person can choose for themselves which elements to participate in (if any) on the day. Furthermore, even if parents are willing for their son or daughter to take part, participation on the day should be left to the young person and must be fully voluntary. If the young person is reluctant to participate, please try to speak to them yourself to find out why they are reluctant. If you are not able to persuade them, please make it clear to one or both parents that we would still like them to complete their elements, even though their child isn't participating.

How long the survey will take

As mentioned in the ‘Managing the household visit’ chapter the total amount of time you spend with each household will depend on a number of things – and this is what you should tell respondents. For example, a single-parent household will usually take less time. On average, we think that you will spend around 3 hours 20 minutes (200 minutes) in a two-parent household, and 2 hours 40 minutes (160 minutes) in a lone-parent household, but depending on how you are able to conduct the visit, you could spend less time than this (2 hours 50 minutes in a two-parent household and 2 hours 20 minutes in a lone-parent household). Details of the timings are described in more detail in the section ‘Managing the household visit’

It is important you make respondents aware of this when you are scheduling appointments, because in the advance materials respondents are only provided with timings for each individual element (see below). It will not be sensible to make an appointment to try to conduct all of the elements after 7pm at night.

Household interview (CAPI)	10 minutes
Main respondent interview (CAPI, CASI and SDQ paper questionnaire)	45 minutes
Main and partner respondent Word Activity (CAPI)	5 minutes per person
Partner interview (CAPI & CASI)	25 minutes
Young person cognitive assessments	20 minutes
Physical measurements	10 minutes
YP questionnaire (CASI)	40 minutes
Main, partner and YP saliva sample	5 minutes per person
Young person time-use record and activity monitor placement	5 minutes
Time-use record and activity monitor	2 days (after the visit)

Further examples of how you may respond to respondent queries about the study can be found in the ‘Study and Saliva FAQs’ (Document ref: B06).

5.3. Dealing with refusals

Although we expect that the majority of your families will be keen to take part, it is likely that some will be reluctant. It is important that you are prepared to deal with this. A typical conversion interaction process is probably as follows….

1) You explain the study to the respondent.

2) They decline and give a brief reason.

3) You come up with a way to counter their concerns and try to persuade them to take part - they review their decision.

Converting refusals is one of the most challenging parts of an interviewer’s job.

The first obvious issue is that unless you interviewed the family during previous sweeps of CNC, this person is unknown to you – on first contact you know little about their (current) circumstances/motives/concerns. People often give a quick/bland response (e.g. too busy/not interested) that doesn’t give you much to go on. So the first thing to do if you are faced with a situation where a family refuse to participate is to allow time and space to fully ascertain what the problem is. For example, try to open up a dialogue with them and use open questioning rather than diving in with a response (e.g. *Can you tell me a bit more about what your concern is around that?*).

Try to pin point the exact problem so that you can come up with the right solution/response to counter their specific concern (e.g. *Can you tell me what the limits are on your time? We are keen to interview your family and I can be very flexible about when I come*).

Actively show empathy before you try to counter it - people respond best if they feel their concerns are understood/recognised/cared about (e.g. *I can understand why you might feel that, I know that is the case with some studies*; or *Yes, I can see you have guests at the moment, I can understand that now might not be a good time*).

A key thing to bear in mind is that the initial reason given for refusing may not be the only or main reason for refusal and you may need to work through countering a number of reasons before you solve the problem(s).

Avoiding refusals on the telephone

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

- Always maintain a professional manner
- Be confident – this study is really important
- Treat the respondents with respect

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

You will not be able to log a final outcome of refusal for a telephone call in the ECS. However if you feel it is not possible to make a subsequent face-to-face visit, for example if the family was adamant about refusing before you could end the phone call, you should call the office and they will log this for you.

Although the respondents you are phoning will be familiar with the CNC study, they may be less familiar with Ipsos MORI. If they need reassurance, emphasise that we are members of the Market Research Society and abide by a strict Code of Conduct. **The MRS provides a Freephone service for respondents to verify the legitimacy of our company and you can refer them to this if necessary**. If they would rather speak to someone other than the

MRS specifically about CNC, they can either call the Freephone number at the Ipsos MORI office (0808 238 5446) or they can call CLS on 0800 092 1250.

Converting refusals

Refusal conversion requires drawing on a range of skills, depending on the circumstances.

You will have your own way of approaching things; it could be helpful to reflect on the skills you feel most confident with and play to your strengths, but also consider if you can focus particular attention on the aspects you might find harder.

Below is some guidance on approaches when trying to convert refusals. These are suggestions only and may not be suitable in all circumstances; they are designed to provide some ideas that you can draw on.

"Young person does not want to take part"

- Try to establish what specific aspect of the survey the young person is not keen on and address any concerns about that.
- If it is the parent who tells you that the young person doesn't want to take part, ask if it is possible for you to speak to the young person directly to find out why they are reluctant to take part. Some interviewers found this useful in the pilot studies.
- Stress that young people can choose which of the elements they take part in themselves and stop at any point if they don't like it.
- Highlight that most young people do enjoy taking part. The study is a unique opportunity for young people to do something different, novel, fun and interesting.
- It is also a special study, and young people feel special for taking part and for being able to make a contribution to society.
- It would be a shame if the young person had to miss out on all of this.
- Note that parents may assume that their child won't want to do some of the elements. Sensitively check this, and explain that the study has been designed especially so young people enjoy it.

"Too Busy" or "The study sounds worthwhile, but it involves too much"

- Try to establish limits on time and any other reasons why the study is too much for them at that time.
- Flexibility – offer to call back at any suitable time (including weekends).
- Fragment – offer to break up the interview and come back over more than 1 visit.
- Offer to make a start (at least).
- Reiterate the importance/benefits of the survey to improving things for young people.
- Stress how this is a really positive opportunity for the young person to be and feel part of something interesting and special. It would be a shame for them to miss out, and is there any way you could help fit around things to enable their child to have this opportunity.
- Agree an alternative time (which they suggest).
- Try to establish if they genuinely don't have time or if it is a top of mind reaction; try to get to the source of the real barrier.

"Not interested/Don't see the benefit of taking part"

- Stress the value of participation as a positive opportunity for their child (see above).
- They may see the study as a positive thing in general, but not feel it is worth the time commitment. Help them to see that we can minimise the inconvenience (see above responses to "too busy") so that they gain the benefits with minimal inconvenience.
- Also stress the value of the information obtained for this and future generations. Highlight that this stage in the young person's life (age 14) is a particularly important time. Findings help us to understand young people's lives and how they can be improved for the future. Findings have helped parents, professionals and the Government to understand health, education and social issues. Reiterate that studies like this can aid the development of services to help meet the needs of families.
- Check whether they have read the booklets provided and, if not, offer to revisit after they have had time to read the information further.

"Nothing has changed since the last time I took part"

- We need to get a full picture of young people's lives and families as they grow up, and this includes understanding the things that have stayed the same, as well as the things that have changed. If we only heard from people where things had changed, we would get a misleading picture.

"Previous bad experience of taking part"

- Try to establish what it was about the study last time that they didn't like and reassure on those points as far as possible.
- Explain that the elements have been selected to be appealing to 14 year olds.
- Highlight new aspects that they might enjoy.
- Ask if they might be willing to at least give it another go – highlighting that if they start any element and find it is not for them, they can stop.

They've not taken part in the most recent sweeps, and are not interested now

- Find out more about reasons for non-participation previously and engage with them to address the issues as far as possible.
- Reassure that it doesn't matter that they have missed sweeps, they can still take part.
- Stress that in fact we are especially keen for them to take part now if they have not taken part in recent sweeps. We need as complete a picture as possible about all people surveyed in the very original sweep, otherwise we have a misleading picture of what young people's lives are like and what is important for making them better.
- It is really important for us to know about children and families from different backgrounds and in different situations, and it would really help us if they could take part this time.
- Taking part in this sweep doesn't commit them to future sweeps. We just take one sweep at a time.

"A difficult time" (personal reasons)

- Ensure that you are empathetic to the situation.
- Find out whether the situation affects both the parent and the young person – you could offer to do the interview and young person elements separately or break up the visit at a time that may be suitable.

"It's going to take too long"

- Due to the length of time the interviewer will need to spend in the household, families may be reluctant to take part. As such, we need you to be as flexible as possible with families.
- Because the total interview is broken down into different elements, it is possible, if it suits the family, for the interviewer to complete the different elements on several occasions if necessary. In previous sweeps of CNC, interviewers often interviewed the main parent and the young person together and then returned at a later, more convenient time, to interview the partner. Please suggest this as a possibility to parents if they are reluctant to commit the time required.
- Respondents also don't have to take part in all elements they are eligible for – getting some information from them is preferable to none, if they can be persuaded to do just a few things.

"I'm concerned about providing a saliva sample"

- Another potential stumbling block to families agreeing to take part could be the request to provide saliva samples for DNA extraction.
- The purpose of taking a DNA sample is to allow researchers to look at whether respondents have certain types of genes in order to understand differences in young people's development, health, behaviour, growth and learning.
- The saliva sample collection will take about 5 minutes. The saliva sample and DNA samples will be stored securely and anonymously at a laboratory at Bristol University. The names and addresses of respondents will not be attached to the saliva sample when it is sent to the laboratory.
- It is important that you try to find out exactly why the respondent is reluctant, and tailor your responses based on their concerns. The saliva section of the 'Study and Saliva FAQs' document (Document ref: B06) will help you respond to specific queries respondents may have.

Additional information is provided in the 'Study and Saliva FAQs' document and may help you answer queries about the study overall, how findings are used, as well as specific issues related to saliva. (Document reference: B06).

5.4. Engaging respondents from different backgrounds and in different situations - cultural sensitivity

5.4.1. Interviewing in different ethnic and faith communities

Interviewing people from a different ethnic background to yourself should be no different to interviewing anyone else. As an interviewer, you should be a neutral channel for recording the respondent's views. However, you must be sensitive to cultural differences. The following information is provided to help you – please read it carefully.

- Do not make assumptions about a respondent's ethnicity, background or beliefs. You may think that someone is from a particular ethnic background, but they may not describe themselves as such. Equally you may think that someone is of a white background, but they may describe themselves as being an ethnic minority.

- Do not make assumptions about people's opinions, beliefs, or way of living. Even if a response is not what you expected, please do not show surprise or query it.
- Be sensitive to, and respect, different customs and the behaviour expected of you in households that you visit. Interviewing takes you to the homes of people of many different faiths and ethnicities. Being sensitive to these differences is not only necessary, but obviously it could help you achieve interviews.
  - If you are working in an area with a large Muslim community, avoid calling on Friday afternoons between 12 – 2pm when people are likely to be preparing to visit the mosque for communal prayers.
  - Be aware of significant religious holidays or festivals. If you have access to the internet, http://www.bbc.co.uk/religion/, contains lots of relevant information.
- In certain communities it is not uncommon for guests to be asked to remove their shoes upon entering the house. People will usually clarify their expectations; please respond appropriately.
- Pay attention to how you use certain words and phrases. Please note the following:
  - It is generally acceptable to refer to people of non-white descent as 'ethnic minorities'. Terms such as 'coloured' and 'ethnics' are not acceptable and are considered offensive.
  - 'Black' can generally be used to describe people from Black African and Caribbean backgrounds, and people from Indian, Pakistani, Bangladeshi and Sri Lankan backgrounds can be described as 'Asian'.
  - People from Chinese and Vietnamese background are generally referred to by their nationality.
  - These are the only terms you should use – no others.

5.4.2. Other things to note

A few things to bear in mind when speaking with Asian respondents:

- Female respondents may not make eye contact with you. This should not be seen as a lack of interest on the part of the respondent; eye contact with people outside of the immediate family may be considered a 'disrespectful' act.
- It may not be advisable to shake the hand of a respondent of the opposite gender as a gesture of thanks or greeting. Please use your experience to assess the situation and act accordingly.
- Cultural rules may require that a female respondent cannot be alone when being interviewed by a member of the opposite sex. They may insist another family member is present.
- There is no offence in politely refusing hospitality, e.g. tea, food.
- An interview with a respondent whose first language is not English may take longer. Allow the respondent time to think, and be prepared to repeat the question if needed. Do not use your own words to explain meanings.

And when speaking to African and Caribbean respondents:

- It is important to recognise that African and Caribbean communities are not a homogeneous, unified group. There are many different cultures and attitudes. Do not assume that the communities are all the same.

5.4.3. Naming systems

Naming systems, usage and traditions differ between and within cultures and religions.

- Most respondents will be aware of naming traditions in the UK, but it can be a bit confusing for interviewers, particularly in large families.
- Take your time and clarify any relationships you are not clear on. Take a spare piece of paper and ask someone in the household to write down everyone's names. This is usually quicker.
- Never ask respondents for their "Christian name" – ask for a "first" name and then for "other" names.

To avoid offending anyone, ask the respondent how they want to be addressed, e.g. Mr, Ms, first name etc.

5.4.4. Administering the survey – language issues

Measures have been put in place to ensure that those with limited English can still participate in the study. You will find full details about administering the survey in languages other than English in Chapter 2, The Survey Process.

5.5. Engaging young people in their elements

Below we outline some of the issues you will need to bear in mind when engaging young people in the different individual elements of the study.

5.5.1. Cognitive assessments

Key points to bear in mind when engaging young people in this particular element are:

- Given that young people may not have participated in anything similar before, reassuring them about what the tasks involve (and that they can miss out bits they do not like) is likely to be key in overcoming any anxiety and reticence to take part.
- Young people tend to find these activities interesting and fun.
- Some young people enjoy these activities as a rewarding challenge.
- It is important that young people are not put off by worries that they are being tested or judged on how they perform, so please reassure them of this. We are just building up a picture of young people of their generation as a whole, not looking at the progress of named individuals.

5.5.2. Physical measurements

Key points to bear in mind when engaging young people:

- From experience, most young people are happy to be weighed and measured if they are given sufficient information about why this information is needed and the process of how the measurements will be taken.
- However, by age 14 some young people may be feeling more sensitive about their looks and body image, especially those that are larger or smaller than average. As such, the following may be important:
  - communicating the purpose in a non-stigmatising way (that we want to understand how all young people grow and develop – i.e. rather than looking specifically at problems among young people)

- reassuring young people that their name will not be attached to their measurements and no one except the research team will see their anonymised measurements
- explaining that you won't tell anyone, including their parents, their measurements
- explaining that you won't tell them their measurements if they don't want to know
- explaining that the measurements can be written on a card for them to have if they want, but they do not have to have it
- ensuring that the measurements take place in a relatively private place where other household members will not be able to observe (e.g. siblings)

- Feedback from interviewers suggests that keeping things matter of fact and light hearted is the best approach to put young people at their ease – i.e. if interviewers did not make too much of the task, this helps to limit the perceived sensitivity of the process.

5.5.3. Young person questionnaire

Key points to bear in mind when engaging young people in this element include:

- The interviewer plays an even more important role with young people than adults in persuading them to take part. Young people need to feel convinced that taking part will be enjoyable, and the enthusiasm you convey is important in achieving this. You can also set their minds at rest about things that worry some young people about taking part in research (see points below).

- Young people worry about not having anything worthwhile to say in an interview, and about being put on the spot. You can reassure them that the questionnaire is self-completion, that there are no right or wrong answers, and they can skip any questions they don't want to answer. You can also highlight that nearly 150 young people have been involved in developing the questionnaire, and have told us that the topics it covers are relevant to the lives of their generation. This is young people's opportunity to give their opinions about things and have a say about what matters to them. Most young people will find the tablet computer fun and easy to use.

- The young person may be concerned about the sensitivity of some of the topics. Reassure them that the questions ask about things that not all young people of their age will have done but it is still important that they provide honest answers. They can skip any questions they don't want to answer. A list of topics covered is in the 'What would we like you to do? Information for study members' booklet.

- Young people might worry about using the tablet rather than completing a questionnaire on paper. You can reassure them that the questionnaire is set up to work in a very similar way to a paper questionnaire. For example, they can go back to change their answers to previous questions. They will be completing the questionnaire on their own and can do it at their own pace. The data is held securely on Ipsos MORI's servers.

- Young people may be put off by being 'put on the spot'. Reassure them that they can go back and change answers if they change their mind. Once they are happy with their answers they will be asked to 'submit' them.

- Some might be put off by the length. However, reassure them that they can take as long as they need, have breaks if they want and stop at any time. In the vast majority of cases, young people will be able to complete the questionnaire in a single sitting and we would encourage that this is the case. However, in very rare cases you may need to schedule the questionnaire to be done across two sessions. There is no pause button on the screen itself but closing the interviewer browser window will stop the interview and you can restart it by reselecting it from the case list.

- Some young people may be put off by the thought that other people see answers to some of the more sensitive questions. Please reassure them that answers will be confidential and they can hide the tablet screen at any time. Further information on this can be found in the 'Young people questionnaire' chapter of the Data Collection instructions.

5.5.4. Saliva sample

In addition to the information in the booklets, you will also be provided with a 'Study and Saliva FAQs' document which will contain further information on saliva which may help you to respond to specific queries (Document reference: B06) . You should take this with you to each visit in case families have any further queries.

- Young people are likely to be concerned about confidentiality and data security, and concerns about DNA may have been increased by media (e.g. television programmes like CSI). Provide reassurances about confidentiality.

- Young people may be worried that the process of giving a saliva sample may be "gross" or "yucky", and so talking them through how they will provide the sample will be important. They can provide their saliva sample in private if they don't want to be watched.

- It will be important to explain why we are collecting samples and the importance and uses of DNA research.

- Reassure them that we are asking their parent for their permission for them to participate in the saliva sample collection. Therefore they can discuss their participation with their parent if this is useful.

5.5.5. Activity monitor

- This will hopefully be an interesting activity for young people and the development work showed that young people were generally very interested in this.
- Young people are keen to know how it works and so you will need to explain this to them.
- They may be disappointed that they cannot see 'real time' results so you will need to explain that it's important we get accurate results and so they should not change their behaviour.
- Young people who are not very active may be less willing to take part. It will be important to explain that we are interested in young people's activity overall and it's important that we collect accurate data.
- Young people may be concerned that the activity monitor will be able to track their whereabouts using GPS or a camera – reassure them this is not the case.
- Show the young people the monitor so they can see that it's lightweight and relatively discrete to wear.
- Don't forget to give young people the letter for teachers and sports clubs in case they are worried about getting into trouble for wearing the monitor.

5.5.6. Time-use record

- The burden of doing this may put young people off so it's important to reassure them that it should only take c. 30 minutes each day to complete.
- Young people may also be worried they will be asked to fill in more 'personal' information, such as their feelings throughout the day – reassure them that the record collects mostly factual information (although they will need to say how much they liked doing each activity).
- You will also need to explain why this information is needed to justify the additional burden of the work for the young person.

5.6. Engaging parents in their own elements

Below we outline some of the issues to bear in mind when engaging parents in their own individual elements of the study.

5.6.1. Main parent CAPI and CASI and Strengths and Difficulties paper questionnaire

- It may be useful to inform parents that their own CAPI and CASI questionnaires, and the Strengths and Difficulties paper questionnaire, are important for getting a full picture of family life.
- You may also want to remind parents that they don't have to answer anything they don't want to and they will be asked to fill in answers themselves for more private questions.

5.6.2. Main parent and partner saliva

- The main parent and partner will be asked to provide a saliva sample if they are the natural/biological parents of the young person. This may be a tricky situation so you may need to explain that this is important as the purpose of the saliva sampling is to understand which genes are passed from parent to child and how parents' genes influence their children. It is therefore important to collect saliva samples from parents who are biologically related to the young person.
- Parents are likely to be concerned about confidentiality and data security and concerns about DNA may have been increased by media (e.g. television programmes like CSI). It will therefore be important to explain what will happen to their saliva sample.
- Parents may be worried about the process of giving a saliva sample so talking them through how they will provide the sample will be important.

5.6.3. Main parent and partner word activity

- You may need to explain why parents are being asked to do the same word activity (although with different words) as the young person. You can tell parents that it is so we can better understand the link between parents and how their children develop.
- Parents may be concerned that this will be like a school test; please reassure them that the activity is not a test; it is an informal, fun activity.

5.7. Engaging parents in the young person elements

Below we outline some of the issues to bear in mind when engaging parents in the young person elements.

5.7.1. Young person questionnaire

Parents may have concerns about the sensitivity of some topics in the questionnaire and the idea that they will not get to see their child's answers.

To help reassure/persuade parents it may help to do one or more of the following:

- Acknowledge that we know some that questions are about personal things, and also some are about things that not all 14 year olds will have done. Explain that it is important that all young people answer the questions so that we know how many 14 year olds experience or do these things.
- Explain it is important to measure/understand these things to inform policies to protect young people.
- Explain why a self-completion approach and a guarantee that answers will be confidential from parents is important (i.e. ensuring honest answers from young people).
- While parents are not able to view a copy of the Age 14 questionnaire, the 'Information for parents' booklet lists the topics covered. Parents who would like more information can ask to see a copy of the 'What does the young person's questionnaire cover?' showcard which provides a more detailed list of the topics covered on the young person questionnaire.
- Explain that it will be made clear to young people that they can miss out anything they didn't want to complete
- Show them the leaflet you will be leaving with young people which contains helpline numbers if they need to talk to someone ("I've helped– what now?").

5.7.2. Assessments and measurements

There are a few issues you may need to address for these elements:

- Resistance from parents due to concern that the assessments may be too burdensome (especially if the young person has had lots of school tests recently). Stress that the assessments are NOT like school tests or Special Educational Needs (SEN) assessments. The young person can also take breaks between each of the tasks if necessary, or do them on different days.
- Parental concern that the young person may be too self-conscious to be weighed and measured and the potential negative effect it may have on their self-esteem. Stress that the young person doesn't have to do it if they don't want to, and if they do have their measurements taken, they don't have to know them.

5.7.3. Saliva sample

Parents will need to consent to their child taking part in this element. They will also need to consent to providing their own saliva sample. The issues you will need to address are likely to be similar for young people, as discussed above:

- Parents are likely to be concerned about confidentiality and data security and concerns about DNA may have been increased by media (e.g. television programmes like CSI). Provide reassurances about confidentiality.

- Parents may be worried about the process of giving a saliva sample so talking them through how they will provide the sample will be important.
- It will be important to explain why we are collecting samples and the importance and uses of DNA research.

5.7.4. Activity monitor

- Parents will want to know why this information is useful so you will need to explain this to them.
- They may also be concerned about their child getting into trouble for wearing it to school or for sports activities – show parents the teacher and sports club letter.
- Reassure parents how it works – that it's completely harmless and will not be used to track their whereabouts using GPS or a camera.
- Show the parent the monitor so they can see that it's lightweight and relatively discrete to wear.

5.7.5. Time-use record

- The burden of doing this may put parents off (e.g. they may be worried about this interfering with homework) so it's important to reassure them that it should only take c. 30 minutes each day to complete.
- You will also need to explain why this information is needed to justify the additional burden of the work for the young person.

Managing the household visit

6. Managing the household visit

By the end of this chapter you will:

- *Fully understand the range of tasks to be conducted within the household*
- *Have considered various ways of managing the household visit, given potential restrictions*

6.1. Overall management

Careful planning when managing the interview process will be essential to ensure co-operation with all elements, accurate responses, and efficiency in terms of minimising the time required in each household. Strong skills are required in terms of:

- organisation,
- multi-tasking,
- people management and engagement,
- quick thinking,
- flexibility,
- the ability to respond professionally and calmly whilst under pressure, and
- dealing with the unexpected.

We have prepared various tips but each household will be different and you'll need to adapt your approach accordingly.

6.1.1. Time spent in household

The time you spend with each household will vary on a number of things, e.g.:

- **a single-parent household will usually take less time than one with two parents in it**
- **a family who are very engaged with the study may need less persuasion or explanation to take part**
- **whether or not you manage to do some elements alongside other ones**
- **who is available in the household when you visit**
- families with cohort members who are twins or triplets will take longer than those with one young person

We give you some tips in this chapter that will help you to conduct visits in an efficient manner, but flexibility is key. You must do all that you can to maximise response to all of the individual elements. This is discussed below.

We have provided both you and the respondents with some guidance on how long each of the elements will take. On average, we think that you will spend around 3 hours 20 minutes (200 minutes) in a two-parent household, and 2 hours 40 minutes (160 minutes) in a lone-parent household, but depending on how you are able to conduct the visit, you could spend less time than this (2 hours 50 minutes in a two-parent household and 2 hours 20 minutes in a lone-parent household).

Figure 6.1 below illustrates how we have calculated the total average time you should spend in households. It shows the time we think that it will take to complete all of the elements, and matches the times given to respondents in their materials (with the exception of consents, which we didn't list out as a separate element to the respondents. In addition to this, the household interview was included within the main interview length in the materials). These timings are based on information gathered from c.100 interviews during the CNC6 dress rehearsal. To sum up the table, it shows the average time that each element should take to complete, and the total average time we think that you should spend with each person, and the total average time you should therefore spend in each household, not factoring in that you will be able to carry out some of these elements at the same time.

Figure 6.1: Total average time spent in household

	Main parent (mins)	Partner (mins)	Young person (mins)	Total in two parent HH (one parent HH)
Household interview	10[4]	-	-	
Main interview (including SDQ paper questionnaire)	45	-	-	
Partner interview	-	25	-	
Young person questionnaire	-	-	40	
Saliva collection	5	5	5	
Activity Monitor/Time-Use Record placement[5]	-	-	5	
Cognitive assessments	5	5	20	
Physical measurements	-	-	10	
Consent for own elements	5	5	5	
Consent for Young Person elements	5	-	-	
Total	75	40	85	200 (160)

[4] The household interview can actually be done by either parent, but is usually done by the main (or the person felt most likely to be the main respondent, as main and partner respondents are not selected until the household interview is completed). As detailed earlier in this chapter, the respondent materials timings include the household interview in the time given for the main interview, which is why that is described as 55 minutes in total.

[5] The activity monitor and time-use record are only being placed in a sub-sample of households.

6.1.2. Scheduling appointments

When setting up appointments please bear in mind the average length of the survey and consider this when arranging visits to the household. It is important that you are realistic about how much can be accomplished in one sitting to avoid:

- drop-out part way through;
- respondent discomfort; and/or,
- reduced quality of data collected.

It is likely, given the length of the interview, and the availability of different household members, that many households will require a second visit. Please also bear in mind that your first few interviews are likely to take longer whilst you become familiar with the processes.

For some households, weekends will better than evenings. This is because it is easier to fit in all elements in a single day at the weekend, than during evenings after work and school (in many households you will find that more than one visit is required if the tasks are conducted during the evening). However, the pilot studies did highlight that, for some families, their availability at weekends is limited. You will therefore need to ascertain what works best for each of your families.

You should make it clear to families that it is not a requirement that both parents (where applicable) are present for the whole interview, nor is it necessary for the young person to be present for the entire time. In fact, you will find certain aspects of the survey easier to conduct if you have fewer people to manage. However, you do need to balance this with the need to achieve interviews with all eligible household members – particularly partners. If you do carry out the young person and main parent elements when the partner is not there, please do leave the Partner Letter for them, to tell them how keen we are to speak to them.

6.1.3. Encourage your families to read the advance and appointment materials

Interviewers working on the dress rehearsal found the engagement and consent process a lot easier, and quicker to work through, in households where it was clear that family members had read the materials in advance. Respondents are encouraged to do this in the advance letter, but it is definitely worth you reminding them to do this when you make your appointment. This applies to young people as well as adults.

6.1.4. Preparing for your visit in advance

We strongly recommend that you prepare all of the materials that you are going to need for your household visit in advance, using the Document Reference List (Document reference S02). Some CNC5 interviewers made up ‘packs’, containing all of the materials that are needed for each visit. You may also find it helpful to keep some spare copies of certain materials to hand (perhaps in your car, if you are using one).

6.1.5. Structuring the visit and the ordering of tasks

As discussed above, the ordering of tasks will obviously depend in part on the circumstances in the household, who is available at what times, and so on, but the following tips may be useful:

- All interviews must start with the household interview, which collects information about the household composition, determines eligibility for the main and partner interviews and saliva sample collection and identifies which of the parents are able to provide consent for the young person elements.

- It is essential that you gain consent from the parent first before you approach the young person for consent. If the parent does not consent to one of the young person elements, you should not ask the young person's consent for the same element.

- The survey is very flexible. It is possible to change the order of the interview components if required. The only restriction is that you must gain consent before each element. More information about the consent process is in Chapter 7.

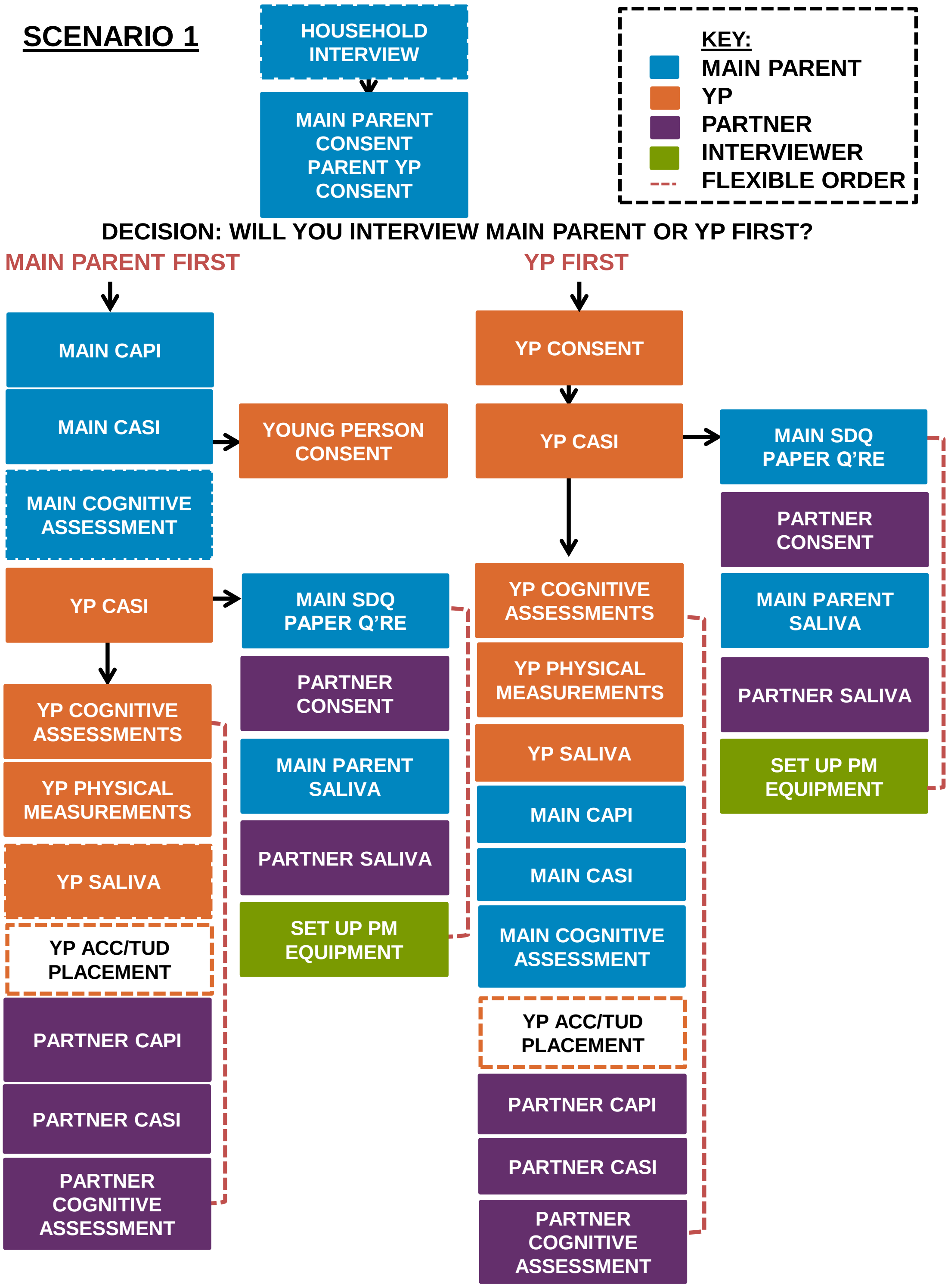
We describe two scenarios, below, that show how a household visit can be carried out most efficiently. However, these are dependent on two main things;

- How engaged and willing the household appears to be to take part in all of the elements; that is, are they seemingly willing to sign all of the consents up front, or do you feel that they will require a lot of explanation or reassurance for some of the elements (which might mean you prefer to ask for consent as you work through the elements)?
- Who is available to take part, and when?

These things will vary from household to household, so we are NOT saying that the scenarios below are the only way you can do things. These are just suggestions for you to consider. At the CNC6 dress rehearsal, across the 96 households there were 75 unique ways that interviewers ordered the elements within a household. It is up to you to structure the elements in the household in a way that both works for the family, but that also ensures maximum efficiency and, therefore, the least amount of respondent burden.

SCENARIO 1

This scenario could be used in households with a high level of engagement with the study, where both the main parent and the young person have read the materials in advance and the main parent is happy to go through the consent process for all of the elements (both theirs, and for the young person) as soon as you get into the household. Ideally, the main parent would also be happy to be interviewed right away (this order should take the least time), but we also show how it could work if the young person is interviewed first. There are therefore two alternative routes through this scenario, depending on who you want to interview first. The precise order will depend heavily on who is available and when. If possible it is a good idea to plan with the family how the visit will work.



To sum up the flowchart, you should complete the household interview, and then ask the main parent for their consent to all of their elements, and then for their consent to approach the young person to ask them to complete all of their elements (including saliva if they are eligible to do so, see section 7.6 Gaining informed consent from parents and young people).

If the main parent then wants to complete their interview, you should begin that, and when they are using your tablet to complete their CASI interview, you should attempt to do something else, such as get consent from the young person, or the partner, for their elements.

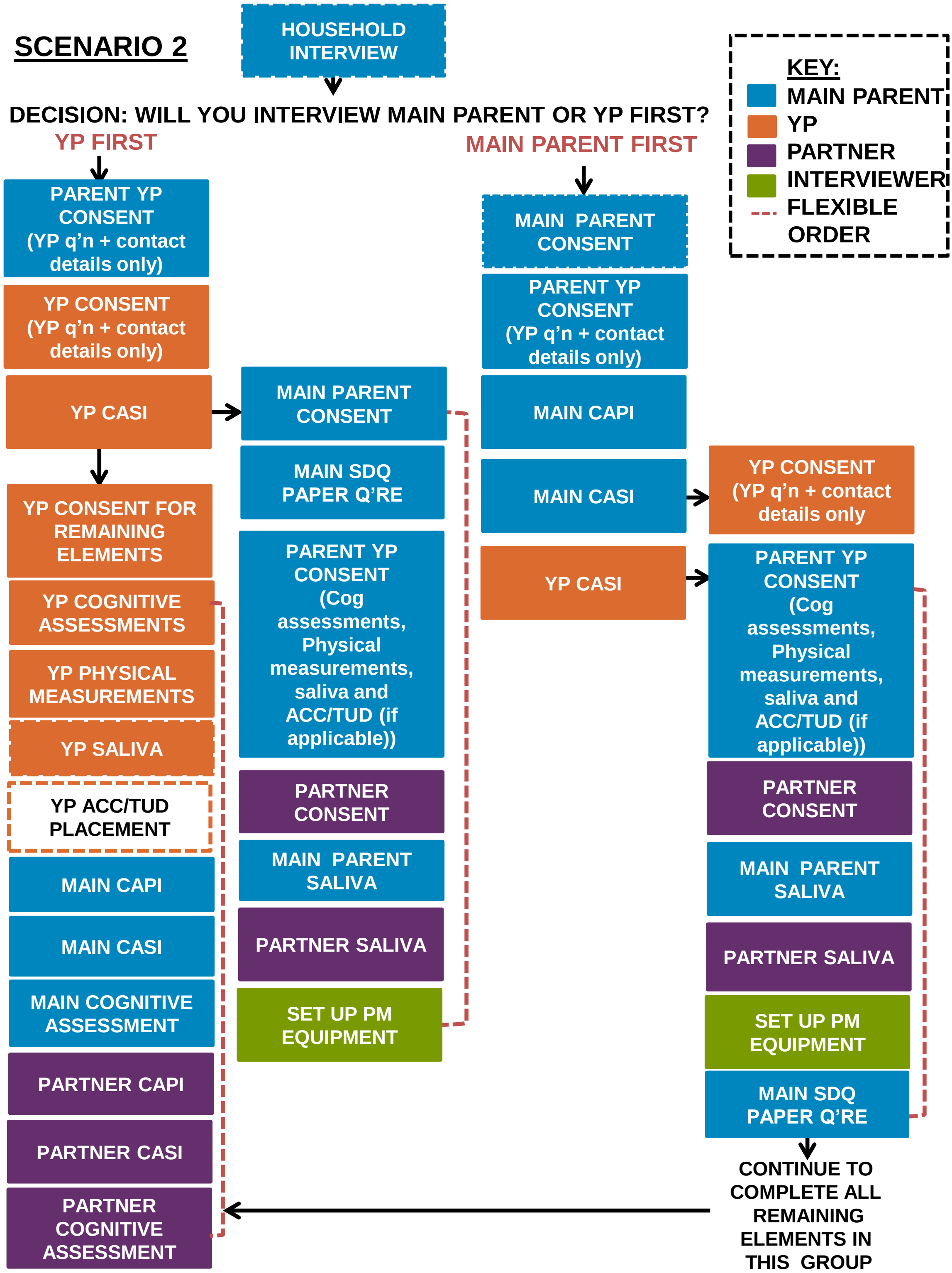
If the family would prefer that the young person does their interview first, start them on that, and whilst they are using your tablet you could do the following:

- Partner consent (if they are present)
- Main parent saliva sample collection
- Main parent SDQ paper questionnaire
- Partner saliva sample collection
- Set up for physical measurements

As the flowchart shows, this approach does allow for flexibility. You can change the order of the assessments and measurements, and can fit in the partner elements depending on when they are in the household. Please bear in mind that you might not always feel it's appropriate to ask the main parent to complete the SDQ paper questionnaire before they have completed their CAPI and CASI elements. If you have any concerns about this, you should wait, and ask them to complete it later on in the visit.

SCENARIO 2

This scenario could be used in households where you sense engagement with the study is low and it is likely that a more gradual approach will be required to obtaining consent. It will also work best if the young person is available when you arrive, and is happy to do their questionnaire first. But it can be structured differently to fit the household if required. The main difference to scenario 1 is that you will use more of the time while the young person is doing their questionnaire to explain all the elements to the parent and get their consent – this will work well if you think the parent will need a lot of explanation/persuasion.



To sum up the flowchart, you should complete the household interview first. You then have a decision to make. If the young person wants to complete their questionnaire straight away, you should ask a parent for their consent to approach the young person to ask them to complete their questionnaire and to ask them to provide their contact details (but not for their consent for anything else). You should then ask the young person for their consent to complete the questionnaire and provide their contact details (but not for anything else). Then, whilst the young person is completing their questionnaire, you can do the following:

- Main parent consent
- YP elements 1 consent (for cognitive assessments, physical measurements, activity monitor and time-use record)
- YP elements 2 consent (for saliva)
- Partner consent (if they are present)
- Main parent saliva sample collection
- Partner saliva sample collection
- Set up for physical measurements
- Main parent SDQ paper questionnaire (although you may prefer to leave this until after the main parent has completed their questionnaire in certain households)

Remember that you will need to ask the young person for their consent to carry out their remaining elements before you complete them. You can then proceed to interview the main parent and the partner.

If it is preferable to interview the main parent first, you should ask them for their consent for their elements, and then ask them for their consent to approach the young person to ask them to complete their questionnaire and to ask them to provide their contact details (but not for their consent for anything else). Then complete the main parent CAPI questionnaire with them, and whilst they are completing their CASI questionnaire you can ask the young person for their consent to complete the questionnaire and provide their contact details. Once you have their consent you can start them on their questionnaire, and can do the following:

- YP elements 1 consent (for cognitive assessments, physical measurements, activity monitor and time-use record)
- YP elements 2 consent (for saliva)
- Partner consent (if they are present)
- Main parent saliva sample collection
- Main parent SDQ paper questionnaire
- Partner saliva sample collection
- Set up for physical measurements

Again, you will then need to ask the young person for their consent to carry out their remaining elements before you complete them. You can then proceed to interview the partner (if you have not done this at an earlier point).

Some final points

During the pilots, some interviewers said that, with some families, they were able to visit during a weekday afternoon to interview the main parent before the young person came home from school, and then they conducted the elements with the young person when they got home, followed by the partner when they came home. However, this will not always be possible, and it is also important to bear in mind that many 14 year olds have homework to do, or need a rest before they feel ready to complete their elements.

If neither of the scenarios illustrated above is possible, there are other ways you could save some time.

- By setting up the measuring equipment for the physical measurements whilst the main parent or young person is doing his/her CASI interview.
- By organising the materials you need to leave with the family (listed in section 6.1.10, Wrapping up the visit, below), giving the young person their gift, and packing up the physical measurements equipment while the partner is doing his/her CASI interview.
- Saliva collection can be carried out any time after the household interview and can be done away from the tablet. You could collect the parent saliva samples while the young person is completing their CASI interview. In order to be as time-efficient as possible, please do try to collect samples whilst someone else in the household is doing something else. This is particularly important as the time taken to produce enough saliva can vary a lot, with some people taking much longer than others.
- In households where you need to place the time-use record and activity monitor, ideally the parent should be around, but if they aren’t you should place it with the young person anyway.
- If it is clear that you are going to need to provide lots of explanation, or persuasion, before someone will consent to a particular element, try to avoid having protracted discussions while nothing else is happening. Please get all of the consents you are able to quickly, and then have a fuller discussion about areas of uncertainty whilst another respondent is completing something (e.g. whilst the young person is completing their questionnaire).
- Please note that the physical measurements CANNOT be done whilst the main parent or partner are completing their CASI interview. To ensure the physical measurements are completed accurately, you need to be able to record the measurements straight into your CAPI machine.
- The Main Parent SDQ paper questionnaire can be administered at any time during the household visit (after the household interview). You should try to ask the main parent to complete this whilst something else is being done (such as the young person questionnaire, the young person cognitive assessments or the partner elements). However, as the questionnaire contains some potentially sensitive questions, you may feel that it is sensible to wait until they have completed their interview before you ask them to complete it.

There are some things other things that are important for you to consider.

- It's important that the young person is able to perform at their best when they complete the cognitively demanding tasks such as the cognitive assessments and their questionnaire. You should ensure that they aren't too tired when you ask them to complete these. Some young people might be very tired straight after school, and it might be sensible to carry out the less demanding elements with them first (such as the physical measurements and saliva). But if you are visiting in the evening, others might get tired as the evening draws on, in which case it would be preferable to carry out the cognitive assessments and ask them to complete their questionnaire as early in the visit as possible. It is up to you to establish what will be best in each household.
- You must bear in mind mealtimes, and the eating and drinking rules for the saliva sample collection (the respondents must not eat or drink for 30 minutes prior to providing a sample). We had to carry out additional processing on some of the samples collected during the pilot studies due to the fact that they contained food and drink particles. This is time consuming, expensive, and reduces the amount of usable DNA we can get from the sample, so please do all you can to ensure that the respondent hasn't eaten or drunk in the last 30 minutes.

6.1.6. Dealing with other household members

In some households you will find you have to deal with disruptive household members – most commonly siblings. In some cases the parent(s) will manage this, but this will not always be the case. Whilst you cannot do much to change the circumstances in the household it will help if you can be alert to potential issues, and take action to minimise them where possible. For example, if the parent(s) suggest that you conduct the survey in the living room, and there are other household members present, where possible it would be sensible to suggest that you go to another, quiet room, or ask if the siblings can go elsewhere.

We strongly recommend that you do not suggest that you measure and weigh any siblings – whilst you may feel it will be a nice way to involve them, ideally you should be trying to limit their involvement if at all possible.

If younger siblings were present in the household at the time of the last interview, you will find details of this in your ECS.

6.1.7. Dealing with technological distractions

You might find that some of the young people are distracted by their phones, tablets, computer games or other technological items when they are completing some of their elements. Where possible, please encourage them to focus on the task at hand, particularly during the cognitive assessments.

6.1.8. Young people being present during the parent interviews

Many young people want to be present during the parent CAPI interviews because they are keen to hear what is being said about them. You will need to be prepared for this, and identify ways of encouraging interviews to be done in private.

6.1.9. Keeping track of your work within the household

We have provided an **optional** checklist in the consent booklet. You may find this helpful to use to keep track of what you've done in each household. You can also use the ECS – where the interviewing progress section on the summary screen will show you which elements you have completed and which you have still to do.

6.1.10. Wrapping up the visit

When you have completed all of the individual survey elements there are a few things you must remember to do.

The following materials need to be left with the family before you leave the household:

- A further information leaflet for the young person called "I've helped - what now?"
- Copies of the Main parent, Young person Elements (1 and 2), and Partner (if applicable) consent forms – white copies of these are to be left with the main/partner as applicable so that they have a copy of what they consented to.
- A small 'thank you' gift for the young person.
- Where applicable, leave the young person with the activity monitor device and placement leaflet ("Activity monitor – more information"), as well as the return packaging.
- Where applicable, leave the time-use record mode leaflet for online or app versions or the paper time-use record.
- Leave copies of the Teacher Letter, and Sports Clubs letter.
- After you have completed the interview, and Head Office have processed it, the parent(s) will be sent a thank you letter and the young person will be sent a thank you postcard.

6.1.11. Other situations

If you encounter any unusual circumstances and don't know what to do, please contact us.

6.1.12. After the visit

After you have finished your (final) visit to a household, you must remember to do the following:

- Complete Final Element in CAPI (see Chapter 3)
- Code any unproductive outcomes in ECS (see Chapter 3)
- Send back the relevant paperwork (see Chapter 8)

Ethics, confidentiality and the consent process

7. Ethics, confidentiality and the consent process

By the end of this chapter you will:

- *Understand the importance of carrying out the survey in an ethical way, including getting informed consent and the disclosure of harm.*
- *Know how to administer the consent booklet with the main parent, partner and young person.*

7.1. Importance of ethics

During this survey you will be carrying out activities with both adults and 14 year olds. Your approach to gaining participation and administering different elements needs to be tailored accordingly to the age group and, in the case of young people, must also be sensitive to any parental concerns.

As for all research, it is essential that informed consent is gained from parents and young people (see section 7.6) and that all necessary measures are in place to protect respondents' rights (such as confidentiality) and wellbeing (avoiding the research causing upset, discomfort or harm).

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

7.2. Confidentiality

It is important that respondents feel confident that the information they are giving to you will only be used for the study and nothing else. A standard form of words appears in the advance letter to parents:

"All information collected will be treated in strict confidence in accordance with the Data Protection Act"

Please also use this phrase when discussing confidentiality with parents. The Data Protection Act is not mentioned in materials for young people. It is important that you remind young people that their answers are private although you should not discuss the Data Protection Act specifically with them.

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

- Data will be treated in confidence, in accordance with the Data Protection Act.
- Individual level data is confidential to/accessed by the CLS team and Ipsos MORI only.
- CLS "own" the on-going relationship with cohort respondents (e.g. for update/keep in touch mailings).

- Data for all study elements is held together in one place
- Personal contact information is kept securely and only used for communications about **this study.**
- The data set is made available for academics and policy makers to use **after all individual identifiers have been removed** – findings cannot be linked back to individuals, and researchers are bound not to attempt to identify individuals or present results in such a way as to make the identification of individuals possible.
- It is used for bona fide academic and policy-related social research purposes.

As respondents have been assured that the information they provide will be kept confidential and only used for research purposes, it is important to remember that any breaches of those assurances may be unlawful. For example, disclosures of personal details to a third party would breach the Data Protection Act, and in some instances constitute a criminal offence.

The Market Research Society Code of Conduct also imposes a duty to preserve the anonymity of respondents unless informed consent is obtained, and to ensure no respondent is harmed or adversely affected by participating in any research study.

At the start of the household interview, there will be a reminder for interviewers:

"Interviewers are reminded that they must conduct all interviews in accordance with the requirements of the Market Research Society Code of Conduct, and that all personal data must be collected in compliance with the requirements of the Data Protection Act 1998".

Use of saliva and DNA samples

As with other survey data, the saliva samples and DNA samples will be treated in strict confidence in accordance with the Data Protection Act. A family's name and address will not be attached to the saliva sample when it is sent to the laboratory. Any researchers using the DNA will not have access to the family's name and address.

The DNA samples will be used for research purposes only. This could include research by the commercial sector (e.g. a private company). Researchers who want to use the DNA samples to look at particular genes will have to apply for permission to an independent committee which oversees access to the samples. Researchers only get permission to use the samples if they put forward a strong scientific case and explain the potential impact of the research and its wider value to society.

This is explained in the advance booklets for parents and young people and in more detail in the ''Study and Saliva FAQs'.

7.3. Disclosure of harm

Whilst carrying out this research, you may come across respondents or others in the household who are in a difficult personal situation and who appeal to you for help. However, you should not take matters into your own hands. You should ask them if there is anyone *they* could contact for help and advice – family, friends, teachers, neighbours, local community services or social services, the police, helplines run by charities, and so on. The parent advance booklet (*"What would we like you and your child to do? Information for parents"*) provides details of support services. The young person *"I've helped – what now?"* leaflet also contains information about sources of professional advice and support that they can contact, including Freephone helplines such as ChildLine. You should *not* contact any outside person or agency yourself to disclose what you have seen or heard. It is up to the person concerned to do this for themselves.

However, where the appeal for help indicates someone may be at serious risk of harm, or you observe something that any reasonable person would believe indicates that someone may be at real risk of harm and is not in a position to act on their own behalf, you should follow the protocol set out in below. For example, you may observe something that makes you believe the young person or another vulnerable member of the family is, or is at great risk of, being harmed or abused.

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

- Do not reveal the name and address details to your Regional Manager at this stage.

- Do make written notes of the incident whilst the details are fresh in your mind, and include the date and time, but do not include the name and/or address details, only the respondent case number.

Your Region Manager will then consult immediately with Andrew Cleary, Nickie Rose and Sarah Knibbs, the project directors, who, in conjunction with other specialist staff (including Ipsos MORI's Head of Compliance and Data Security) will come to a decision about how best to proceed in relation to this incident, and will provide you with further advice and instructions as appropriate. The Region Manager will also provide you with an incident report form and advice on how to complete it.

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

7.4. Respondent wellbeing

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

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

- The parents' advance booklet ("What would we like you and your child to do? Information for parents") contains information about sources of professional support and helplines that parents can show their child. There are also sources of support for parents in this booklet. Please remind parents of this information at the end of the visit, especially if you think that they have been upset by anything in the study or they are concerned their child is worried about anything.

- At the end of the visit the young person should be given the leaflet "I've helped – what now?" Among other things, this signposts who young people should talk to if they have problems, including parents, teachers, other adults and ChildLine, Get Connected and Talk to Frank, the contact details for which are provided. When you hand the young person this leaflet, specifically draw attention to the support information on the back (otherwise there is a risk that they think the leaflet is just a thank you leaflet).

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

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

7.5. Young person and interviewer safety protocols

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

- Other than the gifts and equipment required to carry out the survey do not give the young person (or siblings) anything else (sweets, food, etc.).
- There should always be a responsible adult in the house when the young person is completing their study elements.
- Avoid any unnecessary physical contact during the visit.
- For the young person measurements, given that they involve physical contact, it is a requirement for an adult to always be present in the room. Where contact is necessary, explain beforehand what is required and ensure the parent can see what is happening throughout the process. Ensuring the parent and young person understand that the procedures you are going to carry out are appropriate will reassure them and should mean there is no cause for concern or misunderstanding.
- For other young person elements, it is a minimum requirement for an adult to be nearby (for example, in the next room – and always leave the door open). This includes if the young person chooses to complete their questionnaire in their room. However, if you or the parent or young person feel more comfortable with an adult always being in the room, please do go for this approach (do check with the parent and young person for their preference).

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

7.6. Gaining informed consent from parents and young people

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

7.6.1. Principles of informed consent

Gaining informed consent is an essential ethical requirement for all survey research (as outlined in the MRS Code of Conduct) but particular attention to detail is needed for this survey due to its complexity and potentially sensitive elements. This survey has also received ethical approval from a National Research Ethics Service committee on the basis that it will be conducted ethically and informed consent is sought. It is essential that the following key principles are applied consistently, so that participation is voluntary and fully informed for parent(s) and the young person:

- Ensuring a full, clear and unambiguous understanding. For example, why the survey is being carried out, by who and what the survey will involve for the respondent (e.g. will the process of participation carry any burden or have an emotional impact on the respondent?).

- Ensuring that respondents are fully aware of how their data will be held and used.

- Ensuring respondents have time to fully consider participation, and have the opportunity to ask questions.

- Ensuring active and voluntary consent (for example, giving positive agreement, and understanding that they can stop at any time/skip bits they do not like or wish to answer). In this way, gaining informed consent is an on-going process and constantly re-negotiated as you proceed through any survey element.

7.6.2. Who provides consent?

You will need to get fully informed consent from parents and young people.

For all elements apart from saliva you will need to get consent from a parent to **ask the young person if they would be willing to take part in these survey elements**. You are not asking the parent to provide consent for the young person to participate in the survey elements.

This is different for saliva. **You will need to obtain consent from a parent with <u>legal parental responsibility</u> for the young person to provide a saliva sample**. You will also need to get consent from the young person to do this.

The CAPI will determine who has legal parental possibility. In general, the following people have legal parental responsibility for children born before 2002/3:

- Natural mothers

- Natural fathers married to the natural mother

- Unmarried fathers or step-parents who have a parental responsibility agreement/order

- Adoptive parents

Sections 5.5, 5.6 and 5.7 contain useful tips on engaging participants in relation to particular elements. Please ensure that you are familiar with this as it is likely to be very useful when seeking consent to each of the survey elements.

7.6.3. Summary of processes to gain co-operation and consent

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

You must carry out the household interview before administering the consent process. This is because the household interview identifies who the eligible main respondent and partner are, which in turn identifies who you should be speaking to in order to gain consent. It also identifies whether or not the main parent and partner have legal parental responsibility for the young person (which is required for saliva consent) and are the natural (biological) parents to the young person, as saliva samples should only be collected from natural parents.

Either the main parent or partner (as identified from the household interview) can complete the Young Person Elements 1 form in the consent booklet. If they have legal parental responsibility for the young person they can also provide consent for saliva in the Young Person Elements 2 form in the consent booklet.

During the household interview, CAPI will display which consents are needed for main / partner CAPI/CASI and young person elements and who can give consent. You should write the names of the people who can give consent for each element in the spaces indicated on the relevant forms as instructed in the CAPI. For each consent form within the consent booklet there is a related booklet that the respondent should read (or you should explain). It is important that you are familiar with the content of these as well as encouraging respondents to familiarise themselves with them in advance. The CAPI will remind you which booklet you should be using for each form.

If you are interviewing in a household with twins or triplets you will need to use specific versions of the consent booklet for multiple births (CF01T2 or CF01T3). These will be sent to you if you have twins or triplets in your sample.

Figure 7.1 below shows the consents that need to be obtained, the names of the five consent forms included in the consent booklet and the respondent communication materials you will need to refer to for each.

Figure 7.1: Consents needed

Title of consent form	Study elements covered	Relevant respondent communication materials
Main parent/guardian	Main parent interview, word activity and saliva sample	*What would we like you and your child to do? Information for parents*
Young Person Elements 1	Young person questionnaire, word activity, decision-making activity, measurements, provision of contact details, time-use record, activity monitor	*What would we like you and your child to do? Information for parents* *Wearing an activity monitor and completing a time-use record. Information for parents*
Young Person Elements 2	Saliva sample	*What would we like you and your child to do? Information for parents*
Partner	Partner interview, word activity and saliva sample	*What would we like you and your child to do? Information for parents*
Young Person	Young person questionnaire, provision of contact details, word activity, decision-making activity, measurements, saliva sample, time-use record, activity monitor.	*What would we like you to do? Information for study members* *Wearing an activity monitor and completing a time-use record. Information for study members*

7.6.4. Time taken to get consent

The time taken to get consent will vary from household to household and will depend on whether parents and young people have read the advance booklets and the amount of questions they have for you. On average we'd expect it would take you around 5 minutes to administer the parent and partner consent forms, 5 minutes to administer the 'Young Person Elements 1 and 2 forms' and 5-10 minutes to administer the young person consent form.

7.6.5. Allocating consent forms to a household

The consent forms come as a single booklet (CF01) containing all of the forms listed above. Consent forms that are signed by the respondent (i.e. all of them except the Young Person form), are printed in duplicate so that you can leave a copy of the signed form with the family. The carbon copy is perforated so you can tear it out as required.

The booklet has a 5-digit **consent booklet reference number** printed at the bottom left hand corner of the front page, as both a number and in barcode form.

Within the booklet each consent form and label has a 6-digit person reference number which is made up of the 5-digit household number and a 1-digit person number as follows:

Main parent/guardian	1
Partner	2
Young person 1	3
Young person 2 (twin)	4
Young person 3 (triplet)	5

<u>A single consent booklet must be used for each family</u>. The consent booklet reference numbers are different to the case numbers you are using in the ECS, and the booklets have not been allocated to specific families ahead of your visit. Therefore you **<u>must record the consent booklet reference number in CAPI</u>** at the end of the household interview so we know which consent booklet has been used for each household.

<u>Make sure the booklet and forms do not get mixed up between different households/families</u>. If you are making more than one visit to the same family ensure you use the correct booklet and forms for that family.

You should also write the case number and young person's name on the front of the booklet. **This should only be done after you have completed the household interview.**

The front page of the consent booklet also includes peel-off barcode and login labels which should be used for some study elements. There are barcode or login labels to stick on the following elements, where applicable:

- The main parent's paper SDQ questionnaire.
- The young person's time-use login (to be attached to the online explanation leaflet, App explanation leaflet or paper time-use record depending on the mode chosen by the young person). You will be prompted to enter the login in the activity monitor/time-use record placement CAPI module.
- The young person's activity monitor despatch form
- The young person's saliva sample tube

- The main respondent's saliva sample tube
- The partner's saliva sample tube

You will be prompted to enter the saliva tube numbers in the Final Element CAPI module. You should do this using the consent booklet (which has the reference number printed alongside the label).

7.6.6. Completing the front page of the consent booklet

On the front page of the consent booklet you will need to write in some information.

- **Case number:** this is the 9 digit number in your ECS which is unique for each household. This is also displayed in the household interview.
- **Young person name:** Please write this after the household interview has been completed.
- **Saliva consent:** Please write in the name of the parent(s) eligible to provide consent. This information will be displayed at the end of the household interview. It is important that you write the information on the form while you are still in the household interview and while the information is displayed on the screen. Please tick which parent provided consent for the YP saliva. You will need to record this in the Final Element CAPI module.
- **Additional information about saliva:** Please record here the date you collected a saliva sample from the young person, main respondent and partner, and confirm for each sample that the respondent hadn't eaten, drunk, smoked or chewed gum in the 30 minutes prior to them providing the sample.
- **Please remember to enter the consent booklet reference number into CAPI** when prompted at the end of the household interview.

<u>Please remember to use the cardboard sheet when you're completing the consent forms.</u> As there are duplicate pages of the forms this will ensure the ink doesn't go through the pages.

Figure 7.2: Completing the front page of the consent booklet

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

Fill in case number: available in ECS and household interview

Write in name of young person after household interview

CONSENT BOOKLET

Case number: ☐☐☐☐☐☐☐☐☐

Name of young person (PRINT):

SALIVA CONSENT		
First name of parent(s) eligible to provide consent (write in):		
Who provided consent?	(TICK)	(TICK)
YP saliva:	☐	☐

Write in the name of each person **eligible** to provide **consent** for the young person to give saliva and who **provided** consent (to be recorded in Final Element later)

Add sticker to the Strengths and Difficulties paper questionnaire time-use record documents and activity monitor despatch form

LABELS			
Strengths and Difficulties	[YP1 BARCODE]	[YP1 BARCODE]	
Time-use login	[TUD LOGIN]	[TUD LOGIN]	[TUD LOGIN]
Activity monitor despatch form	[YP1 BARCODE]	[YP1 BARCODE]	

Saliva			Date collected	Confirm respondent did not eat, drink, smoke or chew gum for 30 minutes before collection
YP saliva	[YP1 BARCODE]	[YP1 BARCODE] YP	/ /	☐
Main saliva	[M BARCODE]	[M BARCODE] M	/ /	☐
Partner saliva	[P BARCODE]	[P BARCODE] P	/ /	☐

Confirm respondent didn't eat, drink, smoke or chew gum 30 mins before

Add stickers to saliva tubes

Confirm date saliva sample collected

Interviewer use only: HH BARCODE

Interviewer number: ☐☐☐☐☐

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Enter number into CAPI at the end of the household interview

Write in interviewer number

7.6.7. Administering the consent forms to be completed by parents

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

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

- Parent consent to the young person elements must always be obtained before consent from the young person.

- Consents should be obtained after the household interview has been completed. You are free to obtain consents in any order and at any time, and should tailor your approach to this depending on household circumstances (i.e. depending on who is present at what time, and when participants are most likely to be receptive to consenting to each element).

    - In some cases it may work to collect main parent/guardian and young person element consents at the same time. If the young person is present while consent is being obtained from parents this may help save time as they would have heard the explanations of the different elements and may feel more comfortable as they would've seen their parents go through the consent process.
    - At others you may wish to collect them separately just prior to administration of the element in question.
    - You may also wish to get parental and young person consent for the young person questionnaire before other consents, so the young person can be completing this while you are collecting parent consents for other survey elements.
    - You may also wish to delay getting consent for saliva until after the less sensitive elements have been completed with parents (interview/word activity) and young people (questionnaire/physical measurements/cognitive assessments) particularly if you feel the parent/young person may be reluctant to do these elements.

- You should only collect a saliva sample from the main parent and partner if they are the natural (biological) parents of the young person, and therefore only collect consent from each parent for this if they are. You will be told which parents are eligible for the saliva sample at the end of the household interview. Please cross out the element on the consent form if it does not apply to them. This consent is collected on the same forms as main/partner consents to interview and word activity. Note that if the main parent refuses their interview and word activity we would still like you to try to obtain the saliva consent. In this situation please try to remember to ask for this consent separately.

7.6.8. Consent from main parent and partner for their own elements

The advance booklet ("*What would we like you and your child to do? Information for parents"*") contains all the information required for informed consent from parents for their own elements. You will need to ensure that the parent has read the advance booklet and understood the key points. The relevant materials are named in the consent forms. The parent and partner consent forms for their own elements are printed in duplicate on carbon-paper.

The parent needs to sign or initial in the boxes for each element they consent to. They should also sign the form where indicated. If they do not give consent for an element <u>leave the sign/initial box blank.</u>

You also need to sign the form.

You should tear out the duplicate bottom copy (yellow) and give it to the parent to keep for their records. The top (white) copy should remain in the consent booklet – it doesn't tear out. The consent booklets should be posted back to the office in the envelopes provided.

Figure 7.3: How to complete the main parent/guardian consent form

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

Interviewer to print main parent name after household interview

MAIN PARENT/GUARDIAN

Name of main parent/guardian (print)

Main parent/ guardian to tick or initial here

Interview & word activity

Please tick or initial box

I give my consent to be **interviewed** as part of the Age 14 Survey of Child of the New Century.

I give my consent to complete the **word activity** as part of the Age 14 Survey of Child of the New Century.

Main parent/ guardian to write date here

Confirmation
I have read the letter of invitation and the information booklet (**"What would we like you and your child to do?"**) about Child of the New Century: Age 14 Survey. I have discussed any outstanding questions with the interviewer and I wish to take part in the survey. I understand that I can stop the interview at any point or decline any question. I understand that all information will be treated in the strictest confidence in accordance with the Data Protection Act, and used for research purposes only.

Main parent/ guardian to sign here

Signed by main parent/guardian *Date*

Saliva sample

Main parent/ guardian to tick or initial here

Please tick or initial box

I give my consent to give a sample of my saliva for DNA extraction and research purposes.

Confirmation
I have read and understood the information provided in the booklet about the use of my DNA for the purposes of the Child of the New Century: Age 14 Survey (**"Giving a saliva sample for genetic research"** in **"What would we like you and your child to do?"**). I have discussed any outstanding questions with the interviewer. I wish to provide a saliva sample. I understand that I can decline to provide the saliva sample at any point. I understand that this consent remains valid unless revoked by me in writing and that I may withdraw my consent at any time by contacting Child of the New Century in writing at FREEPOST RTKC-KLUU-RSBH, Child of the New Century, 20 Bedford Way, London WC1H 0AL.

Main parent/ guardian to sign here

Main parent/ guardian to write date here

Signed by main parent/guardian *Date*

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information booklet (**"What would we like you and your child to do?"**). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the survey and have given their consent voluntarily. I have left a copy of this form with them.

Print your name, sign and date here

Name of interviewer (print)

Signed by interviewer *Date*

Interviewer use only:

M BARCODE

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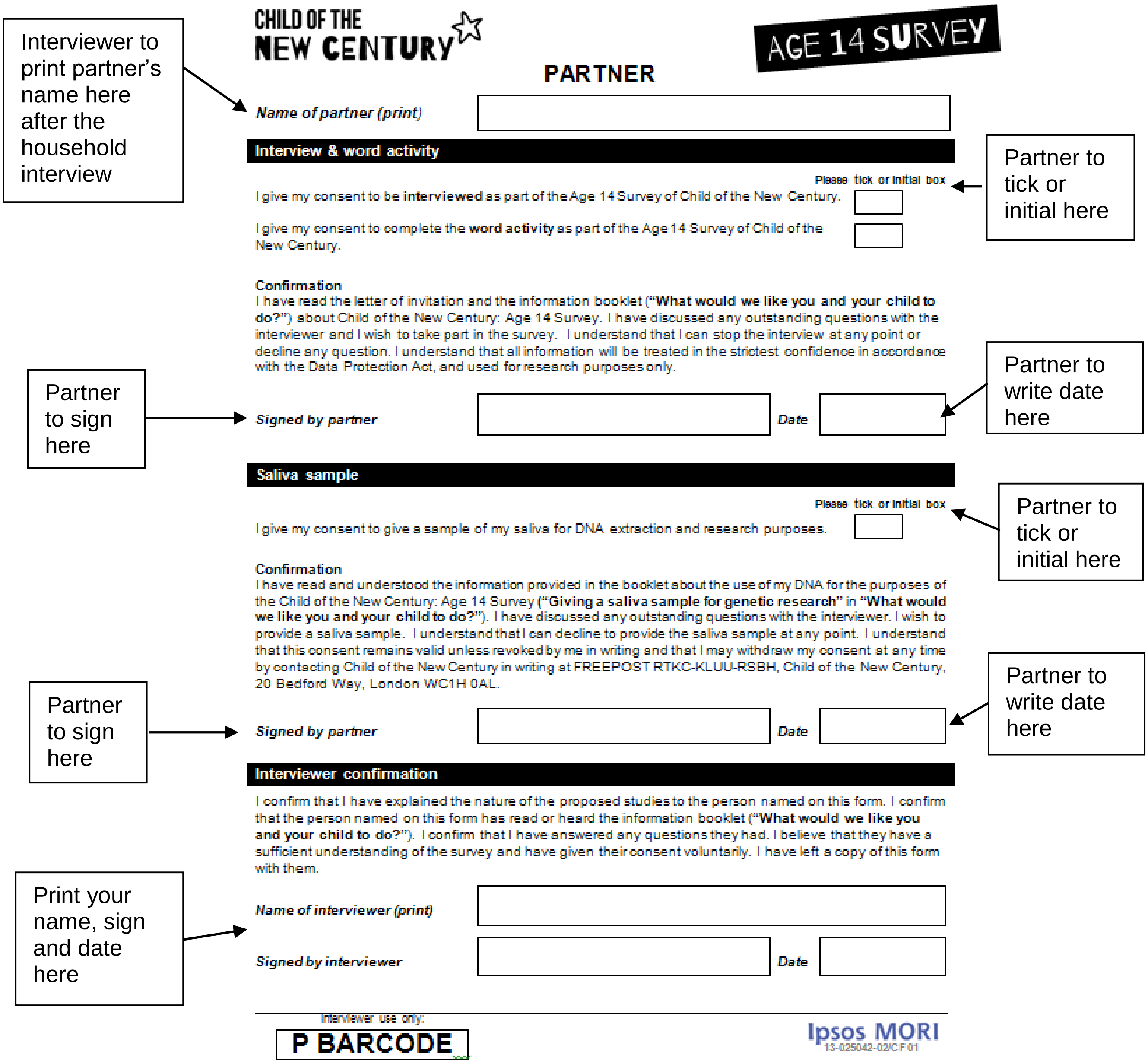
Figure 7.4: How to complete the partner consent form


CHILD OF THE NEW CENTURY

AGE 14 SURVEY

PARTNER

Name of partner (print)

Interview & word activity

Please tick or initial box

I give my consent to be **interviewed** as part of the Age 14 Survey of Child of the New Century.

I give my consent to complete the **word activity** as part of the Age 14 Survey of Child of the New Century.

Confirmation
I have read the letter of invitation and the information booklet (**"What would we like you and your child to do?"**) about Child of the New Century: Age 14 Survey. I have discussed any outstanding questions with the interviewer and I wish to take part in the survey. I understand that I can stop the interview at any point or decline any question. I understand that all information will be treated in the strictest confidence in accordance with the Data Protection Act, and used for research purposes only.

Signed by partner *Date*

Saliva sample

Please tick or initial box

I give my consent to give a sample of my saliva for DNA extraction and research purposes.

Confirmation
I have read and understood the information provided in the booklet about the use of my DNA for the purposes of the Child of the New Century: Age 14 Survey (**"Giving a saliva sample for genetic research"** in **"What would we like you and your child to do?"**). I have discussed any outstanding questions with the interviewer. I wish to provide a saliva sample. I understand that I can decline to provide the saliva sample at any point. I understand that this consent remains valid unless revoked by me in writing and that I may withdraw my consent at any time by contacting Child of the New Century in writing at FREEPOST RTKC-KLUU-RSBH, Child of the New Century, 20 Bedford Way, London WC1H 0AL.

Signed by partner *Date*

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information booklet (**"What would we like you and your child to do?"**). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the survey and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer *Date*

Interviewer use only:
P BARCODE

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7.6.9. Consent from parents for the young person elements

You will need to seek consent from a main parent or partner to **approach the young person** to ask their permission to take part in the elements outlined below. Please note, if the young person has refused to take part in the study as a whole before the visit you do not need to complete the young person elements form with parents.

- Young person questionnaire
- Cognitive assessments
- Physical measurements
- Provision of contact details

- Time-use record
- Activity monitor

YP elements 1

The advance booklet *“What would we like you and your child to do? Information for parents”* and appointment leaflet *“Wearing an activity monitor and completing a time-use record. Information for parents”* contain all the information required for informed consent from the parent for the young person elements outlined above. You will need to ensure the parent has read the booklet and leaflet and understood the key points. The consent form that should be used for this is called “Young Person Elements 1”. The consent form is printed in duplicate on carbon-paper.

The parent needs to sign or initial in the boxes for each element they consent for. They will also need to sign the form where indicated. If they do not provide consent for an element <u>leave the sign/initial box blank</u>.

You need to sign the bottom of the form.

You should tear out the duplicate bottom copy (yellow) and give it to the parent to keep for their records. The top copy (white) should remain in the consent booklet that you should place in the envelope provided and post back to the office.

YP elements 2

A parent with legal parental responsibility (who will be identified in the household interview) will need to give consent for the young person to provide a saliva sample.

The advance booklet “*What would we like you and your child to do? Information for parents”* contains all the information required for informed consent from the parent. You will need to ensure the parent has read this b ooklet and understood the key points. The consent form that should be used for this is called “Young Person Elements 2”. The consent form is printed in duplicate on carbon-paper.

Both you and the parent need to sign the form in the places indicated.

The parent will also need to sign or initial in the box.

You should tear out the duplicate bottom copy (yellow) and give to the parent to keep for their records. The top copy (white) should remain in the consent booklet that you should bring to the debrief.

If the parent does not consent to saliva sample collection (or any of the young person elements), the entire form(s) should be left blank.

7.6.10. Recording of saliva consent in Final Element

You will have written who provided consent for the young person saliva on the front of the consent booklet. You will also need to record this in the Final Element CAPI module.

Figure 7.5: How to complete the Young Person Elements 1 consent form

Interviewer to print young person's name here after the household interview

Interviewer to print parent's name here after the household interview

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

YOUNG PERSON ELEMENTS 1

Name of young person (print)

Name of parent/guardian (print)

Questionnaire

I give my consent for the interviewer to ask my child if they would be willing to complete the young person questionnaire. Please tick or initial box

Activities

I give my consent for the interviewer to ask my child if they are willing to take part in the: Please tick or initial box

a) Word activity

b) Decision-making activity

Measurements

I give my consent for the interviewer to ask my child if they are willing to have the following measurements taken: Please tick or initial box

a) Height

b) Weight

c) Body fat percentage

Parent/ guardian to tick or initial here

Provision of contact details

Please tick or initial box

I give my consent for the interviewer to ask my child if they are willing to provide their **mobile telephone number** for Child of the New Century **to keep in contact with them about the study**.

I give my consent for the interviewer to ask my child if they are willing to provide their **email address** for Child of the New Century **to keep in contact with them about the study**.

Parent/ guardian to tick or initial here

IF APPLICABLE: Time-use record

I give my consent for the interviewer to ask my child if they would be willing to complete the **time-use record** Please tick or initial box

Activity monitor

I give my consent for the interviewer to ask my child if they would be willing to wear an **activity monitor** Please tick or initial box

I give my consent for the interviewer to ask my child if they are willing to provide their **mobile telephone number** for Child of the New Century to **text them reminders about the activity monitor and/or time-use record task(s)**.

Parental confirmation

I have read or heard the information booklets (**"What would we like you and your child to do?"** and if applicable, **"Wearing an activity monitor and completing a time-use record"**) about my child's participation in the Child of the New Century: Age 14 Survey. I understand what the survey involves and have discussed any outstanding questions with the interviewer. I am happy for my child named above to take part in the survey if they want to. I understand that my child or I can stop any part of the survey at any point or decline any part of it. I understand that all information will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

Parent/ guardian to sign here

Signed by parent/guardian *Date*

Parent/ guardian to write date here

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information booklets (**"What would we like you and your child to do?"** and if applicable, **"Wearing an activity monitor and completing a time-use record"**). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the survey and have given their consent voluntarily. I have left a copy of this form with them.

Print your name, sign and date here

Name of interviewer (print)

Signed by interviewer *Date*

Interviewer use only:

YP BARCODE

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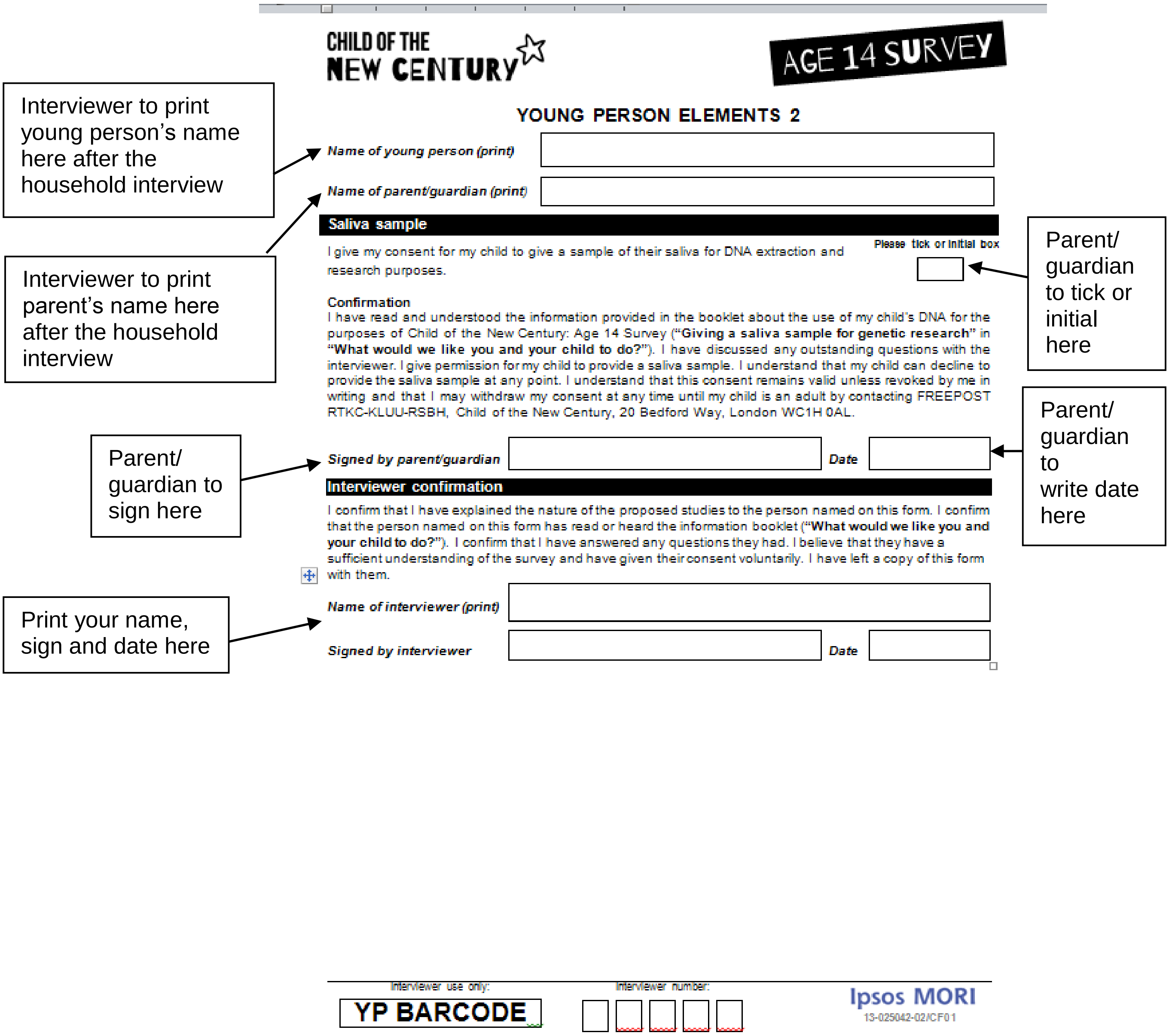
Figure 7.6: How to complete the Young Person Elements 2 consent form



CHILD OF THE NEW CENTURY

AGE 14 SURVEY

YOUNG PERSON ELEMENTS 2

Name of young person (print)

Name of parent/guardian (print)

Saliva sample

I give my consent for my child to give a sample of their saliva for DNA extraction and research purposes. Please tick or initial box

Confirmation

I have read and understood the information provided in the booklet about the use of my child's DNA for the purposes of Child of the New Century: Age 14 Survey (**"Giving a saliva sample for genetic research"** in **"What would we like you and your child to do?"**). I have discussed any outstanding questions with the interviewer. I give permission for my child to provide a saliva sample. I understand that my child can decline to provide the saliva sample at any point. I understand that this consent remains valid unless revoked by me in writing and that I may withdraw my consent at any time until my child is an adult by contacting FREEPOST RTKC-KLUU-RSBH, Child of the New Century, 20 Bedford Way, London WC1H 0AL.

Signed by parent/guardian *Date*

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information booklet (**"What would we like you and your child to do?"**). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the survey and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer *Date*

Interviewer use only: YP BARCODE

Interviewer number:

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7.7. Administering consent from the young person

You must always ensure consent from parents is obtained prior to asking the young person's consent for any element. If the parent does not give their consent for a particular element, you should not ask the young person for consent to that element. Cross out the corresponding sections of the young person consent form.

Administering consent from the young person involves using the consent form in a different way to the forms for parents. Specifically you must read out key information word for word from the form. Also, you should not show the form to the young person (it is designed for use by interviewers NOT young people), and you will not need the young person to sign it.

The young person advance booklet "*What would we like you to do? Information for study members"* and appointment leaflet *"Wearing an activity monitor and completing a time-use record. Information for study members"* contain key information about the study, but the detail is more limited than the parent booklets in order to make the documents accessible for young people. However, it is important that full details are communicated to and understood by them in order for their consent to be fully informed. As such, the form has been developed to be a script with specific wording that you will need to read out to the young person, and which you will need to ensure they understand. We have tried to keep this as concise as possible.

The consent form summarises information included in the booklet and leaflet. Each section of the consent form references the appropriate section of the two materials, so as you go through the consent form you should encourage the young person to look at relevant sections of the booklet and leaflet as you talk to them about different elements.

The form is split into two main sections:

Section 1:

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

Please ensure you have given the young person the opportunity to ask any questions at this point.

The rest of the form gains consent for the individual young person elements.

- The sections that gain young person consent to each of the individual young person elements can be completed in any order, and at different times. There are three likely scenarios:
  - you can ask for consent for all elements in one go at the start.
  - you can ask for consent separately before each of the elements are completed (for example you can ask for consent to the young person questionnaire early on so they can complete this element). While the young person is doing this you could complete the consent process with parent(s)).
  - you can ask for consent in two stages: firstly before the young person self-completion questionnaire, the physical measurements and the cognitive assessments, and then secondly before the saliva, time-use record and activity monitor.
- You should tailor the approach to the household situation. Ultimately, relevant consents must always be gained before you carry out each element.

- As already discussed, please note that consent from a parent or guardian does not imply consent from the young person. They retain the right to decide whether or not to take part in the element. The right of the individual young person to refuse to participate must be respected. Even if the parent has given their consent the young person does not have to take part in anything that they do not want to do. This is also the case for saliva; even if a parent consents to their child providing saliva sample, the young person still has to agree to do it.

As mentioned, the form does not need to be signed by the young person and there is no duplicate copy. However, please ensure that you tick the appropriate 'yes' or 'no' box on the form and sign the interviewer consent declaration on the final page. Please post the consent booklets to the office in the envelopes provided. You do not need to leave a record of this form with the young person (or family).

Figure 7.7: How to complete the Consent Form – Young Person

Page 1:

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

YOUNG PERSON

(TO BE COMPLETED BY INTERVIEWER)

Print young person name here

Name of young person (print)

INTERVIEWER: You must make sure that the young person understands and agrees to the following points before you start the first young person element (refer to the advance booklet ***"What would we like you to do?"****)*

a) ***READ OUT: Child of the New Century is an important study of your generation. As you know, you are one of the young people who have been chosen out of all of the people in the country of your age. It provides information on young people's health, education and what they do for fun.***

b) ***READ OUT: I will ask you to fill in some questions and do some different activities. I will also ask your parent(s) if they live with you to answer some questions and give us a saliva sample.***

c) ***READ OUT: It's up to you whether you want to take part in the survey. It's ok to do some things and not others. You can stop at any time.***

d) ***READ OUT: Do you have any questions about the study?***

Interviewer use only: **YP BARCODE**

Interviewer number:

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Page 2:

INTERVIEWER CHECK: You must make sure that the young person has read and understood the information in the booklets ***"What would we like you to do?"*** *and if applicable,* ***"Wearing an activity monitor and completing a time-use record"****. The headings below show which section of the booklets should be read and understood by the young person before asking consent.*

For each, ensure that the young person has asked any questions they want to.

Questionnaire ("Answer some questions about your life" in "What would we like you to do?")

READ OUT: I'd like you to answer some questions on my tablet. You can stop at any time. It is not a test so there are no right and wrong answers. If you don't want to answer a question that's ok, you can skip it. It usually takes about 40 minutes.

	Yes	No	N/A - No parent consent given
READ OUT: Are you OK to answer some questions about your life?	☐	☐	☐

Young person's contact details ("More information about the survey" in "What would we like you to do?")

	Yes	No	N/A - No parent consent given
READ OUT: Would you be willing to give us your mobile phone number so that we can keep in touch with you about the study? It will only be used for Child of the New Century. IF YES RECORD IN CAPI.	☐	☐	☐
READ OUT: Would you be willing to give us your email address so that we can keep in touch with you about the study? It will only be used for Child of the New Century. IF YES RECORD IN CAPI.	☐	☐	☐

Activities ("Do some activities to understand how you think" in "What would we like you to do?")

READ OUT: I'd like to ask you to do two activities on my tablet. The word activity looks at how you understand the meaning of words. The decision-making activity looks at how you make decisions. I will show you what to do. You can stop at any time. These usually take about 20 minutes in total.
Are you OK to complete the...

	Yes	No	N/A - No parent consent given
Word activity?	☐	☐	☐
Decision-making activity?	☐	☐	☐

Measurements ("Be measured to understand how you grow" in "What would we like you to do?")

READ OUT: I would like to measure how tall you are, how much you weigh and your body fat percentage. It is ok if you only want some of the measurements taken or if you don't want any taken. You can change your mind once you've started. I won't show or tell anyone (including your parent(s)) your measurements. This will take about 10 minutes in total.
Are you OK for me to measure your...

	Yes	No	N/A - No parent consent given
Height?	☐	☐	☐
Weight?	☐	☐	☐
Body fat percentage?	☐	☐	☐

Interviewer use only:
YP BARCODE

13-025042-02/CF 01

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Tick relevant box for consent given. If the choice is "yes" or "no" you MUST tick ONE of them (or Not Applicable if no parent consent given).

Page 3

Saliva sample ("Giving a saliva sample for research about genes" in "What would we like you to do?")

READ OUT: I'd like to ask you to give a sample of your saliva. Your parent is happy for you do this. It is still up to you whether you want to do it or not. It is very easy and I will explain how to do it. Your name and address will not be attached to the saliva sample.

READ OUT: Do you agree to give a sample of your saliva for research about genes?

Yes	No	N/A - No parent consent given
☐	☐	☐

IF APPLICABLE: Time-use record ("Completing a time-use record" in "Wearing an activity monitor and completing a time-use record")

READ OUT: I would like you to tell us how you spend your time by filling in a time-use record. We'd like you to do this for one weekday and one weekend day after I've left. For each of the two days, it should take you around 30 minutes to fill in the record.

READ OUT: Are you OK to complete the time-use record?

Yes	No	N/A - No parent consent given
☐	☐	☐

IF APPLICABLE: Activity monitor ("Wearing an activity monitor" in "Wearing an activity monitor and completing a time-use record")

READ OUT: I would like to ask you to wear an activity monitor that measures your physical activity. You will need to wear it on the same two days as the time-use record. It cannot tell where you are or see what you are doing.

READ OUT: Are you OK to wear an activity monitor?

Yes	No	N/A - No parent consent given
☐	☐	☐

READ OUT: Would you be willing to give us your mobile phone number so that we can send you text reminders about the activity monitor and/or time-use record task(s)?
IF YES RECORD IN CAPI.

Yes	No	N/A - No parent consent given
☐	☐	☐

Tick relevant box for consent given. If the choice is "yes" or "no" you MUST tick ONE of them (or Not Applicable if no parent consent given).

Interviewer confirmation

I confirm the young person understands what the survey involves; that they have asked all questions they have about the survey and I have answered them to the young person's satisfaction; that the young person is aware they only have to do activities they want to do; and they can stop taking part and change their mind at any time

Name of interviewer (print)			
Signed by interviewer		***Date***	

Print your name, sign and date here

Interviewer use only:

YP BARCODE

13-025042-02/CF 01

7.7.1. Checklist

We have provided an **optional** checklist at the end of the consent booklet. You may find this helpful to use to keep track of what you've done in each household.

7.7.2. Consent reminders in CAPI

You will be reminded in the CAPI script to collect consent before administering any element which has a CAPI module. This applies to the young person questionnaire, physical measurements, cognitive assessments, activity monitoring and the time-use record.

7.7.3. Welsh version of the consent booklet (Doc. ref. CF01W)

For interviews carried out in Wales, there will be a Welsh version of the consent booklet. Everything in the booklet will be in Welsh apart from the front page which will be in English. If any respondent wishes to complete the consent process in Welsh you should use this version of the form.

7.7.4. Consent for collecting the young person's contact details

Please note that separate consent is sought for collecting the young person's contact details for the purpose of CNC keeping in contact with them and for the activity monitor/time-use record text message reminders.

Field admin

8. Field admin

8.1. Contact information if you have any further queries

If you have any queries, please contact your Region Co-ordinator. If you encounter problems or are struggling to get families to keep appointments, inform your Region Co-ordinator as soon as you feel there is a risk of not achieving your target number of household interviews.

In circumstances where you can't get hold of your Region Co-ordinator, please get in touch with Rosie Loader or Steve Bannister during office hours, using the contact details below:

Rosie Loader	0207 347 3364	rosie.loader@ipsos.com
Steve Bannister	0207 347 3099	steve.bannister@ipsos.com

8.2. Key dates

Fieldwork is split over a number of waves over the course of 2015.

Wave	Start Date	End Date	Countries
1	8th January	29th March	England, Wales
2	2nd February	12th April	England, Wales, ,Scotland, Northern Ireland
3	2nd March	10th May	England, Wales, ,Scotland, Northern Ireland
4	30th March	7st June	England, Wales, ,Scotland, Northern Ireland
5	27th April	5th July	England, Wales
6	10th August	18th October	Scotland
7	7th September	15th November	Scotland ,Northern Ireland
8	5th October	13th December	Scotland ,Northern Ireland
9	2nd November	13th December	Scotland

You must attempt to make contact with ALL issued cases (telephone or face-to-face) within **three weeks** of receiving your assignment.

Attempts to trace movers should be completed as quickly as possible. Any movers out of your area should be assigned a final outcome code (601) immediately so we can re-allocate to another interviewer. Any untraced movers should be assigned a final outcome code (602) so that we can start the office tracing steps. You must compete all tracing steps must be complete within **ten weeks** of receiving your assignment.

At the **end of fieldwork** you must finalise all outstanding cases by assigning a final outcome code and synchronise your tablet.

Make sure you let your RC/RM know of the dates that you will be working and keep them up to date about your progress in field.

8.3. Equipment

Please make sure you take very good care of the equipment, particularly the software key.

If you have any problems with the stadiometer or scales, or with using the activity monitors please contact your RM. If you have any problems with your tablet, please contact the CAPI Help Line. If you have problems with your stock of activity monitors, please contact the Rosie Loader, details above.

Please make sure that you take care of the barcode labels on the boxes and equipment. We will need to scan these when they are returned to the office, so it's important that they remain in a good condition.

When you finish each assignment you MUST return any unused **activity monitors** and **saliva kits** to the office as soon as possible. There is a limited stock of these items and we need to use them for other assignments.

We will keep track of the number of monitors and saliva kits you have been issued with and how many have been used.

At the end of fieldwork, we will provide you with a label to send back your stadiometer and scales. If you have any of the following left after fieldwork, please send them back inside the stadiometer box along with any spare saliva kits, gloves, hand gel and plastic bags.

8.4. Return of work and reporting

Saliva samples to the laboratory

You can save up the saliva samples you collect until you have enough to fill up a jiffy bag, but you should be posting samples back **weekly**. However, please don't overfill the jiffy bags and do not put more than 15 samples in one bag. The jiffy bags can be put directly in a post box – no need to go to the Post Office.

Paperwork to head office

Please return paperwork regularly throughout the fieldwork period in the return envelopes provided. Please use separate envelopes for **consent booklets** and the **Strengths and Difficulties Questionnaires**, although multiple copies of each can be sent in a single envelope.

Electronic data synchronisation

Remember that you should use Electronic Contact Sheets in the place of paper contact sheets. It is expected that you will log your calls on the tablet and then sync your machine at the end of each working day so that we have an accurate picture of what is happening in field at any given time. If you sync each day, it will make sure that you pick up the latest sample information, too. Synchronising each day is also important if you are placing activity monitors and time use record as this is how the office will be notified of the days the young person will need to wear the activity monitor and complete the time use record. This means the electronic diaries are set up and the text messages reminders are sent on the correct day.

Remember to finalise any unproductive cases at the end of your assignment.

8.5. Tracing

All tracing steps must be recorded in the Electronic Contact Sheet before assigning a final outcome code. This information will be checked and is crucial. If you have any questions about tracing procedures, please contact your RM.

If a family has been traced to a location outside of you area, please contact your RM. The RM will verify and check the distance between traced families and allocated interviewers, to determine if they should be re-allocated.

8.6. ‘Average’ assignment details

The following figures are all averages, the batch sizes will vary:

- 14 addresses have been issued per interviewer
- We expect there to be around 2 mover families per point that will require some level of tracing, however this may vary depending on which area/city you are working in.

8.7. Supervisions

We have to supervise absolutely everyone working on this survey as early as possible ideally on you first interview, even if you’ve recently been supervised on another survey. Please tell your RC/RM immediately you have booked your first appointment(s), so that a supervision can be arranged.

Survey Information and Processes
APPENDICES

- **Appendix 1 Guidelines for research with young people**
- **Appendix 2 Participant pack and pre-notification letters**
- **Appendix 3 Survey outcome codes**

Guidelines for research with young people

Further guidance on research with young people at CNC6

Life of a 14 year old and CNC6

The teenage years are a vital period of development for young people and a time when they undergo physical, psychological and behavioural changes. The young people in CNC6 will be at various stages of puberty, with gender an important factor to take into account: most girls will begin puberty at 8-14 years of age, with the average age being 11; boys tend to develop later than girls, and the development process usually takes longer. Most boys begin puberty at 9-14 years of age, with the average age being 12.

It may be possible that girls are potentially more ‘grown up’ than boys by the time of fieldwork, although this will vary.

During this time teenagers may become moody, self-conscious about their appearance and personality and compare themselves to others. Teenagers may question authority and family values, look more to their peers than to their parents and strive for greater independence and privacy.

This may affect their confidence and perhaps make them feel they don’t have the skills to take part in the different elements. They may be concerned about failing the assessments, or their peers may think that their participation is ‘uncool’.

School life will be increasingly important for young people at age 14. This is when those in England and Wales are choosing their GCSE options. These decisions may be scary for some, and place them under more pressure than they have faced before.

It will be important to present the study as different to school work. It is not a test and is something interesting and valuable for them to do.

Outside school, 14 year olds tend to be increasingly spending time indoors (although not necessarily with their family). When young people are at home they tend to be playing computer games, on their laptop/phone (e.g. on social networks, texting their friends), or watching TV. When not at home they are usually doing things like shopping/hanging around shopping centres, playing in sports teams, going to the cinema or bowling.

Teenagers are proficient users of social media, communicating widely with family and friends on Facebook, Twitter, Instagram etc. Teenagers like to share thoughts and feelings and need places to express themselves. It is important to consider that young people’s use of social media and interests change quickly e.g. there’s evidence that Facebook is becoming less popular, perhaps because their parents and other generations are joining. Although this generation is more familiar than its elders with digital technology, it is also more wary about the potential dangers, particularly regarding online privacy.

Reassurances about security will be important, especially for the time-use record and activity monitor. Young people will need to be reassured that their movements are not being tracked and that the technology is safe for them to use.

Family remains really important for young people, although friends are becoming increasingly important. At this age young people are more likely to start getting involved in ‘risky’ activities such as smoking, drinking alcohol and sex; this is how they are stereotypically portrayed in the media.

The young person questionnaire asks young people about participation in such activities and therefore it will be important to provide reassurances about confidentiality as required.

However, it is important to bear in mind that statistics on participation in these 'risky' activities show that relatively small proportions of young people are actually involved in these activities and there is a declining trend. For example, in 2011, 17% of pupils had ever taken drugs, compared with 29% in 2001. In 2011, 5% of pupils smoked regularly (at least once a week), halving from its peak in the mid-1990s. Similarly with drinking alcohol, 12% of 11-15 year olds drank alcohol in the week prior to be surveyed, down from 26% in 2001. This challenges the media portrayal of large proportions of young people getting involved in these kinds of activities.

By the age of 14 young people are becoming a lot more interested in the world around them and are likely to be more interested in how research findings are being used and impact on society. They are forging their own opinions and views.

You will need to be prepared to discuss with young people the importance of the study for society and this may be a key reason for their participation.

Feedback about 14 year olds from pilot interviewers

Interviewers reported that young people varied greatly, with some easy, pleasant and interested in the study. As the young people were older than the children at CNC5 they were more interested in surveys and so easier to engage in the study. It was also easier to relate to young people as they were older. Young people were interested in the study because it is about "their age group".

However, interviewers did find some young people who were more difficult to engage with and who didn't want to take part in the study. In these circumstances trying to speak to the young person can help so you can try and find out why they don't want to participate.

Interviewers emphasised the importance of building up a rapport with the young person. One interviewer said she spoke to them about their hobbies and what they do at school as a way of building trust and acceptance. Another interviewer spoke of the importance of giving them time to get used to them, to relax and get a feel for the study so they can see it's not a test. They need "10 to 15 minutes to weigh up the interviewers".

Of course 14 year olds are not all the same and so it is important that you react to each young person individually and tailor your approach depending on their circumstances.

Guidelines for research with young people

Below we have provided some additional guidance regarding approaches to working with young people, specifically young teenagers.

The adult-young person power relationship will vary from family to family although young people will usually like their parent to be involved in decisions about the study

- Age is not the key factor driving the degree of autonomy young people exercise and therefore care needs to be taken when taking a blanket approach to engagement and decision-making around participation based on age.

- There will be variation in the degree of autonomy young people have in decision-making and the role that parents play in this process. This is not necessarily related to the age of the young person and will usually be based on parents' assessment of their child's maturity.

- However, young people often feel reassured by knowing their parents remain involved decisions about participation in the study and individual elements even as they gain more autonomy themselves.
- Parents want some involvement in the decision and will often want to discuss things together with their child.
- Providing information and patiently answering questions will be important.

Young people like a sense of 'control' over the survey

- Young people often want a sense of control over the survey in order to feel more comfortable participating. Part of this lies in feeling informed about the process and reasons for being asked to participate. Being prepared to explain why young people are being asked to do each element will be important.
- Highlighting that the young person questionnaire is self-completion will be important as it will give them reassurance about being able to take their time, confidentiality etc.

Young people are especially liable to be influenced by those around them

- They like to avoid being judged by others (siblings, parents, peers, interviewers). This could potentially mean that they are prone to give answers to questions they think people want to hear, or feel anxious about being judged by the result of the physical measurements
- They may have a desire to please, which could disguise any potential worries they have about taking part
- To overcome these you may need reassure them that the survey is informal and non-judgemental. It may be best to reiterate at this stage that we just want to understand about young people growing up today (e.g. how they grow and learn and what they do and think about things)
- Be sensitive to young people's concerns about who else is in the room or can see what they are doing, for example, when they are being weighed, or filling in the questionnaire
- Consider task-specific concerns they may have and prepare in advance how you can address these

Young people will respond well to being shown respect as individuals

- For example by being invited to take part, and thanked (rather than told to)
- Being asked when/how they will take part
- Receiving their own letter /booklets
- In general, you must make sure the young person feels their views and opinions are respected and show appreciation for their help.

Young people can be reticent or anxious about new things

- Young people can be anxious about the activities until they understand exactly what they will involve and what the experience will be like for them. Communicating fully and clearly about the practicalities involved and what it will "be like" will help to reassure them and encourage participation.
- In this context, young people are reassured by the idea that they will be asked about participating in each element, and can say yes or no to each, and stop or skip if there is anything they do not like.

Be aware that young people may be shy, nervous or lacking confidence

- Young people will be used to doing tests and exams at school. Therefore it's important to emphasise this isn't a test and there are no right or wrong answers etc.
- Put them at ease if they appear shy, nervous or anxious

- Be friendly and interested (but not overfriendly)
- Maintain eye contact and smile
- Find out what they like to be called (e.g. James/Jamie) and address them by their name throughout the interview

Think about body language and where you both sit in the room. You will need to provide the young person with a further information leaflet 'I've helped– what now?' which provides additional information including a thank you for their participation, what will happen next and details of who to contact about the survey/or if have any other concerns about different things that are going on in their life.

Participant pack letter and pre-notification letters

- Participant pack – Letter for young people

CHILD OF THE NEW CENTURY

YOUR OPINIONS REALLY HELP

October 2014

Dear

My name is Emla and I am the new Director of Child of the New Century. I'm writing to thank you for being part of the study for nearly 14 years now. Your help has made a big difference, and I very much hope you'll continue taking part in the future.

You are one of 19,000 young people chosen to represent the generation born at the start of the new millennium – the children of the new century. This study is all about where you are now, how you got there, and where you're going in the future. Individually you're each unique, and together you represent the diversity of young people growing up in the UK today.

Since the last survey at age 11, you've grown up a lot. Most of all, you've become a teenager, which is an important milestone in your life. We want to continue following your journey through secondary school and adult life.

The next survey will take place in 2015 when you're 14 years old. We'll be writing to you again to tell you about what will be involved. But for now, we wanted to send you some information to remind you what the study is all about, and why your role in it is so valuable. We've included some small gifts as a thank you for all your help so far.

You may also have noticed that we've had a bit of a makeover! As well as a new look, we've got a brand new website with lots of interesting information about the study, what we've learned and how you've helped make a difference. Visit us at **www.childnc.net**. You can also follow us on **Twitter @childnewcentury** and **Facebook www.facebook.com/childofthenewcentury.**

With my very best wishes,

Emla Fitzsimons

Emla Fitzsimons
Director of Child of the New Century

CHILD OF THE 70s

YOUR MEMBERSHIP CARD

CHILD OF THE NEW CENTURY

IS A VALUED MEMBER

- Pre-notification mailing – Letter for young people

CHILD OF THE NEW CENTURY

UPDATE

Month 2014

Dear Study Member,

My name is Emla Fitzsimons, and I'm the Director of Child of the New Century. I recently sent you some information about the study, and why your voice is so important and unique. I hope you found it interesting - and that you liked the small gifts too!

Child of the New Century is the only study in the UK that shows us both what life is like for young people growing up in the UK today *and* that has followed your lives since you were babies. This makes it one of the most important and influential studies of its kind, because to understand how we got to where we are, we need to understand the past as well as the present.

Researchers worldwide use information in the study to describe different aspects of your lives. This research then helps improve decisions that policymakers make on behalf of young people. I've enclosed a short leaflet along with this letter. It tells you what you all told us at age 11 about different aspects of your lives. I hope you find it interesting. There is also more on the website, **www.childnc.net**.

The next survey is planned for when you are 14 years old, in 2015. It has lots of new things this time round! We will write to you again soon to give you more details about it and to invite you to take part. Like last time, the survey will be carried out by the company Ipsos MORI. We very much hope you will take part again. Of course, it is up to you and your parents to decide, and the interviewer will be more than happy to discuss it with you too.

If you have any questions, or would prefer not to take part, please call us on **Freephone 0800 092 1250** or email us at childnc@ioe.ac.uk.

You can keep up to date with the study through our website at **www.childnc.net**. You'll find lots of information about taking part and what we've learned - you can even check out our new animated video about the study! You can also follow us on **Twitter @childnewcentury** and **Facebook www.facebook.com/childofthenewcentury**.

I very much hope that you will be happy to help us with this important study.

With my best wishes,

Emla Fitzsimons

Professor Emla Fitzsimons, Study Director

- Pre-notification mailing – Letter for parents

CHILD OF THE NEW CENTURY

UPDATE

Month 2014

Dear Parent(s),

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

The study has now been going on for nearly 14 years! I am pleased to enclose a booklet containing some initial findings from the previous survey, carried out three years ago when your child was age 11. I hope you enjoy reading it. There is also more on the website, **www.childnc.net**.

I have recently taken over from Professor Lucinda Platt as the Director of Child of the New Century and am delighted to be taking forward such an important and influential study. Without your contribution, the study would simply not happen, and I wish to extend a heartfelt thanks to each and every one of you for participating over the years.

The influence of the study will increase as it continues to follow your children's lives as they grow. **The next stage of the study will take place in 2015, when your child is 14 years old.** Like last time, the interviews will be carried out by Ipsos MORI, an independent research organisation. They have a great deal of experience and expertise in surveying families and young people in particular.

We will write to you again soon to give you more details about the Age 14 Survey and to invite you to take part. An interviewer from Ipsos MORI will then get in touch with you. We really hope you and your child will take part again, as you make a unique contribution to the study which can never be replaced. But it is of course your decision, and the interviewer will be happy to discuss this with you.

If you have any questions or would prefer not to be contacted about the Age 14 Survey, please call us on **Freephone 0800 092 1250** or email **childnc@ioe.ac.uk.** Please also let us know your new address if you have moved since the last time we saw you, so that we can reach you to invite you to take part.

You can keep up to date with the study through our website at **www.childnc.net**. The website includes lots of information about taking part, what we've learned, and even a new animated video about the study. You can also follow us on **Twitter@childnewcentury** and **Facebook** **www.facebook.com/childofthenewcentury.**

I look forward to keeping in touch with you as the study goes forward.

With kind regards,

Emla Fitzsimons

Professor Emla Fitzsimons, Study Director

Survey outcome codes

Final outcome codes

Interviewer coded

The following outcomes can be selected in the ECS from the list of ‘final outcomes’ when logging a **face-to-face visit** to the cohort family.

211 Cohort member has died
212 Cohort member has moved abroad
306 Contact made but refused to give information about household/names
309 Broken appointment – no recontact
311 Refusal by cohort family
312 Refusal by other/unknown person
402 Language difficulties
403 Refusal because away/in hospital during entire survey period
404 Refusal because ill at home during survey period
405 Other (please specify)
504 No further contact
505 No contact with anyone at address (after required visits made)
601 Cohort member has moved to address outside my area (Office to reallocate)
602 Cohort member has moved and unable to find follow-up address
607 Address inaccessible
608 Unable to locate address/ insufficient address

Automatic/office coded

The four outcomes below cannot be selected by you in the ECS but they are used to finalise a case depending on the circumstances.

The first two – fully and partially productive – are coded automatically by the ECS in productive households, once all elements have a final outcome.

The two refusal codes are coded directly by the office: refusal to office will be coded in response to respondent contact with the office to indicate a refusal; and a refusal over the telephone can be coded by the office if you contact your region manager or coordinator to indicate that you have been forced, due to circumstances, to accept a refusal over the telephone, and therefore will not be able to visit the household.

110 Fully productive
130 Partially productive
308 Refusal to Office
313 Refusal over the telephone (office code)

Interim outcome codes

The interim codes available differ slightly depending on the mode and person contacted.

F2F visit to cohort family address

The following interim outcomes are available to you to code in the ECS as the outcome of a particular visit.

701 Appointment made
703 Broken appointment
704 No contact (with anyone at all)
705 Contact with Cohort family: Refused all information or has no information
706 Contact with other/unknown person: Refused all information or has no information
707 New address/phone number for Cohort family obtained
708 Other new information about Cohort family obtained
709 Cohort family address confirmed (i.e. issued address confirmed as residence of CM)
710 Agreed to pass on tracing letter
714 Left occupier letter
715 Address not located/ inaccessible
716 Cohort family has moved and attempting to trace (i.e. CM not resident at issued address)
717 Contact with other/unknown person: Other
718 Contact with Cohort family: Other

Telephone calls

The interim outcomes below are available to you to code in the ECS as the outcome of a particular phone call to one of the contacts available (family home phone number, one of the parent #1 or parent #2 phone numbers, stable contacts, etc). The list is very similar to the interim codes above for face-to-face visits – some telephone-specific outcomes are included: 702 left message/calling card, and 713 telephone number disconnected/unobtainable; and an outcome which will only be available for contact with stable contacts: 711 stable contact is deceased. The correct list will be presented depending on the contact.

701 Appointment made
702 Left message/calling card
703 Broken appointment
704 No contact (with anyone at all)
705 Contact with Cohort family: Refused all information or has no information
706 Contact with other/unknown person: Refused all information or has no information
707 New address/phone number for Cohort family obtained
708 Other new information about Cohort family obtained
709 Cohort family address confirmed (i.e. issued address confirmed as residence of CM)
710 Agreed to pass on tracing letter
711 Stable contact is deceased
713 Telephone number disconnected/unobtainable
716 Cohort family has moved and attempting to trace (i.e. CM not resident at issued address)
717 Contact with other/unknown person: Other
718 Contact with Cohort family: Other

Postal interim outcomes

The following outcomes are available for postal calls.

719	Posted stable contact tracing letter (only for stable contact)
720	Posted standard tracing letter (only for neighbour)
721	Posted schools tracing letter (only for school)
722	Posted advance letter (only for Cohort family address)
723	Posted occupier letter (only for Cohort family address)
724	Posted appointment mailing (only for Cohort family address)

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About Ipsos MORI's Social Research Institute

The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methodological and communications expertise, helps ensure that our research makes a difference for decision makers and communities.