

**P2322**  
**National Child Development Study**  
**(NCDS)**  
**2004 Survey**

**Editor's code book and**  
**CATI edit instructions**

## **Introduction**

These instructions outline the coding and editing requirements for the NCDS 2004 Study. This document explains the editing tasks that you need to carry out and it contains the code frames you will need for coding. In this study, respondents are called 'Cohort Members' (CMs for short), and that is how they will be described in this document.

This document should be used in conjunction with the NCDS CATI edit questionnaire.

## **Background to the NCDS**

The National Child Development Study (NCDS) began in 1958, when data was collected about over 17,000 babies born in England, Scotland and Wales between 3<sup>rd</sup> and 9<sup>th</sup> March 1958. Since then, the Cohort Members have been followed up six times, at ages 7, 13, 16, 23, 33 and 41/42, to collect data about their health, educational, social and economic circumstances. NatCen carried out the most recent survey of the cohort in 1999/2000. Then during 2002 – 2004, approximately 9, 4000 CMs took part in a medical survey carried out by NatCen Nurses.

The 2004 questionnaire consists of a telephone interview (CATI) covering the following areas:

- Housing
- Partnerships – current and ex-partners
- Births and other pregnancies
- Periods of lone parenthood
- Children and the wider family
- Family income
- Employment status/employment history
- Education & Training
- Access to and use of computers
- Basic skills (numeracy & literacy)
- General health
- Smoking and drinking
- Diet and exercise
- Experience of crime
- Social Participation
- Identity and Self esteem

We hope that this information will help put the interviews you are working on in context.

## **Coding**

The coding of interviews is mainly taken care of in the CATI through the use of fully closed questions. There are, however, some questions where the full

range of responses could not be predicted before the interview, or where the interviewer was unsure how to code a particular response within the existing code frame. In these cases interviewers are given the opportunity to record answers verbatim. These are known as 'other-specify' questions. In addition, there are some questions where a code frame was deliberately not included in the CATI, and interviewers were asked to record the CM's complete answer to this question. This type of question is called an 'open' question.

### *Other-specify questions*

Most of the questions in the edit program are 'other-specify' questions. For most cases it will be possible to code these 'other' answers back into the existing code frame (back coding). In fact, this should be your first aim. In this code book, the existing code frames are always enclosed in a boxed frame.

However, back coding will not always be possible, as new, distinct group(s) of responses may emerge. The researchers at NatCen have looked at some early data from this study as well as a similar study, BCS70, and tried to identify where new codes might be necessary. In this coding document these additional codes are listed **after** the boxed existing code frame. You should use these codes where the existing code frame is not appropriate. Any 'other-specify' cases which are difficult to code should be referred to the supervisor or, ultimately, the researchers with a note being made on the fact sheet.

'Other-specify' questions may be **multi-coded** or **single-coded**. Whether the question is multi or single-coded is indicated in this document. Most of the questions are multi-coded; that is more than one answer is allowed to be coded. However, there may be a maximum limit set for the number of possible answers that can be coded.

During coding, if the question to code is multi-coded then the edit program will take you straight to the edit field that contains the new code frame (i.e. the existing code frame with any additional codes and 'other' categories). At this point you should use the information on the factsheet to code appropriately. However, if the question to code is single-coded then the edit program does not take you to the edit field as for the multi-coded questions. Instead the program will take you to the 'tryback' field. At this point you will be instructed to go back to the original question and re-code the answer. The verbatim text will appear on screen, but again you should use the text on the factsheet and attempt to code using the new code frame.

For multi-coded questions, if you find it too difficult to code or are unsure about how to code, a '96' should be entered at the edit field. Then press 'end'. This will take you to the 'tryback' field at which point you should code '3 - Refer to supervisor/ Leave for later'. For single-coded questions, if you find it too difficult to code or are unsure about how to code it, you should leave the original 'other' answer in the edit field and assign code 3 'Refer to supervisor / Leave for later' in the 'tryback' field. This is the **ONLY** time that you should make use of this 'tryback' field.

## *Open questions*

For these questions the researchers have looked at the answers given, and developed entirely new code frames from these responses. You should choose the most appropriate code from these code frames. If the response does not fit any of these codes, it should be assigned to one of the 'other' codes as appropriate.

Open questions may also be **multi-coded** or **single-coded**. This is also indicated in this document at each question.

For open questions there is no 'tryback' field; the edit program will take you straight to the edit field with the new codeframe and verbatim text answer.

## *'Other' codes*

There are three types of 'other' codes allowed at all 'other-specify' and 'open' questions. These are:

- Code 94 – 'Other specific answer not in codeframe'. This will be used for most of the responses that cannot be coded to the existing/additional codes.
- Code 95 – 'Vague / Irrelevant' answer. This should only be used for responses that are irrelevant, that is they do not answer the question.
- Code 96 – 'Editor cannot deal with this'. Use this code if you find a response particularly difficult to code or if it is taking a long time to decide which code to allocate.

## *Coding DKs & refusals*

If the 'other' answer is a 'don't know' or <Ctrl+K>, you should use a 'don't know' or 'no specific reason' option if available in the code frame. If this is not available, you should enter a <Ctrl+K> and record this on the factsheet.

Where the answer is a refusal or <Ctrl+R>, the original question should be coded as 'Refusal', **NOT** as 'other'.

## *Occupation and Social Class Coding*

You will also need to carry out Occupation and Social Class coding as standard at the questions specified.

<p><b>Any cases that you find too difficult to code or are unsure about how to code should be referred to the Operations Department / researchers, making a note on the factsheet.</b></p>
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**For 'other-specify' questions, you will also be able to indicate that you are unable to code using the 'tryback' field in the edit program and assigning code 3 as described above.**

**If you find that recoding a response affects subsequent routing, you must select 'Undo all edits' from the File menu before you exit the case. You should then tab this discrepancy for the researchers' attention.**

## **Editing**

As with coding, most of the editing is carried out by interviewers in the field. There are consistency error checks within the CATI program which are activated when the interviewer enters conflicting data. These consistency errors consist of hard and soft checks. Hard checks must be resolved by the interviewer, but soft checks can be suppressed by the interviewer and investigated at the coding and edit stage.

Errors in the data are triggered for the editor to action as you move through the questionnaire. Editing is to be done in Blaise in CATI mode for editing. It is important that you only make changes to the data according to the rules written down in these editing instructions. Where a situation has not been covered you should always consult your supervisor. Your supervisor will know if another editor is encountering a similar difficulty or omission and will be able to advise you.

### *Interviewer notes / remarks*

The first stage of the NCDS edit is to read and interpret **all** notes made by interviewers in the CATI. These notes are listed on the fact sheet. The presence of an interviewer note in Blaise is indicated by a small paper clip symbol, which appears alongside the answer where the note was made. All remarks, whether attached to an open question or not will be listed on the factsheet, under the heading 'Remarks'. You should read these and do any 'obvious' recoding. When you are in the edit programme, if you want to read a remark put your cursor in the appropriate answer field (i.e. next to the paper clip symbol) and press <Ctrl+M> to open it. To close the note press <Alt+S>. Interviewers have been asked to record any remarks at the question concerned, but sometimes they may record notes at an adjacent question instead. Using these notes it may be possible to establish what the correct response should have been and subsequently back code a response into the existing code frame. You should only do this if you feel confident that the note shows that the interviewer used the wrong code. Please record any changes on the factsheet next to the relevant interviewer note. Please TAB any remarks that you are uncertain of so that your supervisor / researcher can look at the relevant note.

If you do not need to do anything in response to an interviewer note, please tick the note on the fact sheet so that the researchers know you have read and considered its contents.

**Please note that you should NEVER delete a case unless you have been instructed to do so by the researchers.**

## Factsheet

A fact sheet is provided to help with the coding and editing of CATI questionnaires.

On the factsheet there are several variables providing information about the case you are editing:

<b>Variable name</b>	<b>Description</b>	
Serial	This is the NatGen Serial Number, followed by a check letter.	
CLSKey	This is the serial number that CLS gave to the CM, when the survey began in 1958.	
Interview Date, Interviewer No, Wave No, Menu Note, Program version	Information about when the CM was interviewed, the interviewer number, and the wave of fieldwork.	
Outcome code	This indicates whether the interview was productive or unproductive. An explanation of the codes follows:	
	110	Fully productive interview
	210	Partially productive interview
	440	Refused during interview

There are also all the variables that need backcoding, which are specific to the case that you are editing.

Coding decisions should be written on the fact sheet. If the question has not been printed on the fact sheet please write the question name, original response and recoded response at the end of the fact sheet, and then send the fact sheet to the researchers.

## Start of questionnaire (Module name Qstart)

Question name	Instruction
Bdat1 (Screen 4)	<p>If day of birth differs to factsheet but is between 3-9, check for any interviewer notes. Suppress check if there are no notes.</p> <p>If interviewer notes indicate that CM was not born between 3-9 March 1958, tab case.</p>
CMName (Screen 4)	See notes on Household Grid on Page 10
CMSex (Screen 4)	<p>Check CM gender on factsheet against CATI. If gender on factsheet differs to CATI, check for any interviewer notes.</p> <p>If the following soft check appears:            “INTERVIEWER: The CM sex has been recorded as ‘female’ on the sample. You have now changed this to male” (or vice versa), check for any interviewer notes.</p> <p>Suppress this check if there are no notes.</p>
Normal1 (Screen 5)	<p>Please check interviewer notes carefully in case they allow you to make amendments to this section.</p> <p>If CM is</p> <ul style="list-style-type: none"> <li>• ... temporarily working away from home , their Normal Address is their permanent home address.</li> <li>• ... in hospital / prison for &lt; 6 months, their Normal address is their home address</li> <li>• ... in hospital / prison for 6 months or more, their Normal address is hospital or prison</li> <li>• ... in the armed forces / merchant navy and stationed away from home for 6+ months, their Normal Address is their current forces or merchant navy address.</li> </ul> <p>If CM has more than one address, take the address the CM considers to be their main address.</p>



Question name	Instruction
Residenc (Screen 8)	<p>Please check interviewer notes carefully in case they allow you to make amendments to this section.</p> <p><u>Private residence</u> Include</p> <ul style="list-style-type: none"> <li>• armed forces married quarters</li> <li>• accommodation rented by National Health Service and Local Government workers</li> <li>• separate flats provided by a University for students</li> <li>• all other non hostel accommodation tied to employment or training</li> </ul> <p>Exclude hostel type accommodation e.g. a room in a Nurses' Home, Students' Hall of residence or other place of work.</p> <p><u>Sheltered housing</u> Residents must have self-contained flats with their own kitchen and bathroom (regardless of any shared facilities such as a lounge). If the Cohort Member's accommodation is not self-contained then they live in an institution and this should be coded under one of the categories below.</p> <p><u>Hotel / Boarding House / Residential hostel</u> Hostels open to <u>all</u> regardless of need and occupation.</p> <p><u>Hostel for homeless / Women's Refuge / Night shelter etc.</u> Any accommodation provided for single or married people with particular social or family problems (including homelessness). Placement is on a <b>temporary</b> basis.</p> <p><u>Barracks / Room in Nurses' hall of residence / student hall of residence etc.</u> Accommodation is of the hostel type but is tied to education, training or employment and is not open to all.</p> <p><u>Room (only) at workplace</u> e.g. if <u>working</u> in a hostel, in a Children's Home, special school or some other residential institution.</p> <p><u>Hospital</u> Include all those who are in-patients in any form of hospital. See note at normal address rules (above) for details of length of stay for inclusion. N.B. If no 'normal' address, take current address.</p>

## Household grid (Module name QBHGrid)

Question name	Instruction										
Name (Screen 11)	<p>The first person in the household grid <u>should be the</u> Cohort Member – check name of the person entered on the first line of the grid against fact sheet.</p> <p>If name is different – check if the Cohort Member has changed their name (NameSame = changed and CMName = RESPONSE).</p> <p>If the CM has not changed their name or has been entered somewhere else in the household grid, tab the case for the attention of the Operations Department.</p> <p>Please check interviewer notes carefully. Interviewers have recorded the correct spelling of household member’s names in a note, if they were unable to record it in the CATI. Please correct the spelling of names.</p>										
Rage (Screen 11)	<p>Unless the interviewer has made a note suppress this check.</p> <p>Code less than 1 year old as 0</p>										
RelToKey (Screen 11)	<p>Please check interviewer notes carefully.</p> <p>If the CM has an ex-partner who is still living in the household code 97 ‘Other’.</p> <p>In this survey, child is defined by relationship to the CM (i.e. son / daughter), not age. So use the relevant code for child (e.g. codes 3-7) based on their relationship to the CM, even if the ‘child’ is an adult.</p> <table border="1" data-bbox="387 1301 1383 1608"> <tbody> <tr> <td data-bbox="387 1301 547 1384">Code 3</td> <td data-bbox="555 1301 1383 1384">Only code CM’s natural child here. Exclude fostered / adopted children or children of their partner / spouse.</td> </tr> <tr> <td data-bbox="387 1386 547 1424">Code 4</td> <td data-bbox="555 1386 1383 1424">Only code legal adoptions here.</td> </tr> <tr> <td data-bbox="387 1426 547 1496">Code 5</td> <td data-bbox="555 1426 1383 1496">Only code natural child of CM’s <u>current</u> spouse/partner, where there has been no legal adoption.</td> </tr> <tr> <td data-bbox="387 1498 547 1568">Code 6</td> <td data-bbox="555 1498 1383 1568">Only code natural child of CMs <u>previous</u> spouse/partner, where there has been no legal adoption.</td> </tr> <tr> <td data-bbox="387 1570 547 1608">Code 7</td> <td data-bbox="555 1570 1383 1608">Only code foster children here.</td> </tr> </tbody> </table>	Code 3	Only code CM’s natural child here. Exclude fostered / adopted children or children of their partner / spouse.	Code 4	Only code legal adoptions here.	Code 5	Only code natural child of CM’s <u>current</u> spouse/partner, where there has been no legal adoption.	Code 6	Only code natural child of CMs <u>previous</u> spouse/partner, where there has been no legal adoption.	Code 7	Only code foster children here.
Code 3	Only code CM’s natural child here. Exclude fostered / adopted children or children of their partner / spouse.										
Code 4	Only code legal adoptions here.										
Code 5	Only code natural child of CM’s <u>current</u> spouse/partner, where there has been no legal adoption.										
Code 6	Only code natural child of CMs <u>previous</u> spouse/partner, where there has been no legal adoption.										
Code 7	Only code foster children here.										
MS (Screen 11)	<p>This refers to the marital status as opposed to the legal marital status collected in MarStat (see below). Please check interviewer notes carefully. Some interviewers found it difficult to navigate the checks and have made detailed descriptions of the marital status.</p>										
MarStat (Screen 11)	<p>This refers to legal marital status and can differ to what was previously recorded at MS.</p>										

**Question** OthLang  
**Back code** Back code OthLang to XLango  
**Type of question** Other – please specify  
**Question text** INTERVIEWER: ENTER LANGUAGE  
**Routing** {If answered 'Other' to 'What language other than English is spoken at home? / What language is normally spoken at home?' (LangOth=Other)}

**CODE ONE ONLY**

1	Welsh
2	Gaelic
3	Hindi ( <i>include Kuch</i> )
4	Urdu
5	Greek
6	Turkish ( <i>include Türçe</i> )
7	Chinese ( <i>include Cantonese, Guoyu, Gwongjauwa, Han Yu, Hanbun, Hua Yu, Jungmahn, Mandarin, Pu Tong Hua, Zhongwen</i> )

**Additional Codes**

- 8 Other Asian Language (Abkhaz, Adyghabza, Adyghadze, Adyghe, Ainu, Akha, Alarabia, Apsua, Arabic, Armenian, Assamese, Assyrian, Azerbaijani, Azæbaycan, Bama zaga, Bangla, Bengali, Burmese, Cambodian, Chechen, Dili, Erzya, Farsi, Georgian, Gujarati, Hanguk mal, Hayeren, Hinko, Hok-gkian'ue, Hokkien, Hö-ló-oë, lu-Mienh, Japanese, Joson mal, Kamassian, Kannada, Karen, Kartuli, Kashmiri, Kazakh, Khakas, Khmer, Khowar, Konkani, Konknni, Korean, Kurdî, Kurdish, Kurmandzh, Lahu, Lao, Laotian, Lisu, Malayalam, Manchu, Marathi, Marwari, Mator, Memon, Mienh, Mirpuri, Moksha, Nokhchijn, Noxcijn, Nuristani, Oriya, Ossetian Iran Avsag, Pahsah Lahu, Pahsáh Tai, Pamir, Panjabi, Pashto, Pashtu, Persian, Piasaa Gmae, Punjabi, Pushto, Qazaq, Sanskrit, Sindhi, Sinhala, Sinhalese, Sylheti, Tajik, Tamil, Telegu, Telugu, Thai, Thangmi, Tibetan, Tulu, Turkmen, Türpen, Uchinaaguchi, Vietnamese)
- 9 Other European Language (*include Jarj, Scottish / Scots / Lallans*)  
 N.B: Code frame is continued on the next page
- 10 African Language (Acholi, Afrikaans, Akan, Amharic, Ateso, Azulu, Bambara, Bassa, Bemba, Bole Bo Pikka, Bura, Chewa, Chibemba, Chichewa, Chinyanja, Chishona, Chitonga, Congo Zaire, Coptic, Dagaare, Deresa, Dinka, Dioula, Dschang Yemba, Dulla, Edo, Eton, Ewondo, Fon, Fulanee, Fulfulde, Ga, Gambian,

Ganda, Ghanian, Guosa, Gurage, Hausa, Ibo, Icetot, Igbo, Ik, IsiXhosa, IsiZulu, Kasem, Kembata, Kikumba, Kikuyu, Kinyarwanda, Kirio, Kiswahili, Kpelle, Krio, Kswaili, Lingala, Luganda, Lunda, Luvale, Maasai Ma'a, Malagasy, Mandinka, Mandinga, Mandingo, Mende, Moore, Ndebele, Nigeria, Nyanja, Oromo, Pulaar, Rutoro, Rwanda, Sepedi / Northern Sotho Sepedi, Sesotho, Setswana, Shona, Sidamo, Sierra Leonean, Silozi, Siswati, Somali, Swahili, Swati, Temne, Teuso, Tigrigna, Tigrinia, Tsonga, Tswana, Twi, Venda, Welayta, Wolof, Xhosa, Yoruba, Zulu)

**Other**

94

Other specific answer not in codeframe  
(not codeable 1-10)

95

Vague / irrelevant answer

96

Editor can't deal with this.

## Housing (Module name QHouse)

Question name	Instruction
WhoTen (Screen 18)	If CM does not have resident spouse or partner living in the household, code 4 ('Yours and someone else's name').
Housing history (Screens 19 – 28)	If soft checks appear in the housing histories which have been suppressed, please take extra care to check if any interviewer notes have been made which allow you to make amendments to this section.
Homeb, Homec, Homed, Homee, EverMove etc. (Screens 19 – 28)	<p>If the cohort member has been working or living abroad, the town and country should be recorded, e.g. Melbourne Australia. For such periods, each move should be recorded as a separate address.</p> <p>For example: If the CM worked in Australia for 12 months and lived in Sydney for all of that time, this counts as <b>one</b> address (even if they moved from one part of Sydney to another in this period). However if they lived in Sydney for 6 months and then moved to Melbourne for 6 months these should be counted as <b>two</b> addresses.</p> <p>If a cohort member was travelling, count the whole period of travel as <b>one</b> address and record it as '<i>travelling</i>'. We are not interested in each of the places they visited. However if they travelled for 6 months, then worked in one place for 6 months, these should be counted as two separate addresses. The first is travelling, the second in the name of the town or city and country where they were living for 6 months.</p> <p>Holidays lasting more than one month should <u>not</u> be counted as a change of address. Likewise if the CM is on business visiting a factory etc for 5-6 weeks, this is a business trip, <u>not</u> a change of address.</p>

<i>Question</i>	WhyMoth (Module name QHouse)
<i>Back code</i>	Back code WhyMoth to <u>XWhyMo</u>
<i>Type of question</i>	Other – please specify
<i>Question text</i>	INTERVIEWER: Enter details of other reason moved.
<i>Routing</i>	{If answered 'Other' to 'Why did you move from your previous accommodation?' (WhyMoved=Other)}

**MULTICODE – CODE ALL THAT APPLY**

1	Wanted to buy
2	Wanted larger / smaller home <i>(do not include cheaper home / can no longer afford home)</i>
3	Wanted better home
4	Job changed / to be nearer work <i>(include Spouse / partner job change)</i>
5	Moved to better area
6	For children's education
7	Wanted place of own

**Additional Codes**

8	Need cheaper home / can no longer afford home
9	Evicted / repossessed
10	Relationship breakdown
11	New relationship <i>(include moving in with partner / spouse)</i>
12	Problem(s) with neighbours
13	Moving / returning from abroad
14	Health and / or other personal problems / to be nearer relatives <i>(include moving in with parents / spouse's parents)</i>

**Other**

94	Other specific answer not in codeframe (not codeable 1-14)
95	Vague / irrelevant answer
96	Editor can't deal with this.

## Current Partnerships (Module name QCurrpar)

Question name	Instruction
'Curpart' Questions (Screen 29)	If soft checks appear in this section which have been suppressed, please take extra care to check if any interviewer notes have been made which may allow you to make amendments to this section.

## Ex-partners history (Module name QExpart)

Question name	Instruction
'ExPart' questions (Screen 30-34)	If soft checks appear in this section which have been suppressed, please take extra care to check if any interviewer notes have been made which may allow you to make amendments to this section.
EXPART	If a Cohort Member lived with a partner for a while, split up but then got back together with the same person, this should be treated as two separate relationships.
EXPARTI (Screen 30)	This is the only question where separated does not mean legal separation – in this case it refers to the emotional end of the relationship.

## Lone Parenthood (Module name QBirth)

LONEPARA (screen 59)	<p>Lone parenthood means bringing up a child on your own, without a resident spouse or partner.</p> <p>Note: a separation in this case includes any cases where the parents are no longer living together, not just legal separations.</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>• periods living with others (e.g. parents, friends, etc) but without a spouse/partner;</li> <li>• periods when the spouse/partner is in prison or borstal, even if the relationship has not broken down;</li> <li>• cases in which the relationship has broken down and the couple are not living together, even if the spouse/partner shares in bringing up the children.</li> </ul> <p><b>Exclude:</b> periods of living apart temporarily when the relationship has <b>not</b> broken down except in cases where the partner is in prison/borstal (see above).</p> <p>Do not include periods of lone parenthood that started before the date of last interview.</p>
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## Family (Module name QFamily)

Back coding - Screen 113

Question	PhOther (Module name QFamily )
Back code	Back code PhOther to <u>XPersH</u>
Type of question	Other – please specify
Question text	(Who is this person?) INTERVIEWER: OTHER ANSWER - PLEASE SPECIFY.
Routing	{If answered 'Other' to "If you needed some support in your personal life, who is the person you would be most likely to turn to for support or other help?" (Pershelp1=Other)}

### CODE ONE ONLY

**N.B: Priority code if there is more than one person.**

1	Spouse / partner
2	Boyfriend
3	Girlfriend
4	Mother <i>(include stepmother)</i>
5	Father <i>(include stepfather)</i>
6	Brother
7	Sister
8	Female friend
9	Male friend
10	Neighbour

### Additional Codes

11	Spouse / partner's mother
12	Spouse / partner's father
13	Spouse / partner's sister
14	Spouse / partner's brother
15	Daughter
16	Son
17	Other female relative <i>(include Aunt, Niece etc.)</i>
18	Other male relative <i>(include Uncle, Nephew etc.)</i>
19	Other female
20	Other male
21	Other person (no gender specified)
22	Would prefer not to ask for help

### Other

94	Other specific answer not in codeframe (not codeable 1-22)
95	Vague / irrelevant answer
96	Editor can't deal with this.



<i>Question</i>	CareOth (Module name QFamily )
<i>Back code</i>	Back code CareOth to <u>XCareO</u>
<i>Type of question</i>	Other – please specify
<i>Question text</i>	INTERVIEWER: ENTER DETAILS OF ALL OTHERS CARED FOR.
<i>Routing</i>	{If answered 'Other' to "Who is it that you look after or help?" (CareWho=OthRel or CareWho=OthNoRel)}

**MULTICODE – CODE ALL THAT APPLY**

1	Spouse / partner
2	Daughter / Son
3	Parent or parent-in-law <i>(include step parents and step parents-in-law)</i>
4	Grandparent
5	Aunt or uncle
6	Friend or neighbour
7	Client(s) of voluntary organisation

**Additional Codes**

8	Brother / Sister of Cohort Member
9	Other relative of Cohort Member <i>(e.g. Niece / nephew / cousin etc.)</i>
10	Other relative of spouse / partner / Other in-laws <i>(e.g. Spouse's or partner's brother / sister / grandparent / aunt / uncle / niece / nephew / cousin / son / daughter.</i> <i>N.B: Spouse's or partner's parents should be coded 3)</i>
11	Other unrelated person <i>(include ex-mother-in-law, ex-husband's uncle etc)</i>

**Other**

94	Other specific answer not in codeframe (not codeable 1-11)
95	Vague / irrelevant answer
96	Editor can't deal with this.

## Family income (Module name Qfaminc)

Question name	Instruction
General point	Include income received by spouse & partner only.  Exclude any income from children aged 16+ and working / other household members.
IncAmt (Screen 114)	Code £1 million plus as 999999.
IncS (Screen 114)	This question refers to the Cohort Member <b>and</b> their partner / spouse.
IncAmt, EstInc (Screen 114)	Remember, if both Cohort Member and spouse/partner receive this separately, <b>combine amounts</b> .
Save SaveReg (Screen 114)	These questions are for the Cohort Member <b>and</b> their partner / spouse.
FinNow (Screen 114)	This question applies to the <b>Cohort Member only</b> , not to the Cohort Member and their partner / spouse

## Employment (Module name QEmploy)

Question name	Instruction
General point	See glossary section (below) for more detailed information on employment including definitions of jobs, unemployment, self-employment etc
CnetPay CgroPay (Screen 122)	Code £1,000,000+ as 999999.
CnetOPrd CgroOPrd (Screen 122)	Unless the interviewer has made a note suppress this check.
J21 (Screen 122)	Pension provision may be accumulated from several jobs, so 'inconsistencies' are possible --there are some soft checks

## Glossary for employment (Block QEmploy)

This section includes further information on employment.

**Many of the terms you need to refer to in the employment section are covered under main activity.** This term is referred to at EconAct, Activity1-Activityn and PEconAct when we ask you to code the **main activity** of the Cohort Member and partner or spouse respectively.

Where there are competing claims for main activity and changes in jobs or main activity status please follow the guidance given in the following sections, to help you decide which activity or job takes priority:

1. JOBS
2. UNEMPLOYMENT
3. OTHER

### 1. JOBS

The definition of a job may be different to that used in other surveys, but is standard for NCDS surveys.

#### A job is:

- a period of time working for one employer, including any changes in the actual work done (e.g. promotion).
- a period working as self-employed, doing the same line of work throughout the period.
- a period of time employed by one or more agencies to work temporarily for other organisations (i.e. as an agency temp), irrespective of how many of these organisations were worked for.

#### Include:

- Part-time jobs (29 hours or less a week), when these are the individual's main activity.
- Paid work done at home (baby minding, dressmaking, etc.) when these are the individual's main activity.
- Unpaid work for a family business, if main activity. A family business is a business that is owned by an immediate family member.
- Jobs held abroad so long as they satisfy the other conditions of inclusion.
- Periods in Armed Forces.

- Time spent on paid or unpaid maternity leave, if still employed and intending to return. If the Cohort Member did not return to work after maternity leave, the job ended at the point when this was agreed between her and her employer.
- Time spent away from work for one of the following reasons, if the Cohort Member has (or had) a job to return to:
  - on holiday
  - on strike or temporarily laid off
  - sick leave of between one and six months' duration
- Time spent on any course of full or part-time education, provided the individual was in paid employment throughout the period.
- Work in Sheltered Workshops. Many disabled people work in factories or offices that have not been adapted in any way to their circumstances. Those that cannot work in unadapted premises because of the severity or nature of their condition, often find work in sheltered workshops where their special needs can be catered for. The workshops, which normally operate as a commercial concern, are run by Local Authorities, Voluntary Organisations or by Remploy Limited - a special company set up by the government. A Cohort Member working in sheltered employment will count as employed.

#### **Exclude:**

- Jobs lasting under a month, unless current job.
- Second jobs done at the same time as a main job (please see definition of a main job below).
- Work-experience or sandwich jobs whilst in full-time education.
- Part-time or vacation jobs while in full-time education.
- Periods on government work or training schemes, unless the job provides (or is expected to provide) income independently of the scheme allowance. (Thus a period of self-employment would count as a job even if the individual was on the Enterprise Allowance Scheme (EAS), because the person would expect to receive an income from their self-employment activities; on the other hand, a period on ET where the sole income was the ET allowance would not count as a job).

Some individuals may want to describe periods on government schemes as jobs even though we are excluding them from our definition of a job. This is most likely to occur when Cohort Members who were not interviewed in 1999/2000 mention time on the Community Programme (CP), YTS, ET, Youth Training or Modern Apprenticeships.

The definition of a main job is as follows:

- If two jobs done at once, take one with most hours.
- If the individual works the same number of hours in both jobs, take the job they consider to be their main job.

**A job must last at least a month to be counted as a job, unless it is the current job.** For previous jobs, if the Cohort Member (or partner) has had a number of jobs in one month, for example as a casual labourer, the interviewer should have recorded details of the type of work done.

#### **Count as a Single Job**

- A period of self-employment, free-lancing or consultancy in the same line of work, irrespective of how many contracts were worked on.
- A period of agency temping irrespective of how many individual placements this covered, or how many agencies worked for.
- A period with a single employer irrespective of how much the job changed EXCEPT in some circumstances for civil servants, teachers and NHS employees (see 4, below).

#### **Count 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.
- Staying self-employed, but significantly changing nature of work.
- Changes of government departments for civil servants.
- Changes of school for teachers.
- Changes of hospital for NHS or NHS trust employees.

### **End of Job**

The date of the end of a job is the date last worked, even if the individual continued to get pay such as severance, holiday pay or maternity pay.

## Occupation information

*The following notes and definitions will help you when you are coding some of the employment variables:*

### **(a) Employment**

A period of employment includes being employed by a company / industry / corporation / organisation / authority etc. Temps working for an agency are employees.

### **(b) Self Employment**

A period of self-employment includes continuous self-employment, freelancing or consultancy in the same line of work, irrespective of how many contracts were worked on. 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.

### **(c) Full-time jobs**

A full-time job is 30 hours or more per week. If the individual has more than one full-time job at any time and no other main activity, take the full-time job with the most hours per week. If two full-time jobs with equal hours, take whichever the Cohort Member considers to be the main job.

### **(d) Part-time Jobs**

A part-time job is less than 30 hours per week. As long as the part-time job was regular, and done for at least a month, it does not matter how few hours were worked per week.

**Agency temps:** An agency temp is someone who is directly employed by an agency, which in turn sends him / her to workplaces for short periods of time. This is different from a temporary job.

### **(e) Temporary jobs**

These must be defined from the start of employment as lasting for less than two years (for example cover for an employee's maternity leave). Someone working in a temporary job works for an employer directly (i.e. is not employed by an agency).

### **(f) What is Made or Done by the Employer (used in CJFirm)**

This can be different from the Cohort Member's work. If Cohort Member is a cook in a car factory canteen, code 'car manufacture', not 'catering'.

### **(g) Type of organisation (used in CJOrg)**

'Private firm or company' means an organisation in private ownership, either incorporated under the Company's Act (eg: XYZ Ltd or ABC Plc), or otherwise privately owned, such as a solicitors' partnership or a family business, such as a farm or shop. Include private companies supplying services to public organisations, such as cleaning and catering for local councils or NHS hospitals. NHS Trusts should not be included.

Companies Limited by Guarantee should be coded as 'Companies' and not Charities/Trusts.

- **Public corporations or nationalised industries**, now privatised, include the Gas Board, Electricity Board, British Steel, British Rail. Other examples of public corporations or nationalised industries include the BBC, the Royal Mail and Network Rail.

Since 1986, the status of some organisations may have changed, particularly those originally in public ownership. In the questions dealing with job histories we are interested in the status of the organisation **at the time the Cohort Member was employed**. If the status of a company changed over their period of employment, enter the status of the company when they left (or if current job the current status).

**(h) Place of work (used in TravToWk)**

This means the establishment the Cohort Member works or worked 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.

If a Cohort Member does not have a fixed place of work, you should enter their main contact office or head office.

**(i) Qualifications/ training normally required to do the job (used in JDo, CJDo)**

This means entry qualifications normally required of anybody taking up the Cohort Member's job. The qualifications listed in a job advertisement are a good indication. If the qualifications required have changed you should enter the details of what was required when the Cohort Member started at that company or organisation.

The Cohort Member may have skills, training, and qualifications that are **not relevant** to the job; these should not be listed.

The Cohort Member may not have the skills etc. normally required. In this case the normal requirements required when starting the job should still be listed.

**(j) Supervisory/management responsibilities (used in JSup, CJSup)**

This means responsibility for decisions that determine the work of other employees in some way or other.

**(k) Promotion (used in CJProm, CJPromN)**

Promotion may be automatic; for the purpose of this study it must involve a change of pay **and** status (and will usually involve a change in job title, e.g. from Researcher to Senior Researcher). A change of pay alone, for example an annual pay review, does not count (eg: annual rise); neither does a change of status, for example completing a probationary period, unless linked to a change in pay.

**(l) Working hours (used in CHours)**

Do not include meal breaks or overtime (paid or unpaid).

*(i) Hours worked*

- If the work pattern is not based on a week, get an average over the last four weeks.
- If the Cohort Member 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 Cohort Member expects to be working in the future.
- For apprentices, trainees and other people in vocational training, exclude any time spent in college or other special training centres outside their workplace.
- For Cohort Members working on-call: If someone states that they usually work 24 hours a day because they are 'on-call', the average number of hours **actually** worked should have been 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, a Cohort Member 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.

*(ii) Paid Overtime*

Include paid overtime hours only, and include hours worked at home if paid.

- When an employee works on some kind of flexitime system, paid overtime should be registered only if no compensatory time off is taken.
- When overtime is worked on a seasonal or irregular basis and the Cohort Member has difficulty in providing a 'usual' figure, take the average over the last four weeks.

*(iii) Unpaid Overtime*

Include unpaid overtime hours only. This includes unpaid hours worked at home (e.g. teachers preparing lessons) as well as unpaid hours worked at the workplace.

## 2. UNEMPLOYMENT

### Unemployed and seeking work

The individual's main activity status is 'unemployed and seeking work' only if he / she is not in a full-time job, full-time education, nor sick/disabled (temporarily or permanently) and is seeking work. Unemployment can be the main activity even if the individual is doing part-time work, part-time education etc. if the individual considers himself/herself as unemployed and seeking work. For self-employed individuals, 'unemployed and seeking work' means ready and available to take up work with another employer, but not periods of low business activity.

#### Include:

- Anyone who was/is out of work but was / is actively seeking work – e.g. registered at a government Employment Office, JobCentre or Careers Office, or at a private Employment Agency (but not working), answering advertisements, advertising for jobs, etc.
- Anyone who is also retired or looking after home/family, provided they satisfy the conditions given in the 'unemployment and seeking work' entry.
- Anyone who considers himself/herself as unemployed and wanting work, *even if the individual is doing part-time work, part-time education. etc.*

#### Exclude:

- Anyone who is unemployed but does not want to work. Try to fit their status to the list, but otherwise code as 'other'.

"**Signing On**" means signing on as unemployed and seeking work, although they do not have to be claiming Job Seekers Allowance (JSA).

**Start date of unemployment** is the date when the individual stopped doing anything else and became ready and available to take up work if offered. This may be before they formally registered as being unemployed.

## 3. OTHER

### (a) Full-time Education

If the individual is following a full-time educational course (at school, college, university, etc.) this should be coded as the main activity, even if they are also doing part-time or holiday jobs.

**Exclude:** students in paid occupation where training also given (e.g.: apprentices, student nurses) or on day release or sandwich courses: code these as employees.

**(b) On a government scheme for employment training**

Include trainees on government schemes who do not earn money independently of the scheme allowance. Please refer to next section on Courses.

**(c) Temporarily Sick or Disabled**

Code this as the main activity if the individual

- has been off work for between one and six months
- has a job to go back to

**(d) Permanently Sick or Disabled**

Code this as the main activity so long as the individual

- has been (or is likely to be) off work for more than six months
- has no job to go back to
- is prevented by their health or disability from looking for work
- is below retirement age (under 60 if female, under 65 if male)<sup>1</sup>

Someone classified as permanently sick or disabled is likely to be claiming some kind of state or insurance benefits.

**(e) Looking After Home / Family**

This should be coded only if this is the person's exclusive activity, or if they are also doing a part-time job, but consider domestic duties to be their main activity. More than one person in a household can be looking after the home and family. This code applies if this is a person's normal status, even if they are currently sick, on holiday, etc.

**(f) Wholly Retired**

This should be coded if a person is not in work, not seeking work and has reached retirement age for their job. Given the Cohort Members' age, this is unlikely to apply, except in the case of a very few partners.

If an individual is wholly retired, this should be coded in preference to sick or disabled or looking after home and family, even if these also apply.

**Exclude:** women below retirement age who have left work to look after home/family.

**(g) Other**

Anyone for whom the other codes are inappropriate.(e.g. trainees on government schemes who do not earn money independently of the scheme allowance). This may include people who are unemployed but not actively seeking work, living off trust funds or on government training schemes.

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<sup>1</sup> All Cohort Members and most of their partners.



*Block* Employment (Module name QEmploy)  
*Questions* CJTitle  
*Type of question* Open  
*Question text* What is your (main) job?  
 INTERVIEWER: ENTER JOB TITLE. THE MORE INFORMATION YOU GATHER THE BETTER. SEE GLOSSARY ENTRY ON OCCUPATIONAL INFORMATION.  
*Routing* {If answered 'full-time employed / self employed OR part-time employed / self employed' to 'I would like to get a few details about what you are doing at the moment. Which of the things on this card best describes what you are currently doing? (EconAct2 = Full time employed, Part-time employed, Full time self employed or Part time self employed)}

*Block* Employment (Module name QEmploy)  
*Questions* CJDo  
*Type of question* Open  
*Question text* What do you mainly do in your job?  
 INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE (MAIN) JOB AND ENTER DETAILS. THE MORE INFORMATION YOU GATHER THE BETTER. SEE GLOSSARY ENTRY ON OCCUPATIONAL INFORMATION."  
*Routing* {If answered 'full-time employed / self employed OR part-time employed / self employed' to 'I would like to get a few details about what you are doing at the moment. Which of the things on this card best describes what you are currently doing? (EconAct2 = Full time employed, Part-time employed, Full time self employed or Part time self employed)}

**CODE THE ABOVE TO SOC2000, NS-SEC, SOC 90, SEG AND SOCIAL CLASS FOR EACH JOB / PERIOD OF SELF-EMPLOYMENT IN EMPLOYMENT HISTORY.**

<i>Question</i>	OthAct, OthAct1, OthAct1 (Job history)
<i>Back Code</i>	Backcode OthAct to <u>XOthAc</u> (Module name QEmploy) Backcode OthAct1 to <u>XOthAc1</u> (Module name QEmploy) Backcode OthAct1 to <u>XOthAc</u> (Module name QEmploy (Job history))
<i>Type of question</i>	Other – please specify
<i>Question text</i>	OthAct – "What are you currently doing?" OthAct1 – "What are you currently doing?" OthAct1 – "What were you doing?" (Job history)
<i>Routing</i>	{If answered 'Other' to "^TEXT1 said you started your ^CurrPrev period of ^TEXT1 in ^MONTHTF of ^TEXT2. Which of these best describes what you were doing immediately before this period of ^TEXT1?" (EconAct = Other) OR (EconAct1 = Other) OR (Activity =Other)}

**CODE ONE ONLY**

1	Full-time paid employee (30 or more hours per week)
2	Part-time paid employee (under 30 hours per week)
3	Full-time self-employed
4	Part-time self-employed
5	Unemployed and seeking work
6	Full-time education
7	On a government scheme for employment training
8	Temporarily sick / disabled
9	Permanently sick / disabled
10	Looking after home / family <i>(include non-family members who are in the household)</i>
11	Wholly retired

**Additional Codes**

12	Employed but status unclear
13	Employed, but unpaid
14	Self employed, not known if FT/PT
15	Part-time education
16	Voluntary work
17	Maternity leave
18	Travelling
19	Prison

**Other**

94	Other specific answer not in codeframe (not codeable 1-19)
95	Vague / irrelevant answer
96	Editor can't deal with this.

Occupation coding - Screen 118
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<i>Block</i>	Employment (Module name QEmploy)
<i>Questions</i>	CJFirm
<i>Type of question</i>	Open
<i>Question text</i>	What does the firm or organisation you work for mainly make or do (at the place where you work)? INTERVIEWER: ENTER DETAILS FOR MAIN JOB. DESCRIBE FULLY - PROBE MANUFACTURING or PROCESSING or DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE or RETAIL ETC. THE MORE INFORMATION YOU GATHER THE BETTER. SEE GLOSSARY ENTRY ON OCCUPATIONAL INFORMATION
<i>Routing</i>	{If answered 'full-time employed / self employed OR part-time employed / self employed' to 'I would like to get a few details about what you are doing at the moment. Which of the things on this card best describes what you are currently doing? (EconAct2 = Full time employed, Part-time employed, Full time self employed or Part time self employed)}

**CODE TO SOC2000, NS-SEC, SIC, SOC 90, SEG AND SOCIAL CLASS FOR EACH JOB / PERIOD OF SELF-EMPLOYMENT IN EMPLOYMENT HISTORY.**

**Question** CJOthOrg (Module name QEmploy)  
**Back code** Back code CJOthOrg TO XcjOth  
**Type of question** Other – please specify  
**Question text** What type of organisation is it?  
**Routing** {If answered 'Other' to 'What type of organisation do you work for? Is it...' (CJOrgTyp=Other)}

**CODE ONE ONLY**

- |   |  |
|---|--|
| 1 | Private firm / company / plc – including private / public schools that do not have charitable status<br><i>(e.g. Public Limited Company / Plc / private firm, e.g: Marks &amp; Spencer / banks / former building societies that have become banks, e.g: Halifax / public schools / private schools / private hospitals / companies limited by guarantee)</i> |
| 2 | Civil Service or central government (not armed forces)   |
| 3 | Local government / town hall / council – including local authority controlled schools / colleges, fire, police   |
| 4 | National Health Service e.g. Strategic Health Board, Health Board, Primary Care Trust, NHS Trust.  |
| 5 | University or other grant-funded education establishment – including opted-out schools & FE colleges<br><i>(include polytechnics before they became universities, i.e. before 1992. SEE LIST ATTACHED ON NEXT PAGE)</i>  |
| 6 | Nationalised industry/state corporation<br><i>(e.g. former Nationalised Industries: British Coal, British Steel and British Rail. Current nationalised firms: the Post Office and London Underground. Former Public Corporations: Gas Board, Electricity Board, Water Board. Current public corporation: BBC)</i>  |
| 7 | Non-profit making organisation – including charities, private / public schools that have charitable status, voluntary organisations, trusts, co-operatives etc   |
| 8 | Armed forces<br><i>(Royal Navy, British Army, Royal Air Force only)</i>  |

**Additional Codes**

- 9 Building society  
*(include only mutual societies. Exclude building societies that have become banks (e.g: Halifax) these should be coded as 'private firm or company'. SEE LIST ATTACHED ON NEXT PAGE)*
- 10 Higher education  
*(include 'old' universities and polytechnics after they became the 'new' universities, i.e. 1992 and after. SEE LIST ATTACHED ON NEXT PAGE)*

**Other**

- 94 Other specific answer not in codeframe (not codeable 1-9)
- 95 Vague / irrelevant answer
- 96 Editor can't deal with this.

<b>CJOthOrg: Remaining Mutual Building Societies (code 8)</b>	
Barnsley Building Society	Manchester Building Society
Bath Building Society	Mansfield Building Society
Beverley Building Society	Market Harborough Building Society
Britannia Building Society	Marsden Building Society
Buckinghamshire Building Society	Mercantile Building Society
Cambridge Building Society	Melton Mowbray Building Society
Catholic Building Society	Monmouthshire Building Society
Century Building Society	National Counties Building Society
Chelsea Building Society	Nationwide Building Society
Chesham Building Society	Newbury Building Society
Cheshire Building Society	Newcastle Building Society
Chorley & District Building Society	Norwich and Peterborough Building Society
City of Derry Building Society	Nottingham Building Society
Clay Cross Building Society	Penrith Building Society
Coventry Building Society	Portman Building Society
Cumberland Building Society	Progressive Building Society
Darlington Building Society	Saffron Walden Building Society
Derbyshire Building Society	Scarborough Building Society
Dudley Building Society	Scottish Building Society
Dunfermline Building Society	Shepshed Building Society
Earl Shilton Building Society	Skipton Building Society
Ecology Building Society	Stafford Railway Building Society
Furness Building Society	Staffordshire Building Society
Hanley Building Society	Stroud and Swindon Building Society
Harpenden Building Society	Swansea Building Society
Hinckley & Rugby Building Society	Teachers Building Society
Holmesdale Building Society	The Principality Building Society
Ipswich Building Society	Tipton & Coseley Building Society
Kent Reliance Building Society	Universal Building Society
Lambeth Building Society	Vernon Building Society
Leeds & Holbeck Building Society	West Bromwich Building Society
Leek United Building Society	Yorkshire Building Society
Loughborough Building Society	

**Source:** <http://www.building-societies.adopto-finance.com/uk-building-societies-directory.html>

**CJOthOrg: Polytechnics and New Universities**

<b>CURRENT TITLE</b>	<b>PREVIOUS TITLE(S)</b>
<b>ENGLAND</b>	
Anglia Polytechnic University	Anglia Polytechnic Cambridgeshire College of Art and Technology Chelmer-Essex Institute of Higher Education
University of Bath	Bristol College of Science & Technology
Bath Spa University College	Bath College of Higher Education
University of Central England in Birmingham	Birmingham Polytechnic University of Central England
Bournemouth University	Bournemouth Polytechnic
University of Bradford	Bradford Institute of Technology
University of Brighton	Brighton Polytechnic
University of the West of England, Bristol	Bristol College of Commerce Bristol Polytechnic University of the West of England
Brunel University	Brunel College
Buckinghamshire Chilterns University College	Buckinghamshire College Buckinghamshire Chilterns College of Higher Education
Cranfield University	Cranfield Institute of Technology
University of Central Lancashire	Lancashire Polytechnic Preston Polytechnic
City University	Northampton College of Advanced Technology
Coventry University	Coventry Polytechnic Lanchester Polytechnic
De Montfort University	Leicester Polytechnic
University of Derby	Derbyshire College of Higher Education Derby Lonsdale College of Higher Education
University of East London	Polytechnic of East London
University of Greenwich	Thames Polytechnic
University of Hertfordshire	Hatfield Polytechnic
University of Huddersfield	The Polytechnic of Huddersfield
Kingston University	Kingston Polytechnic
Leeds Metropolitan University	Leeds Polytechnic
University of Lincoln	Humberside Polytechnic University of Humberside University of Lincoln and Humberside
Liverpool John Moores University	The Liverpool Polytechnic
London Metropolitan University	London Guildhall University City of London Polytechnic The Polytechnic of North London University of North London
Loughborough University	Loughborough College of Technology
University of Luton	Luton College of Higher Education
Manchester Metropolitan University	Manchester Polytechnic
Middlesex University	Middlesex Polytechnic
University College Northampton	Nene College
University of Northumbria at Newcastle	Newcastle upon Tyne Polytechnic Northumbria University University of Northumbria
Nottingham Trent University	Nottingham Polytechnic Trent Polytechnic
Oxford Brookes University	Oxford Polytechnic
University of Plymouth	Plymouth Polytechnic

<b>CURRENT TITLE</b>	<b>PREVIOUS TITLE(S)</b>
	Polytechnic South West
University of Portsmouth	Portsmouth Polytechnic
University of Salford	Royal College of Advanced Technology
South Bank University	South Bank Polytechnic
Staffordshire University	Staffordshire Polytechnic
University of Sunderland	Sunderland Polytechnic
University of Surrey	Battersea College of Technology
Thames Valley University	Polytechnic of West London
University of Teesside	Teesside Polytechnic
University of Westminster	The Polytechnic of Central London
University of Wolverhampton	Wolverhampton Polytechnic
<b>WALES</b>	
University of Glamorgan (Prifysgol Morgannwg)	Polytechnic of Wales (Politechnig Cymru)
University of Wales College, Newport	Gwent College of Higher Education
University of Wales College of Cardiff	University College Cardiff
University of Wales College of Cardiff	University College of South Wales & Monmouthshire
University of Wales College of Cardiff	University of Wales Institute Science & Technology
University of Wales College of Cardiff	Welsh College of Advanced Technology
<b>SCOTLAND</b>	
University of Abertay Dundee	Dundee Institute of Technology
Glasgow Caledonian University	Glasgow College Glasgow Polytechnic The Queen's College, Glasgow
Napier University / Napier university, Edinburgh	Napier Polytechnic of Edinburgh
University of Paisley	Paisley College of Technology
The Robert Gordon University	The Robert Gordon Institute of Technology
<b>NORTHERN IRELAND</b>	
University of Ulster	New University, Coleraine Ulster Polytechnic

<i>Block</i>	Employment (Module name QEmploy)
<i>Questions</i>	JTitle
<i>Type of question</i>	Open
<i>Question text</i>	What was your (main) job? INTERVIEWER: ENTER JOB TITLE. THE MORE INFORMATION YOU GATHER THE BETTER. SEE GLOSSARY ENTRY ON OCCUPATIONAL INFORMATION.
<i>Routing</i>	{If answered 'full-time employed / self employed OR part-time employed / self employed' to '... Which of the things on this card best describes what you were doing before this period of ^employment status? (Activity = Full time employed, Part-time employed, Full time self employed or Part time self employed)}
<i>Block</i>	Employment (Module name QEmploy)
<i>Questions</i>	JDo
<i>Type of question</i>	Open
<i>Question text</i>	What did you mainly do in this job? INTERVIEWER: CHECK SPECIAL QUALIFICATIONS/TRAINING NEEDED TO DO THE JOB AND ENTER DETAILS. THE MORE INFORMATION YOU GATHER THE BETTER. SEE GLOSSARY ENTRY ON OCCUPATIONAL INFORMATION."
<i>Routing</i>	If answered 'full-time employed / self employed OR part-time employed / self employed' to '... Which of the things on this card best describes what you were doing before this period of ^employment status? (Activity = Full time employed, Part-time employed, Full time self employed or Part time self employed)}

**CODE THE ABOVE TO SOC2000, NS-SEC, SOC 90, SEG AND SOCIAL CLASS FOR EACH JOB / PERIOD OF SELF-EMPLOYMENT IN EMPLOYMENT HISTORY.**



Question	JYOEnd (Module name QEmploy)
Back code	Back code JYOEnd to <u>XJYOEnd</u>
Type of question	Other – please specify
Question text	Why did this job end?
Routing	{If answered 'Other' to 'Can you tell me the main reason why you stopped doing this job?' (JYend=Other)}

**CODE ONE ONLY**

1	Fixed term or temporary job ended
2	Made redundant
3	Dismissed from a job
4	Left because pregnant
5	Left job for health reasons
6	Just decided to leave
7	Career break <i>(include: wanted to do other things: study, travel, etc)</i>
8	More money
9	Better job <i>(include: wanted to do a particular or different type of work / got a promotion / promotion do not include: wanted a promotion - code 13)</i>
10	Firm closed down

**Additional Codes**

11	It was not well suited to my qualifications
12	Lack of job satisfaction <i>(include: the work was not interesting or challenging/ I was bored, fed up, hated the job)</i>
13	I was not satisfied with the job conditions <i>(include: the job had poor career prospects / the job had poor conditions of employment / the job was badly paid / hours were too long / wanted a promotion do not include: got a promotion - code 9)</i>
14	Wanted a different employment status <i>(include: wanted a full-time job / wanted a part time job / wanted to be self-employed rather than an employee / wanted to be an employee rather than self-employed)</i>
15	It was stressful
16	It was difficult to travel to <i>(include: I had to move to a different area, e.g. spouse moved jobs)</i>
17	Lack of job security
18	It had no creche / child care / nursery facilities
19	Family reasons <i>(include: to have a family / to look after children, etc)</i>

**Other**

94 Other specific answer not in codeframe  
(not codeable 1-19)

95 Vague / irrelevant answer

96 Editor can't deal with this.

## Partner's employment (Module name QPartJob)

PleftEd (screen 126)	<p>Note this question asks when the Cohort Member's partner or spouse <u>finally</u> left full time education. Thus if they left school at 16, worked for a while and then went back to college, it is the age they <u>finally</u> left full time education that should be recorded here.</p> <p>If their partner or spouse is still in full-time education, enter their present age at this question.</p>
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*Question* POTHAct (Module name QPartJob)  
*Back code* Backcode POTHAct to XPOthA (Module name QPartJob)  
*Type of question* Other – please specify  
*Question text* What is ^he\_or\_she currently doing?  
*Routing* {If answered 'Other' to 'Which of these is ^PartName currently doing...' (PEconAct = Other)}

**CODE ONE ONLY**

1	Full-time paid employee (30 or more hours per week)
2	Part-time paid employee (under 30 hours per week)
3	Full-time self-employed
4	Part-time self-employed
5	Unemployed and seeking work
6	Full-time education
7	On a government scheme for employment training
8	Temporarily sick / disabled
9	Permanently sick / disabled
10	Looking after home / family
11	Wholly retired

**Additional Codes**

12	Employed but status unclear
13	Employed, but unpaid
14	Self employed, not known if FT/PT
15	Part-time education
16	Voluntary work
17	Maternity leave
18	Travelling
19	Prison

**Other**

94	Other specific answer not in codeframe (not codeable 1-19)
95	Vague / irrelevant answer
96	Editor can't deal with this.

## Education and vocational qualifications, other courses and training (Module names QQual and QCourSki)

Question name	Instruction
General point	See glossary section of these instructions for information on coding education and training courses.
WhatQual (Screen 124)	Code 'Vocational Driving licence' and 'LGV' under HGV.

### Glossary for education, vocational qualifications, other courses and training (Blocks QQual and QCourSki)

This section includes further information on education, qualifications, courses and training.

#### 1. Educational courses

##### What counts as ONE course:

- A course can be for part of a qualification where this qualification is taken in stages interrupted by some other activity. The part must have an official name (e.g. RSA Stage 1).
- If any one qualification is obtained through a series of sub-courses or modules undertaken consecutively, this should be treated as a single course, i.e. there is no officially named part of the qualification that is obtained through one of the sub-courses (see above.)
- A course can be for more than one qualification where these are taken simultaneously, e.g. 'O' levels and 'A' levels taken together.
- If one course for a qualification is taken after another (e.g. 'O' levels, then 'A' levels, or a course for a basic qualification, followed by a course for a separate advanced qualification), treat the course for each qualification as a separate course.
- If a course involves work placement or a sandwich job, treat this period of work as part of the course. A complete sandwich course, involving several periods on a course and several periods of work, counts as one course.
- Vacation breaks during a course are part of the course.
- Periods of placement abroad whilst on a language or other course (if a course requirement) are part of the course.
- Periods of sickness or maternity leave which did not interrupt the course (i.e. did not involve delaying the completion date) are part of the course.
- A period of tuition not intended to lead to a qualification is counted as a course if it is presented as a unitary entity - e.g. given a single name, called a 'course', etc.

##### Full-time v. part-time:

In the first instance, courses should be coded as they are defined by the institution offering the course. Treat a course as full-time if it is for 21 hours per week or more, and as part-time if it is for less than 21 hours per week. (These hours should include expected private study as well as teaching hours.)

## **2. Training courses**

### **What counts as one training course:**

A training course must last for the equivalent of 3 days to be included. A series of training courses that form part of a single training programme or qualification should be treated as a single training course (i.e. if the whole course must be taken before recognition for completing the course would be given).

## **3. Government training schemes**

Government schemes aim to provide training or temporary jobs, mainly for unemployed people. While on these schemes people are usually paid a fixed allowance, or a wage equivalent to the current rate for the job.

Cohort Members could have been on one or more of these schemes since 1986.

### **(a) New Deal programmes**

Usually aimed at specific groups (e.g. New Deal for Lone Parents, New Deal 25+), these provide a mix of advice, training and work experience designed to get people claiming benefits into work.

### **(b) Employment training (ET)**

This is currently the main form of government training in employment skills. Can take a wide variety of forms, but often includes mixture of classroom-based training and placements with employers or on projects.

### **(c) New Job Training Scheme**

This is the immediate precursor to ET. This involved similar sorts of training to that currently offered on ET.

### **(d) Training For Enterprise**

Now replaced by ET, this involved training in skills required for running your own business.

### **(e) Community Programme/ Community Enterprise Programmes (CP/CEP)**

Schemes, now abolished, that were aimed at long-term unemployed adults.

They provided temporary project work of benefit to the community

### **(f) Voluntary Projects Programme (VPP)**

Scheme, now abolished, whereby unemployed people could do voluntary work, often of benefit to the community.

### **(g) Community Industry (CI)**

Primarily for under 18s who are personally or socially disadvantaged. Involves temporary work of community benefit.

### **(h) Training Opportunities Scheme (TOPS), Job Training Scheme (JTS)**

Courses, now abolished, to provide a variety of employment skills.

### **(i) Youth Opportunity Programme (YOP), Youth Training Scheme (YTS), Youth Training (YT)**

Various versions of training schemes provided for school-leavers, typically involving work experience and off-the-job training. YT is the current version.

### **(j) Restart Courses**

Short courses designed to help unemployed people find jobs.

#### **(k) Wider Opportunities Training Programme**

Now abolished, these were modular and part-time courses that involved training in a variety of skills designed to help people get back to work.

### **4. Work related training**

Work related training is defined in the questionnaire as training designed to help develop skills that might be used in a job. It can cover:

#### **(a) Training provided by an employer and related to a particular job the Cohort Member is doing.**

This may be:

- on-the-job training i.e. teaching the Cohort Member whilst actually doing the job;
- off-the-job training in the firm's premises: either in a training centre or at the Cohort Member's ordinary place of work, but not as part of actually doing the job;
- off-the-job training outside the firm's premises: e.g. a block release or day release course at a college.

#### **(b) Training provided by an employer, not specifically related to the particular job the Cohort Member is doing.**

This may be an induction course, introducing the Cohort Member to the work of other departments, or giving the Cohort Member more information about the firm as a whole, if the Cohort Member sees this as training.

**(c) Any training course not provided by a person's employer that is designed to develop skills that might be used in a job** - either the Cohort Member's current job, or some job in the future.

**Computer use (Module name QNfrmLn1)**

IntAcc (Screen 234)	<p>If the following soft check appears:</p> <p>“You said earlier you accessed the internet. Is this exclusively for work? INTERVIEWER: If 'Yes' INTACC should be 'Yes'.”</p> <p>Check for any interviewer notes. Suppress this check if there are no notes.</p>
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*Question* HUseOth (Module name BNfrmLn1)  
*Back code* Back code HUseOth to XHuseO  
*Type of question* Other – please specify  
*Question text* What other uses?  
*Routing* {If answered 'Other' to 'Please tell me which of these types of things you personally use your computer for...'  
(HowUseH=Other)}

**MULTICODE – CODE ALL THAT APPLY**

1	Word processing <i>(include diaries)</i>
2	Internet (World Wide Web) <i>(include MSN / instant messaging, chat, banking, shopping, bills, information, downloading music do not include Web Design)</i>
3	Email
4	Games

**Additional Codes**

5	Databases <i>(include Microsoft Access / data entry, Geographical Info Systems – GIS)</i>
6	Spreadsheets / Excel
7	Data analysis
8	Programming / IT / Web design / Software development
9	Accounts / Financial management / Budget <i>(do not include Internet banking)</i>
10	Powerpoint / presentations
11	Design packages / Desk Top Publishing – DTP <i>(include Photoshop, CAD, 3D Animation, Quark, Illustrator, Dreamweaver, Corel, art work, graphics, graphic design)</i>
12	Composing music / Listening to music / Burning CDs <i>(do not include downloading music)</i>
13	Photography / scanning / video editing
14	Watching DVDs



**Other**

94

Other specific answer not in codeframe  
(not codeable 1-14, *include 'None of these'*)

95

Vague / irrelevant answer  
(*include mentioning the reason they use the computer but not the way they use the computer / include 'business' / 'I don't use the computer'*)

96

Editor can't deal with this.

**Question** WUseOth (Module name BNfrmLn1)  
**Back code** Back code WUseOth to XWuseO  
**Type of question** Other – please specify  
**Question text** You said you use your computer at work for other uses. Can you tell me what these uses are?  
**Routing** {If answered 'Other ' to "Please tell me in which of these types of things you use your computer at work for...?" (HowUseW=Other)}

**MULTICODE – CODE ALL THAT APPLY**

1	Word processing <i>(include report writing)</i>
2	Internet (World Wide Web) <i>(include Intranet / internal network, MSN / instant messaging, chat, banking, shopping, bills, information, downloading music do not include Web Design)</i>
3	Email
4	Games

**Additional Codes**

- 5 Databases  
*(include Microsoft Access / data entry, Geographical Info Systems – GIS)*
- 6 Spreadsheets / Excel
- 7 Data analysis
- 8 Programming / IT / Web design / Software development
- 9 Accounts / Financial management / Budget  
*(do not include Internet banking)*
- 10 Powerpoint / presentations
- 11 Design packages / Desk Top Publishing – DTP  
*(include Photoshop, CAD, 3D Animation, Quark, Illustrator, Dreamweaver, Corel, art work, graphics, graphic design)*
- 12 Composing music / Listening to music / Burning CDs  
*(do not include downloading music)*
- 13 Photography / scanning / video editing
- Other**
- 94 Other specific answer not in codeframe  
(not codeable 1-13)
- 95 Vague / irrelevant answer  
*(include mentioning the reason they use the computer but not the way they use the computer / include 'business')*
- 96 Editor can't deal with this.

**Question** IntOth (Module name BNfrmLn1)  
**Back code** Back code IntOth to XIntOt  
**Type of question** Other – please specify  
**Question text** What else do you use the internet for?  
**Routing** {If answered 'Other ' to "Other than for work, do you use the internet for..." (IntUse=Other)}

**MULTICODE – CODE ALL THAT APPLY**

1	Shopping for goods and / or services <i>(include booking holidays / flights etc, using E-bay)</i>
2	Chat rooms, discussion groups <i>(include keeping in touch with groups they belong to)</i>
3	Email
4	General information access <i>(include news and current affairs, travel and weather information, job search, accessing central and local government information and services, sports information)</i>
5	Banking and paying bills

**Additional Codes**

6 Training, education and learning  
 7 Downloading music / other software, listening to music  
 8 Games

**Other**

94 Other specific answer not in codeframe (not codeable 1-8)  
 95 Vague / irrelevant answer  
 96 Editor can't deal with this.

## Health (Module name QHealth)

Question name	Instruction
KHLPRB1 (Screen 239)	Please check interviewer notes carefully. Temporary conditions lasting less than one month should be coded as 'None'.
Khospd (Screen 242)	Include complications with childbirth and admissions as a day patient. Exclude outpatient admissions.

## Smoking and Drinking (Module name QSmkDrk)

Question name	Instruction
Units1 Units2 (Screen 243)	<ul style="list-style-type: none"> <li>• Please check interviewer notes carefully.</li> <li>• <b>FOR BEER:</b> Record in half-pint units only. <ul style="list-style-type: none"> <li>◦ Record under 'beer; the following drinks: Ale, barley wine, beer, black &amp; tan, cider, diabetic beer, Diamond White Blush/Zest, export, gold label, heavy, home brew lager / beer, K Special Brew lager, lager, lager and lime, draught shandy, pomagne, scrumpy, stout, Tennants extra.</li> <li>◦ Code a small can (or bottle) as 1 half-pint unit.</li> <li>◦ Code a large can (or bottle) as 2 half-pint units.</li> </ul> </li> <li>• <b>FOR SPIRITS &amp; LIQUERS:</b> Enter number of SINGLE measures.</li> <li>• <b>FOR WINE AND SIMILAR DRINKS:</b> Enter number of glasses.</li> <li>• <b>FOR SHERRY AND SIMILAR DRINKS:</b> Enter number of glasses. Include here wines fortified with spirits, port and lemon.</li> <li>• <b>FOR ALCOPOPS:</b> Enter number of bottles. Include any mention of alcoholic lemonade, cola etc.</li> <li>• Home made drinks should be coded into the appropriate category.</li> <li>• <b>EXCLUDE:</b> Ginger beer, low alcohol or alcohol-free drinks (e.g. Eisberg), non-alcoholic lagers (Barbican, Kaliber),</li> </ul>

## Diet and Exercise (Module name QDietExr)

Question name	Instruction
Exercis1 (Screen 244)	<p>Please read interviewer notes carefully, and make amendments where necessary. The type of exercise does not matter, just as long it takes place once a month for most of the year.</p> <p>Include walking if brisk and for 30 mins or longer.</p> <p>Exclude exercise during the course of work e.g. postman, manual labour.</p>

## Social participation (Module name Qpartic)

Question name	Instruction
RnowFreq (Screen 246)	<ul style="list-style-type: none"><li>• Please read interviewer notes carefully.</li><li>• Include attendance for worship / prayer and similar ceremonies.</li><li>• Exclude weddings, funerals and similar ceremonies.</li></ul>

**Question** FlntOth  
**Back code** Back code FlntOth to XFIntO  
**Type of question** Other – please specify  
**Question text** INTERVIEWER: PLEASE ENTER DETAILS.  
**Routing** {If answered 'Other' to "I'd like you to think about any groups, clubs or organisations that you've been involved with ^Datefill2. That's anything you've taken part in, supported, or that you've helped in any way, either on your own or with others. Please exclude giving money and anything that was a requirement of your job. Have you been involved in..." (Flntro = Other)}

**CODE ONE ONLY**

1	Youth or children's activities, including school activities <i>(include parent / teacher association)</i>
2	Politics, human rights, or religious groups <i>(include women's groups, NSPCC, etc.)</i>
3	Environmental or animal concerns
4	Other voluntary or charity groups <i>(include Freemasons, British Legion)</i>
5	Local community or neighbourhood groups (including elderly, disabled, homeless)
6	Hobbies, recreation, arts, social clubs <i>(include music, theatre, car club, entertainment club, book club etc.)</i>
7	Trade Union activity

**Additional Codes**

8 Sports Club / Health Club / Wellbeing  
*(include football, golf, walking, weight watchers, slimming etc.)*

**Other**

94 Other specific answer not in codeframe (not codeable 1-8)  
 95 Vague / irrelevant answer  
 96 Editor can't deal with this.

You **should not attempt to code** the following questions:

**Health (Module name Bhealth and Bpreg)**

PregI

LsiCond

Hlprb

**Education and qualifications (Module name BQual)**

EdqSub

Degree

OthDeg

HighDeg

OthTea

VocSub

The above questions will be coded using ICD-10 / different codeframes at a later date.

# National Child Development Study (NCDS) 2004 – 2005 Survey – ICD-10 Coding

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## Background

During the NCDS 2004 – 2005 survey information was gathered from Cohort Members (CMs) about their health and health-related behaviour. This information is to be coded using the WHO *International Classification of Diseases* 10<sup>th</sup> revision, ICD-10.

## Variables for ICD-10 coding

The variables which need to be coded using ICD-10 are listed below.

Question	Question Text	Routing
<b>Pregl</b>	What was the problem?	If answered 'Yes' to 'Was anything wrong with ^Childname at birth?'
<b>LsiCond</b>	What (else) is the matter with you?  INTERVIEWER: PROBE FOR OFFICIAL MEDICAL NAME OF CONDITION AND DETAILS OF THE SYMPTOMS AND/OR EFFECTS.	If answered 'Yes' to 'Do you have any (other) longstanding illness, disability or infirmity?'
<b>HIPrb</b>	What (other) health problem have you had in the last 12 months?  INTERVIEWER: PROBE FOR OFFICIAL MEDICAL NAME OF CONDITION AND DETAILS OF THE SYMPTOMS AND EFFECTS.	If answered 'Yes' to 'Have you had any other health problems or difficulties in the last 12 months?'





2. Read the 'answer' carefully, this is what must be coded.

**Remember:**

- More than one problem may be reported – each must be given a code
- Medical terms may be used
- Spelling errors are common – the interviewer was typing at some speed

3. Identify the appropriate ICD-10 code(s).

This may seem daunting at first, but it will become easier as you become more familiar with the ICD-10.

To identify the appropriate code you can:

- Browse the printed copy of the ICD-10 structure, 3-character categories and the associated indexes.
- Check the printed ICD-10 Manual (including the printed 'Index')
- Use the interactive index to the full ICD-10 index. **NB:** This index identifies the 4-character ICD-10 categories. When coding only the first 3 characters must be used.

**To search this index:**

- \* Click on 'Search' in menu bar, or
- \* Click on 'Magnifying glass' button, or
- \* Depress 'F5' key

You can select:

- \* the entire Index to browse, or
- \* those parts of the Index relating to a particular word or phrase (eg: disease, part of body, etc)

You can also narrow or widen a search to exclude/include additional words or phrases

- \* Click on 'Search' in menu bar, or
- \* Depress 'F7'/'F6' to narrow/widen a search
- \* Depress 'F8' to exclude a word or phrase

Use the 'Arrow' buttons or the '+' and '-' keys to browse the selected parts of the Index

If in doubt:

- \* Click on 'Help' in the menu bar, or
- \* Ask someone who should know

- Ask a passing 'expert'.
- Rely on your growing knowledge of the ICD-10 – but always check, even experts make mistakes.

4. Remember, the aim is to reflect in the codes allocated as much detail as possible about the health problems reported. Five coding boxes are provided for each entry and more than one code may be entered to represent the information given in each answer.
5. If in doubt, do not forget that you can use the non-ICD-10 codes:

95	Inadequate/irrelevant/unspecific response
96	Editor cannot code

All entries coded '95' or '96' will be reviewed and other codes allocated where possible.

6. **Acute/chronic conditions.** Always allocate the code for the acute condition unless there is clear evidence that the problem is chronic.

**Acute** – health problem that is limited in time. Treatment has the potential to fully cure.

**Chronic** - health problem that persists through time requiring ongoing health care. Treatment alleviates symptoms rather than provides a cure.

- **IF IN DOUBT, NEVER BE AFRAID TO ASK.**
- **IF IT'S TAKING A LONG TIME TO DECIDE WHICH CODE TO ALLOCATE, USE '95' OR '96' AND CONTINUE WITH THE NEXT ANSWER.**

<p><b>These instructions may be revised, please check that you have the latest version.</b></p>
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