National Survey of Parents and Children
Family Life, Aspirations and Engagement with Learning 2008
Technical Report

Nick Gilby, Becky Hamlyn and Eleni Romanou
BMRB Social Research

Janice Clark and Nefeli Trikka
The Futures Company

Views expressed in this report are not necessarily those of the Department for Children, Schools and Families or any other Government department.

© BMRB Social Research and The Futures Company 2008
ISBN 978 1 84775 278 9
# Table of Contents

1 Introduction ........................................................................................................................................... 5  
   1.1 Background ........................................................................................................................................ 5  
   1.2 The project ......................................................................................................................................... 5  
   1.3 Aim of this report and summary of survey method ............................................................................. 7  
       1.3.1 Data Collection method .................................................................................................................. 7  
       1.3.2 Sample and respondent selection ...................................................................................................... 8  
       1.3.3 Interview ...................................................................................................................................... 8  
2 Description of sampling methodology ................................................................................................. 9  
   2.1 Definitions ......................................................................................................................................... 9  
   2.2 Decisions on overall approach ............................................................................................................ 9  
   2.3 Decision on sampling frame ................................................................................................................ 10  
   2.4 Drawing the sample ............................................................................................................................. 10  
   2.5 Selecting the adult and child ............................................................................................................... 12  
3 Questionnaire design ............................................................................................................................ 13  
   3.1 The design process ............................................................................................................................. 13  
   3.2 The pilot ............................................................................................................................................ 19  
       3.2.1 Procedure ...................................................................................................................................... 19  
       3.2.2 Pilot respondent profile .................................................................................................................. 20  
       3.2.3 Pilot outcomes ............................................................................................................................... 21  
   3.3 The questionnaires ............................................................................................................................. 22  
       3.3.1 Relationship between the questionnaires ......................................................................................... 22  
       3.3.2 Parents’ questionnaire .................................................................................................................... 22  
       3.3.3 Children’s questionnaire ................................................................................................................. 23  
4 Fieldwork procedures ............................................................................................................................. 25  
   4.1 Briefing of interviewers ....................................................................................................................... 25  
   4.2 Assignments and contact at addresses .............................................................................................. 25  
   4.3 Introductory letters and leaflet .......................................................................................................... 26  
   4.4 Limited/non speakers of English ....................................................................................................... 26  
   4.5 Respondent incentives ....................................................................................................................... 26  
   4.6 Parental consent ............................................................................................................................... 27  
       4.6.1 Consent for interview with selected child ......................................................................................... 27  
       4.6.2 Consent for interview with adolescent parent/guardian ............................................................... 27  
5 Interviews and response ......................................................................................................................... 28  
   5.1 Interview with parent or guardian ....................................................................................................... 28  
   5.2 Interview with selected child ............................................................................................................. 29  
   5.3 Response analysis .............................................................................................................................. 29  
6 Data processing .................................................................................................................................... 33  
   6.1 Coding .............................................................................................................................................. 33  
   6.2 Edit checking ..................................................................................................................................... 33  
   6.3 Weighting ....................................................................................................................................... 33  
       6.3.1 Unequal selection probabilities ....................................................................................................... 33  
       6.3.2 Non-response weights ..................................................................................................................... 36  
7 Final outputs .......................................................................................................................................... 39  
   7.1 Data outputs ..................................................................................................................................... 39  
   7.2 Report ............................................................................................................................................ 39  
8 Segmentation (The Futures Centre) ...................................................................................................... 40  
   8.1 How the segmentation was developed ............................................................................................. 40  
   8.2 The segmentation .............................................................................................................................. 41  
       8.2.1 Parent segmentation ......................................................................................................................... 41  
       8.2.2 Child segmentation .......................................................................................................................... 43  
9 TGI Fusion (BMRB Enlightenment Consultancy) .................................................................................. 45
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Purpose</td>
<td>45</td>
</tr>
<tr>
<td>9.2 Method</td>
<td>45</td>
</tr>
<tr>
<td>Appendix A – Pilot fieldwork documents</td>
<td>47</td>
</tr>
<tr>
<td>Pilot Quota Sheet</td>
<td>47</td>
</tr>
<tr>
<td>Letter of introduction – Parents and guardians</td>
<td>49</td>
</tr>
<tr>
<td>Letter of introduction – Young people and children</td>
<td>51</td>
</tr>
<tr>
<td>Appendix B – Parents’ questionnaire</td>
<td>53</td>
</tr>
<tr>
<td>Appendix C – Children’s questionnaire</td>
<td>212</td>
</tr>
<tr>
<td>Appendix D – Address Contact Sheet</td>
<td>276</td>
</tr>
<tr>
<td>Parents’ letter of introduction</td>
<td>286</td>
</tr>
<tr>
<td>Children’s letter of introduction</td>
<td>287</td>
</tr>
<tr>
<td>Leaflet</td>
<td>288</td>
</tr>
</tbody>
</table>
1 Introduction

1.1 Background

The Government has stated it wants to make England the best place in the world for children and young people to grow up. The Children’s Plan sets out how the Department for Children, Schools and Families is going to achieve that – by putting the needs of families, children and young people at the centre of everything they do.

In December 2007, the Government published The Children’s Plan outlining new policies for children. Five principles underpin the Children’s Plan:

• government does not bring up children – parents do – so government needs to do more to back parents and families;

• all children have the potential to succeed and should go as far as their talents can take them;

• children and young people need to enjoy their childhood as well as grow up prepared for adult life;

• services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries; and

• it is always better to prevent failure than tackle a crisis later.

The government also wishes to increase the level of engagement that parents have with their children’s education. This is seen as a vital lever in improving children’s engagement and performance, and was addressed directly in the recent publication of Every Parent Matters, which emphatically states: “Children achieve more when parents and schools work together”.

In delivering the Government’s goals of more choice and flexibility in educational services, and greater parental involvement, it is clear that communication is key. In addressing the further aim of reducing inequality, it is essential that this communication reaches beyond the traditionally engaged classes, into communities which have traditionally had low levels of engagement and associated low levels of achievement.

1.2 The project

The DCSF therefore proposed a project to better understand parents and carers of children and young people aged 0-19, and specifically to look at:

• how they exercise their role as parent or carer;

• the relationships between parent and carers and the children in their care;

• parent and carer’s involvement and engagement in their child’s learning, health and wellbeing;
the impact of their attitudes to work, lifestyle and civic society on the development of their children;

- for parents and carers of children old enough to provide reliable information, how their children view their parent or carer’s role, involvement and impact; and

- Child levels of engagement in education system and wider society.

In particular, the DCSF expressed interest in gathering robust information on hard to reach parents and carers, defined in terms of their attitudes to learning and parenting.

The key aim of the project as a whole was therefore to provide insights into family attitudes and dynamics, and how these support the well-being, behaviour and learning of children and young people.

The primary output of the project is a segmentation of parents and carers by their attitudes and behaviour towards parenting and a segmentation of children. The aim of the segmentations was to be informed by the understanding gained from exploring the points above, and, where possible, to include as a dimension the effect of parent and carer’s attitudes and behaviour on their children.

The development of a robust segmentation involved three stages:

1. A desk research study to pull together a summary of DCSF’s current knowledge about parent and carers and children and young people.

2. Qualitative research to develop understanding of cultural and language issues relevant to the study, and define a set of ‘pair-bond’ groupings to inform the quantitative stage.

3. A quantitative survey of parents and carers and children and young people, producing segmentations for each group.

Stage 1 of the project was undertaken internally by DCSF. Stage 2 was undertaken by the qualitative research agency Define Research & Insight and published by DCSF. Stage 3 DCSF commissioned BMRB, along with its then sister company Henley Centre Headlight Vision, to conduct the National Survey of Parents and Children.

The survey was developed for a two-fold purpose: to provide a dataset allowing comprehensive quantitative analysis to produce a research report; and to create an associated segmentation. Two quantified segmentations were developed. The first segmentation aimed to understand parents and carers in the context of their relations with their child, and the second aimed to understand children and their relations with their

---

1 Adult-young person bonds: a qualitative segmentation” (Define Research & Insight, DCSF Research Report, DCSF-RW075, October 2008).

2 The Futures Company was launched on 14 October 2008, and is the coming together of Henley Centre Headlight Vision and Yankelovich.
parents. The segmentation aimed to allow particular focus on “hard to reach” parents and carers and their children.

The specific aims of the study were to:

- measure the prevalence of certain characteristics, behaviours and attitudes;
- understand the reasons behind behaviours and attitudes;
- understand the importance of needs, wants and expectations in relation to particular learning and social issues;
- understand the influences and influencers on key issues and the importance and expectations of different influences or information channels;
- understand the relative importance, frequency of use, preferred channels, etc across the range of media;
- break down these audiences into quantified and actionable segments by identifying the different characteristics, attitudes, behaviours and needs which drive segments; and
- identify the ‘markers’ by which segments can be identified and replicated in other studies.

By achieving this, the study would enable DCSF to:

- prioritise certain groups in order to achieve the greatest impact on changing future attitudes and behaviours;
- shape future policy development and implementation; and
- develop more effective and targeted future communications by better understanding links between attitudes and life-stages combined with detailed media consumption.

1.3 Aim of this report and summary of survey method

This report provides the technical background to the Stage 3 survey and analysis. It details the various stages of the survey: how the sample was drawn (Chapter 2); how the questionnaires were designed and piloted (Chapter 3); how the main fieldwork was conducted (Chapters 4 and 5); and how the data was weighted, checked and analysed by BMRB (Chapter 6). The final chapters briefly outline the analysis done by The Futures Company to produce the segmentation (Chapter 8) and the methods used by BMRB’s Enlightenment consultancy team to profile the segments (Chapter 9).

A summary of the survey follows:

1.3.1 Data Collection method

The survey consisted of 2,572 face-to-face interviews with parents who were primary carers of at least one 0-19 year-old living in their household, and 1,154 face-to-face interviews with children aged 10-19 drawn from the same households as interviewed parents. Data were collected in the respondents’ homes using computer aided personal interviewing (CAPI).
### 1.3.2 Sample and respondent selection

The research employed a random probability sampling technique with a two-stage sample drawn from the small-user Postcode Address File. At each sampled address a dwelling unit was randomly selected where there was more than one at the address. Before selecting a parent for interview, the interviewer randomly selected a “parenting unit” from the sampled household, where a parenting unit was defined as a set of parents or single parent of a child. This was to ensure single parents living in multi-generational households were not under-represented in the survey. Within each parenting unit, where there were two parents, one was randomly selected for interview.

The parent interview was conducted first. At the start of the interview, once information about all members of the household was collected, the computer randomly selected a child aged 0-19 within the parenting unit to be used as the “reference child” during the interview. As the interview with both the parent and child focused on the parent/child bond, this enabled questions to be asked about one particular child, rather than all children present. In cases where the selected child was aged 10-19, (s)he was invited to take part in the survey by completing the children’s questionnaire. The interviewer then made contact with the selected child and, where possible, completed a second interview.

### 1.3.3 Interview

Two different questionnaires were used in the survey: one for parents and guardians, and one for children. The questionnaires were informed, but not determined, by the work Define had conducted, and the survey did not aim to reproduce the segments Define had developed. Interviewing was conducted using Computer Assisted Personal Interviewing (CAPI).

In both cases, sensitive parts of the questionnaire were completed by respondents in private using Computer Assisted Self-Interviewing (CASI). The mean interview length was 53 minutes for adults, and 34 minutes for children.

The response rate was 55.2% for parents, and 86.8% for children.
2 Description of sampling methodology

The objective of the sampling was to devise procedures which produced a representative sample of households containing children aged 0-19 in England.

2.1 Definitions

The universe for the survey is parents and children resident in England where the two population groups of interest are defined as follows:

Parents and Carers (PC): parent, step-parents, foster parents and guardians who have sole or joint responsibility for the welfare of child(ren) aged 0-19 resident in their household.

In situations where children resided at more than one address (e.g. children dividing their week between separated parents), the child was deemed resident if on average they spent at least half their time resident at that address.

“Responsibility for welfare” was defined as having any responsibilities which could reasonably be considered parenting/caring ones.

This definition excluded (a) households containing individuals who have parental or carer connection(s) only with non-resident children aged 0-19 (for example children taken into care or older children who have left home), and (b) households containing individual(s) aged 0-19 but with no resident parent/carer (mainly older children aged 16 to 19).

Children and young people (CYP): resident children aged 10-19. This excluded children who do not live in any eligible household (mainly older children who have left home).

2.2 Decisions on overall approach

The initial design of the survey raised fundamental questions about the overall approach to be used.

Firstly, a decision was needed as to whether to interview a linked sample of parents and children, or to collect separate samples of parents and children. It was decided to interview a linked sample: in each household seeking to interview (a) one parent/carer who has sole or joint responsibility for a child aged 0-19 and (b) one of any children aged 10-19 in the household.

The reason a linked sample was preferred to separate samples of parents and children was that the ‘link’ data connecting the adult to the child adds a vital extra dimension to potential analysis. The ‘link’ data includes data about the whole household that are relevant to both the parent and the child, different perceptions of parent and child on the same issue(s) and also allows exploration of the associations between the behaviour and attitudes of parents and those of children.

Secondly, we needed to decide whether to generate a sample of households or a sample of parents. Given the range of topics the survey was to cover, it was decided to generate a sample of parents as collecting more than basic data about the household as a whole (for example asking the interviewed parent how the other parent behaved) would consume too much time in the interview. This approach was also favoured as it allowed us to focus on the adult/child bond (see below).
Thirdly, we needed to decide whether to select the parent who has “most involvement in a child’s education”, “prime responsibility for welfare” or a parent at random. The first two possibilities were rejected on the grounds that this would under-represent fathers in the sample, as well as partners working full-time who may have less presence at home and school but will often take equal responsibility for decisions about their child’s upbringing and education choices.

Fourthly, we needed to decide whether we were interested in all children aged 0-19 equally. For practical reasons it was decided not to interview children aged 0-9 but collect data about them in the parent interview (accepting that ‘link’ data would not be collected for these children). In addition we decided we did not want to exclude children aged 0-9 from being a “reference child” in households where there was an eligible 10-19 year old with a sibling aged 0-9. Therefore, in households where there were children aged 0-9 and 10-19 present, the selection was skewed so that in three out of every four instances, the child aged 10-19 was selected as the reference child (and thus followed-up for interview). This maximised the numbers included in the follow-up child sample, while still giving younger children aged 0-9 with older siblings some chance of selection. This skew was corrected for in weighting (see Chapter 6).

2.3 Decision on sampling frame

Several sampling frames were considered for the survey: the National Pupil Database (NPD), the Child Benefit Register and the small-user Postcode Address File (PAF).

The National Pupil Database was rejected as, while this has the crucial advantage of being held and maintained by DCSF (hence making it possible to gain permission) it only includes the details of children in state schools, thereby excluding households which only contain pre-school children, those educated independently, and those which only contain 16-19 year olds living at home and who are no longer at school.

The Child Benefit Register was not available for this survey, as it was not possible to gain permission from HMRC. However, the Child Benefit Register has two disadvantages: it excludes children aged 16-19 who are neither in full-time education nor registered for work or training with the Careers or Connexions Service, and previous studies based on Child Benefit records have shown that around 10% are no longer living at the sample address when an interviewer calls (because parents whose Child Benefit is paid direct into their bank account do not always promptly inform HMRC of their new address if they move).

The small-user Postcode Address File (PAF), the most comprehensive listing of residential addresses in England, was therefore chosen for this study.

2.4 Drawing the sample

DCSF had stressed the importance of ensuring that the survey adequately covered the views and behaviours of so-called “hard to reach” parents and their children. Although there is no clearly defined concept of this group, it was likely that this group will over-represent parents having lower levels of engagement with their children’s education and development, who have low aspirations for themselves and/or their children, and who provide little parental support or guidance. In order to boost these types of households in a sample, we needed to use a demographic indicator to define the areas where we would expect to find a disproportionately high representation of such households. While income is by no means a predictor of this, it is a useful and cost-effective indicator. We therefore decided to draw a boost sample of households in low income areas.
The postcode sector was chosen as the level of Primary Sampling Unit (PSU). Deciles were created for all PSUs based on the proportion of people in Social Housing. This measure was used as a proxy for deprivation.

Analysis of postcode sectors by proportion of households containing children revealed that in many postcode sectors there were very few households with children, meaning fieldwork in those areas would be extremely inefficient, unproductive and therefore not cost-effective. It was therefore decided, before drawing the sample, to exclude any postcode sectors where the proportion of households with children was less than 20 per cent. Analysis of postcode sectors showed this meant 5.82 per cent of all postcode sectors were excluded from the sampling frame, but only 3.08% of households with dependent children were thereby excluded from participation in the survey. Analysis of socio-economic profile of all postcode sectors against the smaller universe of postcode sectors created did not show great difference. This approach had the advantage that we excluded postcode sectors where fieldwork efficiency would have been 33 per cent or worse than in the average PSU.

The list of postcode sectors was then stratified by GOR, decile of social housing and then proportion of dependent children. SPSS was used to randomly sample the PSUs with a probability proportional to size measure.

The sampling fraction for the postcode sectors in the top decile for social housing was set differently to the sampling fraction for other postcode sectors, such that, for the target overall sample size of 3,100 parent interviews, 500 of those interviews in areas of high deprivation would be “additional” to the nationally representative sample (hereafter “deprived area sample”).

In total 376 PSUs were sampled from PAF, of which 61 were in the deprived area sample. Within each PSU, 47 addresses were randomly selected to be issued to interviewers. Hence, in total 17,672 addresses were issued to interviewers, of which 2,867 were in the deprived area sample.

This aimed to produce the following sample profile:

Parents: 3,100 interviews (2,600 core sample, 500 boost)

Children: 1,400 interviews (1,175 core sample, 225 boost)

This was based on the following assumptions:

**Parent sample:**
Issued sample = 17672
8% deadwood (reducing sample to 16258)
30% of households eligible (reducing sample to 4877)
65% response (producing target sample of 3100)

**Child sample:**
Of 3100 parents, 60% to involve the selection of a child 10-19 (n=1860)
75% response from selected (n=1395)

As detailed in section 5, the actual numbers achieved did not reach target. This is partly owing to eligibility being lower than anticipated (predictions based on Census data). One theory for this is the possibility that households may have falsely claiming they had no children living with them in order to avoid taking part in the survey ('hidden refusals'). The response rate may also have been lowered due to the impact of high profile news events at the time of fieldwork, such as the news around Government data loss and the
disappearance of a child, which may have affected the trust that respondents had in the interviewers and in the survey generally. In addition, the relatively short fieldwork period may have had an effect on the response rate, by limiting the time available to interviewers for chasing up broken appointments and making additional attempts to establish contact with selected households and respondents.

Despite the shortfall in interviews against the targets, the final numbers were sufficient to produce a robust segmentation and to allow extensive analysis.

2.5 Selecting the adult and child

At each sampled address a dwelling unit was randomly selected where there was more than one at the address (for example if the address listing turned out to represent a number of flats or bedsits not separately identified).

Interviewers then asked about the presence of eligible respondents – that is parents, step-parents, foster parents or guardians who have sole or joint responsibility for the welfare of child(ren) aged 0-19 resident in their household. Children were considered to be resident at the address if they spent at least half their week living there (this definition necessary to cover the situations where children divide their time between two separated parents).

Where there were two parents, one was selected using random procedures to ensure good representation of mothers and fathers.

However, before selecting a parent for interview, the interviewer randomly selected a ‘parenting unit’ from the sampled household where necessary. A parenting unit was defined as a set of parents or single parent of a child. Within each parenting unit, where there were two parents, one was randomly selected for interview. Thus households which contained a parent with a teenage child who also had a child of his/her own resident at the address constituted two parenting units. In this situation one unit (whether the older parent/teenager or the teenager/child was selected at random). Of course the selection could also include any resident partner of either the older parent or the teenager. However, the rationale for this selection was primarily to ensure single parents living in multi-generational households were not under-represented in the survey.

At the start of the parent interview, household grid information was collected, which enabled us to know the identity of all the children of the parent being interviewed. As discussed above, children were considered to be resident at the address if they spent at least half their time living there; children who spent most of the time living elsewhere (for example, in the home of another parent or guardian, in boarding school, or in university accommodation) were not recorded in the household grid. One resident child aged 0-19 was randomly selected as the ‘reference child’ and was then asked about in the interview (with the caveat to the selection as in section 2.2 above). If the 'reference child' was in the 10-19 age range they were also invited to do the child interview.
BMRB designed two separate questionnaires – one for parents and guardians, the other for children aged 10 to 19 – to explore the aspects of parenting of interest to DCSF. The two questionnaires differed in length but covered a similar range of topics and at several points mirrored each other with the aim of capturing complementary viewpoints on the same subjects.

The design process commenced with a period of intensive desk research and discussion with DCSF and Define3. During this process, key themes were established that helped shape the structure and content of the questionnaires. A series of modifications, arising from piloting and repeated consultation with DSCF, ensured that the final questionnaires were comprehensive in scope and appropriately worded.

### 3.1 The design process

In August of 2007 a questionnaire review was undertaken to establish the types of survey questions that have previously been asked about caring for children, and about children’s concerns and experiences of education and family life. The purpose of the review was to identify already ‘tried and tested’ questions on subjects of interest, thereby removing the need to pilot such questions. A total of fifteen surveys were examined: their titles and aims are listed in Table 3.1. Questions and themes of potential relevance were extracted from these questionnaires and used as a basis on which to build new questions and pursue additional avenues of investigation.

In the first instance, questions were compiled under a list of headings, each representing a major theme centred on the behaviours, attitudes, or needs of parents or of children.

---

3 Define Research & Insight Ltd was commissioned by DCSF in 2007 to carry out a qualitative study of parents and children, and establish a working segmentation framework in advance of the collection of quantitative data by BMRB. BMRB was given the opportunity to observe Define’s ‘interactive galleries’ and comment on their interim findings during the autumn of 2007. The final report is published on the DCSF website as “Adult-Young Person Bonds: A Qualitative Segmentation, Define Research and Insight, DCSF Research Report, RW075 October 2007” (www.dcsf.gov.uk/research/programmeofresearch/).
Alongside this, a list was created of further subjects mentioned in the invitation to tender but missing from the survey questionnaires, together with fresh angles of investigation inspired by Define’s qualitative work or conceived by researchers at BMRB. The lists were submitted to DCSF, who pinpointed which themes were most pertinent to their needs.
Table 3.1: Surveys included in the questionnaire review

<table>
<thead>
<tr>
<th>Name of Survey</th>
<th>Years reviewed</th>
<th>Main aims of survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longitudinal Study of Young People</td>
<td>2004 (wave 1)</td>
<td>To identify and enable analysis and understanding of the key factors affecting young people’s progress in transition from the later years of compulsory education, through any subsequent education or training, to entry into the labour market or other outcomes.</td>
</tr>
<tr>
<td>Parental Involvement in Education</td>
<td>2001/2</td>
<td>To establish the level of involvement parents have in their children’s education; what parents perceive as barriers to further involvement; the awareness of Government initiatives and information sources; how parents find out about their child’s progress at school; and what improvements parents think could be made to communication with schools.</td>
</tr>
<tr>
<td>Youth Cohort Study</td>
<td>2000 (3 sweeps)</td>
<td>To monitor the decisions and behaviour of young people in the period of transition between compulsory education and higher education or work; to identify and explain the major factors influencing their decisions and actions; to examine educational attainment, experiences at school, training opportunities, sources of advice and guidance, work experience, and qualifications attempted and gained after the age of 16.</td>
</tr>
<tr>
<td>Cost of Schooling</td>
<td>2004</td>
<td>To establish what extra costs are asked of parents by state schools; what the actual value of these additional costs amounted to; parents’ and carers’ attitudes to paying for these items; and children’s role in ‘gate-keeping’ requests for contributions for school trips, charity events etc.</td>
</tr>
<tr>
<td>Survey of Homeless Families and 16-17 Year-Olds</td>
<td>2005/6</td>
<td>To understand routes into homelessness, the impacts of homelessness, the pattern of support needs among homeless households and the effects of homelessness and temporary accommodation on health, well being and child development. The research also examines the costs of homelessness and explores the extent of repeat homelessness among these households.</td>
</tr>
<tr>
<td>Millennium Cohort Study</td>
<td>2001/1 (sweep 1)</td>
<td>To understand the social conditions surrounding birth and early childhood; to investigate the all-important first year of life and potentially resolve many of the issues about its long-term impact. These include issues of central policy interest such as the foundations of social capital and cohesion.</td>
</tr>
<tr>
<td>Families and Children Study</td>
<td>1999 (wave 1)  2000 (wave 2) 2001 (wave 3) 2002 (wave 4) 2003 (wave 5) 2004 (wave 6)</td>
<td>To analyse the effect of work incentive measures; to measure the effects of policy on families’ living standards; to explore changes in family circumstances over time; to monitor impact of benefits and tax credits (Family Tax Credit and Child Tax Credit) in supporting families with young children; to explore barriers to work, particularly for low income families, and measures to overcome such barriers; and to explore more general family welfare issues.</td>
</tr>
<tr>
<td>Name of Survey</td>
<td>Years reviewed</td>
<td>Main aims of survey</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Potential Higher Education Study</td>
<td>2005 (wave 4)</td>
<td>To explore the perceptions of and intentions towards entering higher education among potential applicants, both flowing directly from initial education and from adults in employment. To examine attitudes and intentions towards Higher Education and also young people’s views on Science, Technology, Engineering and Mathematics.</td>
</tr>
<tr>
<td>Childcare and Early Years Providers – A study of Parents’ Use, View and Experiences</td>
<td>2004/5</td>
<td>To provide salient, up-to-date information on when and why parents need and use childcare and early years provision, and their views and experiences. This continues the time series data from the ‘Parents’ Demand for Childcare’ series and ‘Survey of Parents of Three- and Four-Year Old Children and Their Use of Early Years Services’ series.</td>
</tr>
<tr>
<td>Offending, Crime and Justice Survey</td>
<td>2003 (wave 1) 2004 (wave 2) 2005 (wave 3)</td>
<td>To provide a solid base for measuring prevalence of offending and drug use in the general population of England and Wales, from adults and children aged 10 and over; to monitor trends in offending among young people.</td>
</tr>
<tr>
<td>British Household Panel</td>
<td>2001 (wave 11) 2002 (wave 12) 2003 (wave 13) 2004 (wave 14) 2005 (wave 15) 2006 (wave 16)</td>
<td>To further understanding of social and economic change at the individual and household level in the UK, and to identify, model and forecast such changes, their causes and consequences in relation to a range of socio-economic variables.</td>
</tr>
<tr>
<td>Taking Part: the national survey of culture, leisure and sport</td>
<td>2005 (wave 1) 2006 (wave 2) 2007 (wave 3)</td>
<td>To measure participation in sport and cultural activities of people living in England. Helps DCMS assess progress towards their overall aim of improving the quality of life through cultural and sporting activities.</td>
</tr>
<tr>
<td>Extended Schools</td>
<td>2004</td>
<td>To identify and characterise the activities and services (e.g. study support, childcare) undertaken by participating schools; to identify the processes underpinning these activities; to identify the impacts and outcomes of these activities.</td>
</tr>
<tr>
<td>Teenage Pregnancy</td>
<td>2000 (wave 1) 2001 (wave 2) 2002 (wave 3)</td>
<td>To study attitudes, experiences and awareness among parents and young people around the subject of teenage pregnancy and sexually transmitted infections.</td>
</tr>
<tr>
<td>National Child Development Study</td>
<td>1999 (7th follow-up) 2004/5 (8th follow-up)</td>
<td>To improve understanding of the factors affecting human development over the whole life span by following the lives of a group of people born in Great Britain between 3 and 9 March, 1958 (about 17,000 individuals).</td>
</tr>
</tbody>
</table>
The remainder of the design process focused on the selected themes. Where it was possible to explore an issue using ready-made questions whose internal validity and wording had already been tested, these were adopted from other surveys. However, the bulk of the two questionnaires consisted of new questions.

Before piloting began in late November, drafts of the two questionnaires were programmed using Quanquest computer software and used during the pilot interviews.

3.2 The pilot

Part of the questionnaire design process involved piloting the two questionnaires with members of the public. The aims of piloting were to test the language, content, and routing of the questionnaires, and to gauge the average length of interviews. Cognitive interviewing techniques were used to explore the thought processes which respondents went through when answering, and so identify questions which lent themselves to misinterpretation, recall difficulties, and social desirability bias.

This section describes the piloting process and its results.

3.2.1 Procedure

The parents’ and children’s questionnaires were piloted on separate days during November and December 2007. Fieldwork took place in four different locations, purposively selected to facilitate access for those conducting the interviews: Blackbird Leys in Oxford, and Hackney, Edmonton, and Northolt in London. The total fieldwork period lasted three days. Four highly experienced interviewers conducted the face-to-face interviews using CAPI technology. Each interviewer was accompanied by a researcher. Interviewers were briefed prior to the start of fieldwork, and were supplied with street lists which they could use as guides for selecting addresses in their assignment areas. Quotas were set for the selection of parents, to ensure an appropriate mix of respondents in terms of gender, ethnicity, family composition, socio-economic status, and age of child. The selection of 10-19 year-old children was not subject to strict quotas, and many were recruited at the end of the parent interview from the parent respondent’s household.

Day One

Interviewers spent the first day in field pre-recruiting parents. Parents were screened for eligibility at their doorsteps, at which point the survey subject-matter and purpose of the pilot were explained to them. Incentives, in the form of £10 high-street vouchers, were used to encourage participation. Appointments were made for the following day with those who agreed to take part, and introductory letters containing further information were handed to them.

Day Two

On the second day, between 10:00 and 18:00, interviewers met respondents in their homes and administered the adults’ questionnaire using CAPI technology. Each interviewer was accompanied by a researcher who observed the interviews and asked follow-up questions in order to identify areas of apparent doubt, misunderstanding or incomprehension on the part of the respondents. During the self-completion section of the questionnaire, researchers asked the respondents’ permission to watch the screen as they keyed in their answers, and those who gave their consent were encouraged to talk through their thought processes while deciding on their responses. At the end of every interview the respondent was thanked for their time and, provided they had a child in the 10-19 age range, permission was sought to interview their child.
Observations made by the researchers and interviewers were collated and used as a basis for recommending modifications and deletions to the questionnaire. After consulting DCSF, the suggested changes were carried out and the programming script adjusted accordingly.

**Day Three**

Following a break of a few days – during which appointments with a number of children were confirmed – the interviewers and researchers re-visited the homes of children who had agreed to test the children's questionnaire. Interviewing hours were scheduled later in the day (between 15:00 and 19:30) to take account of school hours. Additional children and young people in the 10-19 age range were recruited on the same day from surrounding neighbourhoods to compensate for broken appointments: this was achieved by introducing the survey to adults and their children on their doorstep, offering a £10 high-street voucher incentive, and seeking consent from both adult and child for the child’s participation. Interviews were carried out using the children's questionnaire and CAPI technology, employing observation techniques as before.

Comments about the child interviews and their reactions to the questionnaire were collated and fed back to DCSF, together with recommendations for questions to cut and areas where the questionnaire would benefit from modification. As a result of consultation, changes were made and the questionnaire re-scripted in Quanquest. Appendix A contains the main fieldwork documents used during the pilot stage of the survey. It includes examples of the quota sheets used by the interviewers, and the introductory letters given to respondents.

### 3.2.2 Pilot respondent profile

Twenty-nine individuals took part in the pilot, consisting of an almost equal number of parents and children, and covering a spread of ages (see Table 3.2). There was a mix of genders among both the parent and the child respondents. While the gender split was even amongst children (50% female, 50% male), three quarters of the parents were female (73% female, 27% male).

#### Table 3.2: Basic demographic characteristics of pilot sample

<table>
<thead>
<tr>
<th></th>
<th>PARENT RESPONDENTS</th>
<th>CHILD RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-25</td>
<td>2</td>
<td>10-12</td>
</tr>
<tr>
<td>26-35</td>
<td>4</td>
<td>13-15</td>
</tr>
<tr>
<td>35-45</td>
<td>6</td>
<td>16-19</td>
</tr>
<tr>
<td>45-55</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC1</td>
<td>5</td>
<td>ABC1</td>
</tr>
<tr>
<td>C2DE</td>
<td>10</td>
<td>C2DE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>
The pilot was heavily biased towards respondents from lower social grades. This was the calculated result of selecting respondents from boroughs that researchers knew to be relatively deprived, on the basis of their local knowledge. Deprived areas were deliberately chosen to assess the appropriateness of the language used in the questionnaire and evaluate how well aspirational questions worked amongst people more likely to have low educational attainment and low household incomes.

Another particular concern in piloting the parents’ questionnaire was to check whether parents were being asked questions suited to the age of their ‘reference’ children. For this reason, the age of the respondents’ children was an important criterion when recruiting parents. This information, along with additional demographic information about the parents, is shown in Table 3.3.

### Table 3.3: Additional demographic characteristics of adult respondents

| ADULT RESPONDENTS |  
|-------------------|---
| Age of reference child |  
| 0-4 | 3  
| 5-9 | 3  
| 10-19 | 9  
| Family type |  
| Nuclear | 8  
| Single parent | 4  
| Other | 3  
| Ethnicity |  
| White | 11  
| Mixed | 0  
| Asian | 3  
| Black | 1  
| Chinese | 0  
| Other | 0  
| Special Education Needs |  
| Yes | 1  
| No | 14

In the pilot sample, six in ten parents had children in the 10-19 age range, and were consequently asked the majority of questions in the parents’ questionnaire. The remaining parents had younger children, and were routed through alternative parts of the questionnaire.

One quarter of parents were from Black or Minority Ethnic Groups, and almost half were living in households that did not have the standard nuclear arrangement of a couple together with their children. This diversity, and the inclusion of one respondent whose reference child had special education needs, ensured that the parents’ questionnaire was tested on a wide-ranging audience.

### 3.2.3 Pilot outcomes

The pilot established that both questionnaires worked well in the field. The respondents’ interest and attention was held throughout the interviews; the vast majority of questions were age-appropriate and did not unduly challenge respondents’ privacy or willingness to answer honestly; and, all in all, the questionnaires did not appear to place too great a burden on the respondent’s time, comprehension, or recall abilities.
Scope for improvement was, however, revealed during the cognitive interviews, and recommendations were made accordingly. The pilot also offered the chance to establish the length of interviews under realistic conditions.

The average length for parent interviews was judged to be about right, at 57 minutes. However, cuts were required to parts of the questionnaire aimed at the parents of reference children in the 10-19 age range, in order to reduce the average time of their interviews to around one hour. The average length of the child interview emerged as slightly too long, at 35 minutes; it was therefore recommended that several questions asked of children aged 10-15 be deleted.

3.3 The questionnaires

Questionnaire design was completed and both questionnaires approved and signed-off by DCSF in mid-January. The final versions were programmed into Quanquest software. Multiple checks were carried out on the computerised versions to ensure that age-filtering and other routing and technical issues worked correctly before beginning the main fieldwork in mid-February.

The following section provides outlines of the two questionnaires.

3.3.1 Relationship between the questionnaires

The fundamental objective of the survey was to understand attitudes and experiences surrounding parenting. The parents’ and children’s questionnaires achieved this by exploring respondent’s values and behaviours but also – more particularly – by probing into the bond that exists between individual parents (or guardians) and one of the children in their care.

In order to effectively capture both sides of that relationship, the two questionnaires were designed to complement one another. Many of the questions referred to the opposite member in the relationship: the parent was asked about the child they cared for, and the child about their parent or carer. Other questions elicited the parent’s perception of their interaction (e.g. their view on discipline, or of closeness), and then asked about the child’s perception of the same, providing the opportunity to compare viewpoints on each subject.

Both questionnaires were largely characterised by questions on attitudes and views, some sufficiently personal in nature as to require self-completion. The self-completion was also used to ask questions which may have been subject to social desirability bias if answers were given in the interviewer’s presence. The household’s demographic data was confined to the start of the parents’ questionnaire, while the greater part was dedicated to exploring attitudes and views. There are relatively few instances in either questionnaire of questions related to behaviour.

3.3.2 Parents’ questionnaire

A copy of the questionnaire used in the field when interviewing parents and guardians of 0-19 year-old children is presented in Appendix B. In outline:

- The questionnaire begins by collecting demographic and socio-economic information about the household, the household reference person, and about the respondent and their partner (if these are not the household reference person). A ‘reference child’ is randomly chosen by the computer, and basic demographic information is also collected about him or her;
• A series of life-value statements follow. These function as the main ‘hooks’ for fusing data from the National Survey of Parents and Children with data from the Target Group Index dataset (see Chapter 9);

• The subsequent groups of questions deal with the parent’s or guardian’s:
  o closeness with the reference child, and shared time and activities
  o ‘parenting style’
  o understanding of parental roles and responsibilities
  o expectations of, and involvement with, schools and other children’s services
  o needs and wants with regard to information and services
  o own experiences of being parented, and their link to their choice of ‘parenting style’
  o civic and public engagement
  o decisions concerning the methods and degree of control over the reference child’s behaviour
  o aspirations regarding the reference child’s future

• The self-completion section begins with practice questions, and continues with questions on the parent’s or guardian’s:
  o enjoyment of the parental role, and confidence in parenting
  o attitudes towards disciplining the reference child and resolving conflict
  o awareness of and attitudes towards the reference child’s friends and risk-taking behaviours
  o views of the reference child’s educational progress
  o perceptions of own well-being, health, and support network

• The questionnaire ends by asking for permission to re-contact the respondent, and consent to interview the reference child (if the child is in the 10-19 age range).

3.3.3 Children’s questionnaire

A copy of the questionnaire used in the field when interviewing children aged 10-19 and living in the households of the interviewed adults is presented in Appendix C. In brief:

• The questionnaire begins by confirming that the child is the ‘reference child’, and collecting a small amount of additional demographic information
A series of questions to do with behavioural frequency and media consumption follows. These questions were asked to enable profiling of the child segments, as it was not viable to fuse child data with BMRB’s Target Group Index database. The self-completion section begins with practice questions for using the laptop, and continues with questions on the child’s:

- friends and social activities
- perception of their parent/guardian’s control over their behaviour
- values and attitudes towards families and parents in general
- closeness to, and feelings towards, the interviewed parent
- experiences of risk-taking behaviour, and perception of the interviewed adult’s attitude and awareness of their risk-taking behaviours
- freedom and support in making educational choices and other decisions about their future
- personal aspirations, and perceptions of expectations placed on them
- feelings about themselves
- views on and experiences of school
4 Fieldwork procedures

Fieldwork for the National Survey of Parents and Children started on 30th January 2008, and drew to a close at the end of April. A series of face-to-face briefings were conducted around England with Kantar Operations interviewers to take them through the survey background and logistics of the random probability procedures.

4.1 Briefing of interviewers

Eighteen half-day personal briefing sessions were arranged during late January and February of 2008. Eight of these were held in London, and the remainder in Manchester, Warwick, York and Bath.

All briefings were given by members of the BMRB research team together with a field project controller. A member of DCSF attended the very first session in London, providing additional detail on the purpose of the research. Participation in all briefings was limited to a maximum of 20 interviewers, including supervisors.

Briefings covered the background of the survey; contacting and selection procedures; questionnaire content; the importance of achieving a high response rate and strategies for doing so; and administrative matters. Detailed written briefing instructions were also provided to interviewers. During the sessions, interviewers had the chance to raise queries and concerns in person with the researchers.

4.2 Assignments and contact at addresses

Interviewers were allocated one or more assignments, each consisting of 47 randomly selected addresses located within the same postcode sector. Every address issued was accounted for on an Address Contact Sheet. An example of the contact sheet can be seen in Appendix D.

The Contact Sheet includes a 'Kish grid' that helped the interviewer perform a manual random selection in instances:

- where an address consisted of more than one dwelling unit;

- where a household contained more than one parenting unit (see section 2.5 for definition);

- or where a parenting unit consisted of more than one parent.

Parental consent sections and incentive receipts were also incorporated in the Contact Sheet for the convenience of the interviewers.

Before contact was attempted at any address in a new assignment, interviewers notified the police that they would be working in the area and seeking the participation of children for the survey. This was considered particularly important given the likelihood that some parents or neighbours might be alarmed when asked whether they had any resident children (a necessary step in gauging eligibility for the survey). The name of the police station where registration took place was recorded at the front of the Contact Sheet.
In order to ensure that the greatest possible effort was made to establish household eligibility and achieve an interview with a parent or guardian, interviewers made a minimum of five calls at each address. A further five calls or more were made to ensure contact with an eligible child at each address where an adult had already been interviewed.

All interviewer performance was monitored and interviewers who had not previously worked on a random probability project were accompanied on their first day of fieldwork on the project. Interviewers were furthermore incentivised to achieve a high response rate, by paying a bonus sum for interviews achieved above a minimum threshold level.

4.3 Introductory letters and leaflet

As only a small proportion of households in the randomly selected sample were expected to consist of 0-19 year-old children and their parents or guardians, it was considered inefficient to send letters introducing the survey to every selected address. Instead, interviewers carried with them introductory letters and colour leaflets that explained the aims of the survey, why particular addresses were selected, and the types of questions respondents could expect during the interviews. The documents also provided assurances on confidentiality and the contact names and direct line telephone numbers for DCSF and for BMRB researchers working on the project.

If interviewers were unable to make contact with any resident despite repeated calls at a given address, they posted letters and a leaflet to that address. Potential respondents wishing to know more about the survey or needing to get a message to an interviewer who has already contacted them had the option to do so by ringing the contact numbers for BMRB or DCSF.

Interviewers were well briefed in explaining the purpose of the survey, and in providing reassurances and proof of authenticity to anyone concerned about their attempts to identify households with children. Despite these measures, interviewer feedback and calls to DCSF and BMRB contact lines suggested that it may have been preferable to post an advance letter, due to the sensitivities of asking about presence of children without pre-notifying households. This should be borne in mind if conducting a similar study in the future.

Examples of the introductory letters – one for parents, the other for children – as well as of the leaflet are included in Appendix D.

4.4 Limited/non speakers of English

Where interviewers were met at the doorstep by residents whose command of English was so poor as to make it impossible to determine whether there was an eligible parent in the household, or which would have made it difficult to conduct an interview, no interview was attempted. Due to the personal nature of many of the questions in the parents’ questionnaire, it was deemed inappropriate to use a translator as a proxy.

4.5 Respondent incentives

All those who were eligible to take part in the survey were offered a £7 high-street voucher as an incentive for their cooperation. Parents and children who agreed to
take part received a voucher and thank-you leaflet after completing their individual interview.

4.6 Parental consent

The MRS Guidelines for Conducting Research with Children and Young People (March 2006) make it mandatory to obtain not only the young person's co-operation but also parental informed consent for young people aged under 16. It is standard for interviewers from Kantar Operations to seek parental consent prior to an interview for anyone under the age of 16, but also for 16 and 17 year olds.

Interviewers working for Kantar Operations had been trained to explain and re-assure both parents and children. In asking for permission to interview a young person, interviewers used the children's introductory leaflet to make parents aware of the nature of the subject matter in the children's interview. They also explained the need for privacy during the interview, and obtained permission to interview the young person in private.

4.6.1 Consent for interview with selected child

At the end of every interview of a parent or guardian, permission was sought to interview the 'reference child' in their household. Where the 'reference child' was under the age of 18 and the parent or guardian agreed that they could be interviewed, permission was given in writing on the Address Contact Sheet. In these cases, the child interview could only proceed if written consent had been granted and the child or young person had indicated their willingness to take part.

4.6.2 Consent for interview with adolescent parent/guardian

In several instances, the parent or guardian randomly selected to take part in the survey was under the age of 18 and living in the household of his or her own parent(s). Where these circumstances arose, the selected parent or guardian was considered a minor, and interviewers ensured they obtained consent from the minor’s parent(s) before proceeding with the interview. Only verbal permission was deemed necessary, on the grounds that minors were sufficiently mature, as parents or guardians in their own right, to give informed consent.
5 Interviews and response

Interviews were conducted within the respondents’ homes and recorded on the interviewers’ laptops using Computer Assisted Personal Interviewing (CAPI). The CAPI system enables the questionnaire to be contained on a laptop computer. The questions appear on the screen and the interviewer enters answers via the keyboard. The advantage of CAPI is that routing from one question to another (which may vary depending on the answers given) is automatic; therefore complex filtering, which would be difficult to administer using a paper questionnaire, is straightforward. Another advantage of CAPI is that data are transmitted via a modem from the interviewer’s house to BMRB head office overnight, so “clean” data are immediately available, omitting the need for the punching and editing stages.

Since much of the content of the questionnaires was personal in nature, privacy was considered important for both parent and child interviews. Where possible, interviewers sat alone in a room with the respondent and administered the questions outside the hearing of other household members.

Each questionnaire was divided into two sections: and interviewer-administered section and a self-completion. For the interviewer-administered section, where respondents were expected to select the answers from a list, the list was presented either as a showcard or on screen (as instructed). One battery of attitudinal questions in the parents’ questionnaire was administered as a shuffle board exercise, whereby each statement was presented on a separate card to the respondent who decided whether to place the card on a board next to a category labelled as “Definitely agree”, “Tend to Agree”, “Neither Agree nor Disagree”, “Tend to Disagree”, “Definitely Disagree” or “Not Applicable”.

For particularly sensitive or personal questions, or questions which could be subject to social desirability bias, interviewers handed the laptop over to respondents to key the answers in themselves. Interviewers tried to ensure that the laptop screen was shielded from the viewing of other household members who may have entered the room during the interview. In both the parents’ and children’s questionnaires, the self-completion sections were preceded by a few practice questions intended to familiarise respondents with use of the laptop, and entry of multi-coded or single-coded responses. Interviewers were constantly on hand to help respondents if they made mistakes or could not proceed, and to offer reassurance. Questions designed for self-completion were read out by the interviewer only in exceptional instances, where respondents were happy to continue the interview but refused to use the computer.

When interviewing anyone under the age of 16, interviewers were told to make sure there was an adult somewhere in the respondent’s home.

5.1 Interview with parent or guardian

Interviews with parents or guardians were obtained in 57% of addresses containing eligible households (a ‘full interview’ at 2,567 addresses, and a ‘partial interview’ at 5 further addresses).

A minority of respondents (1.3%) refused to proceed with the self-completion element of the interview, while a slightly larger proportion (7.5%) completed the questions with the help of the interviewer, who keyed in the answers on their behalf.
The average interview lasted 53 minutes. Timings were contingent on the questions asked, which in turn depended on the age and current circumstances of the ‘reference child’.

5.2 Interview with selected child

Interviews with children or young people were achieved in 86.8% of households containing a ‘reference child’ aged 10-19 (a ‘full interview’ at 1,154 addresses, and no ‘partial interviews’).

No respondent refused to proceed with the self-completion element of the interview, but a small proportion (1.6%) asked the interviewer to key in the answers on their behalf. In half the interviews (49%) another household member was present in the room while the self-completion questions were being answered. Only one in ten children (10%) talked through or showed the questions to someone else in the room.

The average interview lasted 34 minutes.

5.3 Response analysis

Interviewers downloaded completed interviews electronically overnight, allowing the researchers at BMRB to monitor the progress of the fieldwork on a daily basis. Fieldwork reports were sent weekly to DCSF detailing coverage of addresses, number of productive interviews and response rates achieved. As assignments were completed, addresses containing eligible households where a ‘soft refusal’ had been given were re-issued to other interviewers. Re-issuing succeeded in raising the number of achieved interviews by 135 adult interviews and 53 child interviews.

The following tables give a breakdown of response.
Of the 17,672 addresses issued, 94% were traceable, residential and occupied as a main residence (Table 5.1).

### Table 5.1: Eligibility of addresses

<table>
<thead>
<tr>
<th></th>
<th>Achieved</th>
<th>Target</th>
<th>Achieved</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total addresses issued</strong></td>
<td>17,672</td>
<td>17,672</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Deadwood</td>
<td>1,123</td>
<td>1,414</td>
<td>6.4</td>
<td>8</td>
</tr>
<tr>
<td>Not yet built</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Derelict/Demolished</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant/empty</td>
<td>641</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-residential address</td>
<td>188</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not main residence</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inaccessible</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable to locate address</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Addresses in scope</strong></td>
<td>16,549</td>
<td>16,258</td>
<td>93.6</td>
<td>92</td>
</tr>
</tbody>
</table>

In 70 per cent of the 16,549 addresses that remained in scope, occupants (or neighbours, in cases where attempts to contact the occupants repeatedly failed) reported there was no one living as part of the household who was either a parent or a guardian of a resident 0-19 year old (Table 5.2). As discussed in section 2.4, this figure may be somewhat inflated by a proportion of households falsely claiming they had no children living with them in order to avoid taking part in the survey ('hidden refusals').

Interviewers were unable to establish eligibility for a further 522 households (3.2%), leaving a total of 4,501 eligible households.

### Table 5.2: Eligibility of households

<table>
<thead>
<tr>
<th></th>
<th>Achieved</th>
<th>Target</th>
<th>Achieved</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addresses in scope</strong></td>
<td>16,549</td>
<td>16,258</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Definitely ineligible (no parent of 0-19 year old in household)</td>
<td>11,526</td>
<td>11,381</td>
<td>69.6</td>
<td>70</td>
</tr>
<tr>
<td>Unknown whether eligible</td>
<td>522</td>
<td></td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>Households definitely in scope</td>
<td>4,501</td>
<td>4,877</td>
<td>27.2</td>
<td>30</td>
</tr>
</tbody>
</table>
For various practical reasons – such as refusal by the occupants to provide information about the number of dwelling units at the address, or inability to make contact with any adult or any English-speaker in the household – it was impossible to select a parent to be interviewed in 15 per cent of these households. In the remaining 3,799 households, a parent was selected for interview.

Interviews were achieved in 57 per cent of eligible households (Table 5.3). Where they were not achieved, this was usually because the selected parent refused to participate or could not be contacted by the interviewer. Other reasons included: inadequate English on the part of the parent, broken appointments, or the parent’s absence from their home address throughout the survey period due to illness.

<table>
<thead>
<tr>
<th>Eligible households (for parent interview)</th>
<th>Achieved</th>
<th>Target</th>
<th>Achieved</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible but unable to select parent</td>
<td>702</td>
<td>15.6</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Selected Parents</td>
<td>3,799</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Contact with Selected Parent</td>
<td>65</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusal by Selected Parent</td>
<td>757</td>
<td>16.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Unproductive</td>
<td>405</td>
<td>9.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Interviews Achieved</td>
<td>2,572</td>
<td>57.1</td>
<td>3,100</td>
<td>64</td>
</tr>
<tr>
<td>Full Parent Interviews</td>
<td>2,567</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial Parent Interviews</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The response rate shown in Table 5.3 assumes all households where eligibility is unknown were in fact not eligible to take part. However, this is not a realistic assumption. The response rate is better calculated if eligibility is taken to be at the same level amongst the addresses with unknown eligibility as it is in the rest of the sample as based on assumptions derived from LFS data (i.e. 70%): this would result in an assumed response rate of 55.2 per cent (Table 5.4).

Table 5.4: Response rates for parent survey assuming different rates of eligibility for households of unknown eligibility

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All unknowns are in fact eligible</td>
<td>51.2</td>
</tr>
<tr>
<td>All unknowns are in fact ineligible</td>
<td>57.1</td>
</tr>
<tr>
<td>70% of unknowns are eligible</td>
<td>55.2</td>
</tr>
</tbody>
</table>
Interviews with children and young people were restricted to those aged 10-19. Consequently, not every child identified as a ‘reference child’ in the adult interview was eligible to take part in the child interview. In fact, only half (52%) of the households where an adult had participated in the survey contained an eligible child (Table 5.5). Interviews were achieved with almost nine in ten (86.8%) of the selected children.

Table 5.5: Response analysis for children and young people

<table>
<thead>
<tr>
<th></th>
<th>Achieved</th>
<th>Target</th>
<th>Achieved</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Households where parent interviewed</td>
<td>2,572</td>
<td>3,100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>No child aged 10-19 in household</td>
<td>1,243</td>
<td>1,240</td>
<td>48.0</td>
<td>40</td>
</tr>
<tr>
<td>Households in scope (for child interview)</td>
<td>1,329</td>
<td>1,860</td>
<td>52.0</td>
<td>60</td>
</tr>
<tr>
<td>Selected Children</td>
<td>1,329</td>
<td>1,860</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>No Contact with Selected Child</td>
<td>27</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusal by Selected Child</td>
<td>49</td>
<td>3.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusal by Proxy</td>
<td>48</td>
<td>3.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Unproductive</td>
<td>51</td>
<td>3.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Interviews Achieved</td>
<td>1,154</td>
<td>1,400</td>
<td>86.8</td>
<td>75</td>
</tr>
<tr>
<td>Full Child Interviews</td>
<td>1,154</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial Child Interviews</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6 Data processing

Data from the survey underwent several processes before the final outputs requested by DCSF were produced. Verbatim answers were coded; adult and child data was cross-referenced for consistency; and all data were weighted. These processes are described below.

6.1 Coding

There were 3 open-ended questions in the adults’ questionnaires that were coded to NS-SEC. A further 29 partially open-ended questions from both questionnaires required coding.

To develop code frames for the partially open-ended questions, listings of the first 1,000 verbatim answers of each relevant question in the parents’ questionnaire, and 500 verbatim answers of each relevant question in the children’s questionnaire, were reviewed, categorised, and labelled with a code. As more responses were collected, the existing frames were reviewed and a small number of codes added to make provision for responses that had not previously emerged. All new codes proposed by coders were checked by members of the research team before being approved.

Towards the end of the fieldwork, all answers that the coders could not code and which had been assigned to an "other" category were examined by BMRB researchers to establish whether they could be regarded as instances of one of the question pre-codes. Those that could were reallocated to the appropriate code; the remainder were coded as ‘other’. Responses in the ‘other’ category never exceeded 10% of all responses for a question.

6.2 Edit checking

We ran consistency checks on the data to ensure consistency between responses in the adult and child questionnaire. Anomalies were referred on a case-by-case basis to the research team who then supplied appropriate instructions to resolve the inconsistency.

6.3 Weighting

Data were weighted to correct for a) unequal selection probabilities and b) non-response.

6.3.1 Unequal selection probabilities

There were several reasons why parents and children in the survey had unequal selection probabilities:

- Households living in areas of England which were in the top 10 per cent in respect of the proportion of social housing were over-sampled;
- Where there was more than one dwelling unit at a sampled address, interviewing would only occur at one (randomly selected) dwelling unit;
- Where there was more than one “parenting unit” living in the selected dwelling unit, an interview would only take place within one (randomly selected) parenting unit;
Where there were two parents in the “parenting unit”, only one was (randomly selected) for interview.

Thus, for the parent data, a weight (W1) was produced for to compensate for unequal selection probabilities, which was calculated as:

\[ \text{Probability of area selection} \times \text{number of dwelling units} \times \text{number of parenting units} \times \text{number of parents} \]

As the reference child was randomly selected while the household grid information was collected, the child’s probability of selection was directly linked to that of their parent who was being interviewed. A child was only interviewed if they were 10-19 years of age. The computer program established how many children in the parenting unit were 10-19 years of age, and also if there were any children aged 0-9 present. We did not wish to skew the selection so that if any children aged 10-19 year old were present, one was always selected to be the reference child. If we had done that, no information about children aged 0-9 would have been collected unless they had no siblings aged 10-19. Hence we decided that:

- If all the children in the parenting unit were aged 0-9, one would be randomly selected as the reference child but not interviewed;
- If all the children in the parenting unit were aged 10-19, one would be randomly selected as the reference child and approached for interview;
- If the children in the parenting unit were aged 0-9 and 10-19, the selection would be skewed so that in 75 per cent of cases the computer would randomly choose a child aged 10-19 to be the reference child and be approached for interview.

Thus, for the child data, a weight (W2) was produced for to compensate for unequal selection probabilities, which was calculated as:

\[ \text{Probability of area selection} \times \text{number of dwelling units} \times \text{number of parenting units} \times \text{number of 10-19 year olds in parenting unit} \times \text{correction for parenting units with 0-9 and 10-19 year olds} \]

Finally, because only 10-19 year olds were interviewed, it is not possible with the child data to make child population estimates based on those aged 0-19. Some data about the behaviour of children were collected in the parent survey from which it may be desirable to produce estimates based on the child population aged 0-19 (where the adult has given answers as a “proxy” for the child”). To accommodate such a requirement, a weight (W3) was produced to compensate for unequal selection probabilities as follows:

- If all the children in the parenting unit were aged 0-9, the W1 weight was used;
- If all the children in the parenting unit were aged 10-19, the W1 weight was used;
- If the children in the parenting unit were aged 0-9 and 10-19, and the reference child was aged 0-9:
If the children in the parenting unit were aged 0-9 and 10-19, and the reference child was aged 10-19:

\[
W_1 \text{ weight } \times \text{ correction for parenting units with 0-9 and 10-19 year olds} \\
\text{Number of 10-19 year olds in parenting unit}
\]
6.3.2 Non-response weights

After the parent data had been weighted by W1, non response weighting was applied to produce a final weight (W4) to use for parent population estimates. The non-response weights used were as follows:

<table>
<thead>
<tr>
<th>Gender by working status</th>
<th>Target</th>
<th>Government Office Region</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Men full-time</td>
<td>36.8</td>
<td>North East</td>
<td>4.7</td>
</tr>
<tr>
<td>Women full-time</td>
<td>16.5</td>
<td>North West</td>
<td>13.5</td>
</tr>
<tr>
<td>Men part-time</td>
<td>1.9</td>
<td>Yorkshire and the Humber</td>
<td>9.6</td>
</tr>
<tr>
<td>Women part-time</td>
<td>21.2</td>
<td>East Midlands</td>
<td>8.5</td>
</tr>
<tr>
<td>Men not working</td>
<td>5.1</td>
<td>West Midlands</td>
<td>10.5</td>
</tr>
<tr>
<td>Women not working</td>
<td>18.5</td>
<td>East of England</td>
<td>11.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>London</td>
<td>15.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South East</td>
<td>16.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South West</td>
<td>9.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Target</th>
<th>Age of children in parenting unit</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>24 and under</td>
<td>3.6</td>
<td>0-9s only</td>
<td>44.1</td>
</tr>
<tr>
<td>25-34</td>
<td>23.0</td>
<td>10-19s only</td>
<td>36.1</td>
</tr>
<tr>
<td>35-44</td>
<td>46.7</td>
<td>0-9s and 10-19s</td>
<td>19.8</td>
</tr>
<tr>
<td>45 and over</td>
<td>26.7</td>
<td>Not known</td>
<td>Given weight of one</td>
</tr>
</tbody>
</table>

These figures were derived from analysis of the Labour Force Survey results October – December 2007.
After the child data had been weighted by W2, non response weighting was applied to produce a final weight (W5) to use for child population estimates based on the child data. The non-response weights used were as follows:

<table>
<thead>
<tr>
<th>Age</th>
<th>Target %</th>
<th>Government Office Region</th>
<th>Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-11</td>
<td>23.0</td>
<td>North East</td>
<td>5.0</td>
</tr>
<tr>
<td>12-13</td>
<td>23.1</td>
<td>North West</td>
<td>13.9</td>
</tr>
<tr>
<td>14-15</td>
<td>25.6</td>
<td>Yorkshire and the Humber</td>
<td>10.3</td>
</tr>
<tr>
<td>16-19</td>
<td>28.3</td>
<td>East Midlands</td>
<td>8.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>West Midlands</td>
<td>10.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>East of England</td>
<td>10.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>London</td>
<td>15.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South East</td>
<td>16.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South West</td>
<td>9.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50.7</td>
</tr>
<tr>
<td>Female</td>
<td>49.3</td>
</tr>
</tbody>
</table>

These figures were derived from analysis of the Labour Force Survey results April – June 2007 (due to the required age breakdown variable not being available on the LFS October – December 2007 dataset).
After the parent data had been weighted by W3, non response weighting was applied to produce a final weight (W6) to use for child population (0-19) estimates based on the adult data. The non-response weights used were as follows:

<table>
<thead>
<tr>
<th>Age</th>
<th>Target</th>
<th>Government Office Region</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>23.6</td>
<td>North East</td>
<td>4.9</td>
</tr>
<tr>
<td>5-10</td>
<td>29.0</td>
<td>North West</td>
<td>13.6</td>
</tr>
<tr>
<td>11-16</td>
<td>31.4</td>
<td>Yorkshire and the Humber</td>
<td>10.0</td>
</tr>
<tr>
<td>17-19</td>
<td>16.0</td>
<td>East Midlands</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>West Midlands</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>East of England</td>
<td>11.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>London</td>
<td>15.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South East</td>
<td>16.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>South West</td>
<td>9.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>51.1</td>
</tr>
<tr>
<td>Female</td>
<td>48.9</td>
</tr>
</tbody>
</table>

These figures were derived from analysis of the Labour Force Survey results April – June 2007 (due to the required age breakdown variable not being available on the LFS October – December 2007 dataset).
7 Final outputs

The data was prepared for DCSF in two different formats: as PDF tables and an SPSS file. A full written report was prepared to a standard suitable for publication.

7.1 Data outputs

The precise details of the analysis required were specified and agreed within two weeks of the start of fieldwork: this included cross-tabulations, and c. 65 derived variables. One set of tables was prepared for parents and a separate set for children. Select variables from the adult dataset were used to cross-analyse data from the child dataset, and vice versa.

In addition, a fully-documented SPSS data set was produced as part of the output process, containing fully-labelled variables and consistent formatting. The dataset contained both parent and child data, allowing the data to be further explored and analysed.

To enable it to be possible to match the dataset with National Pupil Database (NPD) data and school statistics, during the interview we collected the date of birth, middle name, and school of the reference child.

7.2 Report

The results of the survey were arranged into a ten-chapter report, whose structure was agreed with DCSF. The report was initially produced in draft form, and a final version prepared after taking account of comments from DCSF.

The report was organised around eight principal themes, each incorporating data from both the adult and child datasets. Tables and charts were included to illustrate and document the figures alongside the narrative. Towards the end of the report, a chapter was dedicated to describing the results of the segmentation exercise (see section 8). The executive summary and conclusions chapter drew upon the results of both the cross-sectional analysis and the segmentation.
8 Segmentation (Henley Centre Headlight Vision)

The segmentation was designed to answer the following question:

Which factors and aspects of family dynamics influence parents' and children's attitudes, aspirations and outcomes?

Key dimensions to explore when creating the segmentation were agreed to be:

- Parental child/bond philosophies
- Confidence
- Engagement in education

This part of the project was conducted by BMRB’s sister company, Henley Centre Headlight Vision.

8.1 How the segmentation was developed

The process of developing the segmentation began with factor analysis to refine the choice of which questions best represented the different attitudinal dimensions which would drive the clusters. Insights from the qualitative research helped with the interpretation of the results from the factor analysis and the selection of the questions and dimensions to take forward.

The questions for use in the dimensions driving the clusters are set out in sections 8.2.1 (for parents) and 8.2.2 (for children / young people) below. The questions forming the final dimensions were tested using scale reliability analysis to ensure that they were robust and strongly correlated, before standardising them prior to cluster analysis to ensure that they were all being measured on a comparable scale. The dimensions were then converted to dichotomous variables to aid clustering.

The process used to define the segments was that of hierarchical clustering followed by K-means clustering. This is a well established method for developing segmentations based on attitudinal research and overcomes some of the problems of using either technique on its own. Several cluster solutions were profiled on the dimensions and other key variables to aid the choice of cluster solution.

An important part of the process was checking the segments against the insights from the qualitative research to ensure that the majority of types of parent-child bond were evident for both parents and children. At a more fundamental level, the segments were checked to ensure that they were clearly different from each other in the underlying dimensions and that each segment was robust in terms of sample size. The number of segments itself was also a factor to consider, since too large a number becomes less valuable in practical application.

After consultation with DCSF the preferred cluster solutions were agreed and the chosen solutions profiled in greater depth. This included making use of the matched
parent and child data to enhance the profiles of the parent segments with child data, and vice versa. The parent segmentation was also fused with TGI data.

An important issue that emerged through early analysis and discussion of the data was the role played by the age of the child. This is a central factor because of the way in which the relationship between parent and child evolves, and the fact that some attitudes would have very different meaning when expressed by an older teenager rather than a younger child. In order to deal with this in the segmentation, we considered options of splitting the segments at fixed age bands or introducing age as a dimension in the cluster analysis. We took the latter approach because of the more flexible, data-driven view it provided of how age relates to other attitudes, which varies from child to child, and because of the larger sample size it permitted for cluster analysis. The result is that some segments tend towards younger or older child age groups, although these reflect age-related differences in attitudes and behaviour, rather than the age variable itself. This may lead to inferences that parents and children are likely to migrate over time between certain segments as the children grow older, although such movement cannot actually be seen within our cross-sectional study.

8.2 The segmentation

8.2.1 Parent segmentation

The following dimensions were used to derive the parents segmentation, with the bullets within each dimension illustrating the questions used.

Age of child

Enjoyment of parenting

- Disagree: As a parent I find it difficult to cope
- Disagree: I find being a parent frustrating
- Disagree: In general I feel very positive about myself

Focus on family over money and career

- Disagree: I am willing to sacrifice FAMILY time in order to get ahead at work
- Disagree: Money is the best measure of success
- Disagree: Generally speaking, working for pay is more fulfilling than looking after the home and family
- How I spend my time is more important than the money I make

Satisfaction with environment

- Respondent's satisfaction with the following aspects of his/her current situation: my home
• Respondent's satisfaction with the following aspects of his/her current situation: the area I live in

• Respondent's satisfaction with the following aspects of his/her current situation: my health

**Extent that identity is dependent on children**

• You worry about what you will do once all your children leave home

• Respondent experiences feelings of missing/loss when apart from CYP

• It is important to me that CYP does as well or better in life than I did

• It's important my family think I am doing well

**Desirability of stay at home parenting**

• If both parents work full time when children are little, they will miss out on seeing them grow and develop

• It's usually better if one parent can look after the child themselves all the time

• Once you have children, your own needs should take a lower priority

**Importance of education**

• Spending money on education is an investment for a child's future life

• How well CYP does/did in his/her education will affect how well s/he does in life

**Involvement in education**

• How involved feel in child’s educational progress
The final parent segmentation was a nine cluster solution as follows:

<table>
<thead>
<tr>
<th>Segment</th>
<th>Labelling</th>
<th>% of sample parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Comfortable and confident</td>
<td>11</td>
</tr>
<tr>
<td>A2</td>
<td>Committed but frustrated</td>
<td>11</td>
</tr>
<tr>
<td>A3</td>
<td>Struggling through</td>
<td>12</td>
</tr>
<tr>
<td>A4</td>
<td>Family focussed</td>
<td>10</td>
</tr>
<tr>
<td>A5</td>
<td>Relaxed and caring</td>
<td>12</td>
</tr>
<tr>
<td>A6</td>
<td>Stepping back</td>
<td>12</td>
</tr>
<tr>
<td>A7</td>
<td>Separate lives</td>
<td>13</td>
</tr>
<tr>
<td>A8</td>
<td>Heavily involved and looking for control</td>
<td>10</td>
</tr>
<tr>
<td>A9</td>
<td>Content and self-fulfilled</td>
<td>13</td>
</tr>
</tbody>
</table>

8.2.2 Child segmentation

The following dimensions were used to derive the child segmentation, with the bullets within each dimension illustrating the questions used.

**Age**

**Enjoyment of time with family**

- I really enjoy spending time with my family
- I have more fun with my family than I do with my friends
- We often have fun together in this family

**Perception that parent respects and listens**

- Disagree: Parent/guardian is always putting me down in some way (e.g. how I talk or behave)
- Disagree: There is no point talking to parent/guardian about things that are important to me - s/he never listens
- Disagree: I get on easier with adults outside my home than I do with parent/guardian

**Self-esteem**

- Disagree: People like me don't have much of a chance in life
- Disagree: I haven't done much that I can be proud of
Disagree: I certainly feel useless at times

**Perception of parental push**

- Parent/guardian is always pushing me to do better
- Whatever I do, parent/guardian likes me to be the best at it

**Rebellion**

- Disagree: Parents usually know best
- Disagree: I always obey the rules in this family
- Disagree: Parent/guardian doesn't have to keep asking me to do things because I usually just do them

**Perception of “likeability”**

- I am a likeable person

The final child segmentation was a seven cluster solution as follows:

<table>
<thead>
<tr>
<th>Segment</th>
<th>Labelling</th>
<th>% of sample children</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Growing and learning</td>
<td>14</td>
</tr>
<tr>
<td>C2</td>
<td>Happier at home</td>
<td>17</td>
</tr>
<tr>
<td>C3</td>
<td>Breaking the rules</td>
<td>11</td>
</tr>
<tr>
<td>C4</td>
<td>Anxious and unsure</td>
<td>10</td>
</tr>
<tr>
<td>C5</td>
<td>Weak links</td>
<td>11</td>
</tr>
<tr>
<td>C6</td>
<td>High ambitions</td>
<td>20</td>
</tr>
<tr>
<td>C7</td>
<td>Exploring independence</td>
<td>17</td>
</tr>
</tbody>
</table>
Once the segmentation had been agreed, we created statistical links between the DCSF survey and BMRB’s Target Group Index (TGI) dataset.

9.1 Purpose

TGI includes behavioural data on over 4,000 media, product and service brands as well as a range of attitudinal, demographic and lifestyle variables on a sample of c. 25,000 interviews per year. The purpose of “fusing” the two datasets was to supplement the questionnaire data with a range of other relevant TGI data. This had the core advantage of allowing us to drop certain question areas from the parent survey because they can be picked up instead through the fusion. Even though the parent survey was a long questionnaire (average 53 minutes) the dataset therefore contained much more data than would be possible to collect in that time.

Examples of supplementary data used include detailed media consumption and lifestyle and retail data.

9.2 Method

A fusion “donates” or attributes information from TGI to the respondents of the ad hoc research where individuals from each survey who most closely match one another have been identified using fusion “hooks”. Once a match has been made, the donor respondent normally passes the required elements of his or her data to the recipient respondent with whom he or she has been matched.

If the fusion works perfectly the relationship between any variable X from the donor survey and any variable Y from the recipient survey is as accurate as if the data had been collected by a single survey i.e. all XY correlations are recreated perfectly. Fusion works perfectly if and only the explanatory power of the common variables is sufficient to recreate all XY correlations and the fusion algorithm is able to find perfect matches on all common variables.

To arrive as close to this perfect situation as possible, we look to increase the relevance and number of hooks available on the ad hoc survey (i.e. it is usually necessary to add variables we know will be predictive on the ad hoc questionnaire). Both surveys will undoubtedly collect a series of demographic pieces of information which they share in common. In addition to these we look to add further variables which will best link to the data we wish subsequently to use. In this way if we would like to use TGI media information and have this linked to particular attitudes we would maximise the number of variables in these areas on the ad hoc questionnaire.

As part of the fusion process, once the two data sets are available, analysis is conducted to identify which hooks are most closely linked with behaviours we are trying to predict. An importance score is then assigned to each fusion hook, thereby weighting its influence in the matching process.

Some hooks may be defined as critical and these characteristics have to match exactly. For example, gender is often a critical variable so male TGI respondents could be only be fused to male respondents on the ad hoc survey.
In this survey we used the following questions as “hooks”:

- Age
- Tenure
- Whether household reference person working
- Whether respondent working
- Income
- Terminal education age
- I like to keep up with the latest fashion
- In general I feel very positive about myself
- I spend a lot of time worrying about things
- When I need information, the first place I look is the internet
- I try to keep up with developments in technology
- Computers confuse me, I'll never get used to them
- I enjoy spending time with the family
- I am willing to sacrifice family time in order to get ahead at work
- Money is the best measure of success
- Child aged 0-5 in household
- Child aged 10-15 in household
- Child aged 16-19 in household

Critical variables were:

- Gender
- Region
Appendix A – Pilot fieldwork documents

Pilot Quota Sheet

DCSF Segmentation
4510660
7

Pilot Assignment Record Sheet

AREA (WRITE IN):

Of your 4 interviews:
1 should be with a man
3 should be with a woman

1 should be with a parent of a child aged 0-4
1 should be with a parent of a child aged 5-9
1 should be with a parent of a child aged 10-19

Interview number 1 2 3 4

Gender
Mother
Father

Age of parent

Age of children
Age of reference child
Age of other child 1
Age of other child 2
Age of other child 3
Family composition

Nuclear family
Single parent family
Other family set-up

Ethnicity

White
Mixed
Asian
Black
Chinese
Other

Interview length
(record in minutes)

Social Grade

ABC1
C2DE

Willing to agree to child interview?

If willing to child interview record telephone number:
Dear Sir/Madam

National Survey of Parents and Children

I am writing to ask for your help.

The government's Department for Children, Schools and Families is conducting a major new survey about families, parenting and young people in order to better understand the characteristics of family life. We will be interviewing 3,100 parents as well as 1,350 young people. The survey will help the government to improve the support and services parents and young people need.

At this stage of the project, we are aiming to test the questionnaire and we would greatly value your participation. When the questionnaire is tested the interviewer will be accompanied by a researcher who will ask you how you find the questionnaire and note down any questions that might be too complicated and need changing.

We have asked BMRB Social research, a respected research organisation, to conduct the interviews on our behalf.

If you have any children aged between 0 and 19 who live here, we would like to interview you. If you also have a child aged between 10 and 19, we may want to interview one of your children too. The interviewer will let you know if this is the case. If they are under 18 we will need to seek your permission (as well as theirs) to carry out the interview.

The interview with you will take around an hour and a half to complete. **We are offering a £10 high street voucher to all who participate to show our appreciation for your time.**

All your answers will be strictly confidential. No-one will ever be able to identify your household from what you tell us. Your answers are securely stored on a computer and personal details – such as names and address – are kept separately from the answers to the questions. The results of the survey are written up in reports in which it is impossible to identify your household.
The interviewer will have an identification card with a photograph and a BMRB logo. *All interviewers on this survey have been through Government clearance procedures.* The interviewer has put below the day and time they will be calling round to do the interview, as well as their telephone number.

**Appointment for:** ______________________________________________________

**Name of interviewer:** __________________________________________________

**Telephone:** __________________________________________________________

If you have any questions the interviewer will be happy to answer them or you can contact me or the study director, [name], on 020 8433 xxxx.

Once again thank you for your help.

Yours sincerely,

[Name]
Strategic Analysis
Department for Children, Schools and Families
December 2007

Dear Sir/Madam

National Survey of Parents and Children

I am writing to ask for your help.

You have been selected to take part in an important new survey about family life – including what you do at home, at school/college (if you are still there), and other aspects of your life. This survey is being carried out for the government’s Department for Children, Schools and Families (DCSF) and will help them to understand what services and support might help families and children in the future. We will be interviewing 3,100 parents and carers and 1,350 children in England.

At this stage of the project, we are aiming to test the questionnaire and we would greatly value your participation. When the questionnaire is tested the interviewer will be accompanied by a researcher who will ask you how you find the questionnaire and note down any questions that might be too complicated and need changing.

One of your parents has already taken part in the first stage of the survey. Now we want to know about what YOU think. If you are aged under 18 the interviewer will ask your parent(s) if it’s ok for you to take part. Even if your parents say it’s OK, you can still refuse to participate if you wish and do not have to answer any questions you don’t want to answer. You will be asked to answer questions using a laptop and the interview will take about 45 minutes to complete.

We are offering a £10 high street voucher to all who participate to show our appreciation for your time.

All your answers will be strictly private and confidential. No-one will ever be able to identify you from what you tell us. Your answers are securely stored on a computer and personal details – such as names and address – are kept separately from the answers to the questions.
The interviewer will have an identification card with a photograph and a BMRB logo. *All interviewers on this survey have been through Government clearance procedures.*

The interviewer has put below the day and time they will be calling round to do the interview, as well as their telephone number.

**Appointment for:** ______________________________________________________

**Name of interviewer:** __________________________________________________

**Telephone:** __________________________________________________________

If you have any questions the interviewer will be happy to answer them or you can contact me or the study director, [name], on 020 8433 xxxx.

Once again thank you for your help.

Yours sincerely,

[Name]
Strategic Analysis
Department for Education and Skills
Appendix B - Parents’ questionnaire
DCSF Segmentation - FINAL QUESTIONNAIRE
DCSFseg - JN: 45106-607 - 20 Feb 2008
Quanquest v2.1 - QAL v2.2bmr13 - CAPI

DCSFseg

QUANCEPT ITEM:

dday ENTER DAY OF MONTH AS NUMBER FROM 1 TO 31

(110 - 111)

Permitted Range
1 TO 31 (Numeric Range)
**dmonth ENTER MONTH**

<table>
<thead>
<tr>
<th>Month</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>1</td>
</tr>
<tr>
<td>February</td>
<td>2</td>
</tr>
<tr>
<td>March</td>
<td>3</td>
</tr>
<tr>
<td>April</td>
<td>4</td>
</tr>
<tr>
<td>May</td>
<td>5</td>
</tr>
<tr>
<td>June</td>
<td>6</td>
</tr>
<tr>
<td>July</td>
<td>7</td>
</tr>
<tr>
<td>August</td>
<td>8</td>
</tr>
<tr>
<td>September</td>
<td>9</td>
</tr>
<tr>
<td>October</td>
<td>10</td>
</tr>
<tr>
<td>November</td>
<td>11</td>
</tr>
<tr>
<td>December</td>
<td>12</td>
</tr>
</tbody>
</table>

**dyear ENTER YEAR AS 4 DIGIT NUMBER**

Numeric Range ______________

Permitted Range
2002 TO 2010 (Numeric Range)
Before asking you the main set of questions, we just need to gather some background information about yourself and your household. This is to ensure we are interviewing all types of people. Please remember that all the answers you give will be completely confidential.

Thinking of ALL members of your household and including yourself and any children, how many people live here regularly as members of this household?

INTERVIEWER: EXCLUDE STUDENTS WHO SPEND SIX OR MORE MONTHS AWAY FROM THIS ADDRESS, EVEN IF THEY ARE TEMPORARILY LIVING HERE (E.G. ON VACATION).

EXCLUDE PAYING LODGERS.

EXCLUDE LIVE-IN NANNIES AND AU-PAIRS.

Numeric Range ______________

Permitted Range
2 TO 12 (Range)

IF  vfiter = 1

End of Filter P1itext

IF( NOT ( vfiter > AHhold ))
THEN ASK: (pnam) Name of respondent and others in household
pnam ... 

(&p1text&) And what is your name/what is the name of the next person in the household

(127 - 136)

This question is repeated for the following loop values (each person in the household):

- PERSON 1 - RESPONDENT
- PERSON 2
- PERSON 3
- PERSON 4
- PERSON 5
- PERSON 6
- PERSON 7
- PERSON 8
- PERSON 9
- PERSON 10
- PERSON 11
- PERSON 12
- PERSON 13
- PERSON 14

A total of 14 iterations occupying columns (127 - 136) to (318 - 327)
Page 1  What was your age last birthday?

RESPONDENT'S AGE MUST BE BETWEEN 16 AND 99

Numeric Range ______________

Don't Know  Y
Refused  Z

Permitted Range
16 TO 99 (Numeric Range)

IF  Page1 = Don't Know  OR  Page1 = Refused
THEN ASK: (Page1b) If refused to give age then ask to give age in age band

QUANCEPT ITEM: AGE OF ALL RESPONDENTS IS COMPUTED INTO SECOND AGE QUESTION

End of Filter (iPage1 if age was refused or don’t know)

IF  vfilter >  1 (if more than one member of household)
THEN ASK: (psex) Sex of respondent/others in household, (Page) Age of respondent/others in household
<table>
<thead>
<tr>
<th>Code</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>psex</td>
<td>INTERVIEWER: CODE ... GENDER - ASK IF NECESSARY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values (each person in the household):

- [+pnam(1)]+'s
- [+pnam(2)]+'s
- [+pnam(3)]+'s
- [+pnam(4)]+'s
- [+pnam(5)]+'s
- [+pnam(6)]+'s
- [+pnam(7)]+'s
- [+pnam(8)]+'s
- [+pnam(9)]+'s
- [+pnam(10)]+'s
- [+pnam(11)]+'s
- [+pnam(12)]+'s
- [+pnam(13)]+'s
- [+pnam(14)]+'s

A total of 14 iterations occupying columns (334) to (347)
What was person's age last birthday?

If less than 1 year, code 0

Permitted Range: 0 TO 150 (Numeric Range)

This question is repeated for the following loop values (each person in the household):

- [+pnam(1)+]'s
- [+pnam(2)+]'s
- [+pnam(3)+]'s
- [+pnam(4)+]'s
- [+pnam(5)+]'s
- [+pnam(6)+]'s
- [+pnam(7)+]'s
- [+pnam(8)+]'s
- [+pnam(9)+]'s
- [+pnam(10)+]'s
- [+pnam(11)+]'s
- [+pnam(12)+]'s
- [+pnam(13)+]'s
- [+pnam(14)+]'s

A total of 14 iterations occupying columns (348 - 350) to (414 - 416)
IF Page = Don't Know OR Page = Refused
THEN ASK: (PagB) If refused to give age then ask to give age in age band

QUANCEPT ITEM: AGE OF ALL RESPONDENTS IS COMPUTED INTO SECOND AGE QUESTION

End of Filter (ifa2 if age for other household members refused or not known)

End of Filter (ifs2 if more than 2 people in household)

IF vfilter > 1 (if more than one member of household)
THEN ASK: (Prel) What are relationships of members of household to the respondent
And what is ... relationship to you?

PROMPT OR CHECK IF NECESSARY: So ... is your...?

Husband/ wife/ partner 1 (445)
Natural son/ daughter 2
Adopted son/ daughter 3
Foster son/ daughter 4
Step son/ daughter 5
Natural mother/ father 6
Adoptive mother/ father 7
Foster mother/ father 8
Step mother/ step father 9
Brother/ sister (including step, foster and adopted) 10 (446)
Grandparent 11
Grandchild 12
Other relative 13
Other non-relative 14
Don't Know Y (445)
Refused Z

This question is repeated for the following loop values (each person in the household):

- [+pnam(1)+]'s
- [+pnam(2)+]'s
- [+pnam(3)+]'s
- [+pnam(4)+]'s
- [+pnam(5)+]'s
- [+pnam(6)+]'s
- [+pnam(7)+]'s
- [+pnam(8)+]'s
- [+pnam(9)+]'s
- [+pnam(10)+]'s
- [+pnam(11)+]'s
A total of 14 iterations occupying columns (445 - 448) to (524 - 527)

IF ( Prel = Grandchild OR Prel = Other relative OR Prel = Other non-relative ) AND ( guage > 0 AND guage < 7 )
THEN ASK: (guar) If relationship of respondent to child is Grandchild or other relative/non relative then ask if the respondent is the guardian of any children listed
Can I just check are you [name of child or young person from household grid] guardian?

- Yes 1
- No 2
- Don't Know

This question is repeated for the following loop values (all cases where a child has been listed):

- [pnam(1)]'
- [pnam(2)]'
- [pnam(3)]'
- [pnam(4)]'
- [pnam(5)]'
- [pnam(6)]'
- [pnam(7)]'
- [pnam(8)]'
- [pnam(9)]'
- [pnam(10)]'
- [pnam(11)]'
- [pnam(12)]'
- [pnam(13)]'
- [pnam(14)]'

A total of 14 iterations occupying columns (528) to (541)

End of Filter (iguard: If grandparent/other relative/other non-relative is guardian to listed child)
IF Prel <> Refused AND prel <> Don't Know

End of Filter (irel2 respondent has given details of other household members)

(To establish eligible children for selection: 0-9 year olds) IF ( PagB = Under 3 years OR PagB = 3 - 5 years OR PagB = 6 - 9 years ) AND ( Prel = Natural son/ daughter OR Prel = Adopted son/ daughter OR Prel = Foster son/ daughter OR Prel = Step son/ daughter OR ( Prel = Grandchild OR Prel = Other relative OR Prel = Other non-relative ) AND guar = Yes )

QUANCEPT ITEM:

End of Filter (iPagB if household member suitable to be selected child aged under 10)

(To establish eligible children for selection: 10-19 year olds) IF ( PagB = 10 - 12 years OR PagB = 13 - 15 years OR PagB = 16 - 19 years ) AND ( Prel = Natural son/ daughter OR Prel = Adopted son/ daughter OR Prel = Foster son/ daughter OR Prel = Step son/ daughter OR ( Prel = Grandchild OR Prel = Other relative OR Prel = Other non-relative ) AND guar = Yes )

QUANCEPT ITEM:

End of Filter (iPagB2 if household member suitable to be selected child aged 10 or over)
IF PagB = 16 - 19 years OR PagB = 20 - 25 years OR PagB = 26 - 35 years OR PagB = 36 - 45 years OR PagB = 46 - 55 years OR PagB = 56 - 65 years OR PagB = 66 years and over

QUANCEPT ITEM:

End of Filter (p1ihrp if household occupant suitable to be HRP)

End of Filter (irel if details of household members not refused)

perchk Can I just check, is there anyone else living here regularly as a member of this household?

INTERVIEWER: EXCLUDE STUDENTS WHO SPEND SIX OR MORE MONTHS AWAY FROM THIS ADDRESS, EVEN IF THEY ARE TEMPORARILY LIVING HERE (E.G. ON VACATION).

EXCLUDE PAYING LODGERS.

EXCLUDE LIVE-IN NANNIES AND AU-PAIRS.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>(1076)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IF (perchk) = Yes (Someone else is living as part of the household)

INTERVIEWER - YOU WILL NOW BE SENT BACK TO THE START OF THE GRID TO INCLUDE THIS PERSON.

QUANCEPT ITEM: (SENT BACK TO AHHOLD)
End of Filter (ipcheck if missed out go back to household grid)

Qa10  And do you have any other children who used to live with you regularly but who have now moved away from home?

IF YES: ARE THOSE YOUR NATURAL CHILDREN, OR STEP CHILDREN?

CODE BOTH IF BOTH APPLY

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes - natural children</td>
</tr>
<tr>
<td>2</td>
<td>Yes - step children</td>
</tr>
<tr>
<td>3</td>
<td>No - neither*'s</td>
</tr>
<tr>
<td>Y</td>
<td>Don't Know</td>
</tr>
</tbody>
</table>

IF (Qa10 = Yes - natural children OR Qa10 = Yes - step children) THEN ASK: Qa11
If respondent does have other natural or step children who have moved away then ask how many

Qa11  How many children or step-children do you have who used to live with you regularly but have now moved away from home?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Permitted Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1078 - 1079</td>
<td>Numeric Range</td>
<td>1 TO 30 (Numeric Range)</td>
</tr>
<tr>
<td>Y</td>
<td>Don't Know</td>
<td></td>
</tr>
</tbody>
</table>

End of Filter (Iyes respondent has non-resident children or step children)
zCYPeli

IF (vCYP0 number of eligible candidates for CYP under 10 years of age) = 0 AND (vCYP10 number of eligible candidates for CYP between 10 and 19 years of age) = 0 - Termination with data (Quit)

NO ELIGIBLE CHILDREN IDENTIFIED - INTERVIEW WILL TERMINATE

That's all the questions I need to ask you. Thank you for your time.

THANK AND CLOSE

IF (vCYP0 number of eligible candidates for CYP under 10 years of age) > 0 AND (vCYP10 number of eligible candidates for CYP between 10 and 19 years of age) > 0

End of Filter (iRND4 if children of both types present)

IF (vCYP10 number of eligible candidates for CYP between 10 and 19 years of age) = 0 OR (dRND4 if children of both types present) = 1

End of Filter (iRND1 candidates eligible for selection – if NO 10-19's, or if picked random 1)

IF (vCYP0 number of eligible candidates for CYP under 10 years of age) = 0 OR (dRND4 if children of both types present) > 1

End of Filter (iRND234 candidates eligible for selection – if NO 0-9's, or if picked random 2-4)
INTERVIEWER: THE NEXT FEW QUESTIONS ARE TO ESTABLISH THE HOUSEHOLD REFERENCE PERSON.

End of Filter (L1Inst need to establish HRP if there is a choice)

ASK ALL

Now I'd like to get some general information about your household.
L1Occp SHOW CARD 2

In which of these ways does your household occupy this accommodation? Please give an answer from this card.

- Own it outright 1 (1117)
- Buying it with the help of a mortgage or loan 2
- Pay part rent and part mortgage (shared ownership) 3
- Rent it 4
- Live here rent free (including rent free in relative's/friend's property; excluding squatting) 5
- Squatting 6
- Don't Know Y
- Refused Z

IF L1Occp = Pay part rent and part mortgage (shared ownership) OR L1Occp = Rent it OR L1Occp = Live here rent free (including rent free in relative's/friend's property; excluding squatting)
THEN ASK: L2land

If property is part rented/part owned; rented; or respondent lives there rent free then ask who is the landlord:
### L2land Who is your landlord?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local authority/ council/ new town development (Local authority)</td>
<td>1</td>
</tr>
<tr>
<td>A housing association or charitable trust</td>
<td>2</td>
</tr>
<tr>
<td>Employer (organisation) of a household member</td>
<td>3</td>
</tr>
<tr>
<td>Another organisation</td>
<td>4</td>
</tr>
<tr>
<td>Relative/ friend (before you lived there) of a household member</td>
<td>5</td>
</tr>
<tr>
<td>Employer (individual) of a household member</td>
<td>6</td>
</tr>
<tr>
<td>Another individual private landlord</td>
<td>7</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

End of Filter (L1Occ if property part rented/part owned; rented; or respondent lives there rent free)

---

**IF** NoHRP > 1  
**THEN ASK:** L1Accm

**If there is a need to establish the HRP from 2 or more adults ask whose name is the property rented in:**
L1Accm  In whose name is the accommodation owned or rented? Anyone else?

CODE ALL THAT APPLY

CODE NULL FOR 'NOT A HOUSEHOLD MEMBER'

[+pnam(1)+]  1  (1121)
[+pnam(2)+]  2
[+pnam(3)+]  3
[+pnam(4)+]  4
[+pnam(5)+]  5
[+pnam(6)+]  6
[+pnam(7)+]  7
[+pnam(8)+]  8
[+pnam(9)+]  9
[+pnam(10)+]  10  (1122)
[+pnam(11)+]  11
[+pnam(12)+]  12
[+pnam(13)+]  13
[+pnam(14)+]  14
Don't Know  Y  (1121)
Refused  Z
Not a household member  X

IF  v1accm >  1  OR  ( L1Accm = Not a household member  OR  L1Accm = Don't Know  OR  L1Accm = Refused )

If accommodation is held in the name of more than one household member or by someone who IS NOT a household member or don't know or refused: ask (L1HRPn) which householder has the highest income?
IF NOT (L1Accm = Not a household member OR L1Accm = Don't Know OR L1Accm = Refused)

If the name that the accommodation is held in is a household member and is known and given:

QUANCEPT ITEM:

End of Filter (iLhrp2 need to continue with HRP questions)

L1HRPn &L1text& has the highest income (from earnings, benefits, pensions and any other sources)?

ENTER PERSON NUMBER - IF TWO (OR MORE) PEOPLE HAVE THE SAME HIGHEST INCOME, CODE ALL THAT APPLY

[+pnam(1)+]  1  (1123)
[+pnam(2)+]  2
[+pnam(3)+]  3
[+pnam(4)+]  4
[+pnam(5)+]  5
[+pnam(6)+]  6
[+pnam(7)+]  7
[+pnam(8)+]  8
[+pnam(9)+]  9
[+pnam(10)+] 10  (1124)
[+pnam(11)+] 11
[+pnam(12)+] 12
[+pnam(13)+] 13
[+pnam(14)+] 14
Don't Know Y (1123)
Refused Z
IF \( v_{1HRPn} > 1 \) THEN ASK: L1JntA

If both householders have the same income: ask (L1JntA) which householder is the oldest:

L1JntA ENTER PERSON NUMBER OF THE OLDER HOUSEHOLDER

ASK OR RECORD

| [pnam(1)] | 1 | (1125) |
| [pnam(2)] | 2 |
| [pnam(3)] | 3 |
| [pnam(4)] | 4 |
| [pnam(5)] | 5 |
| [pnam(6)] | 6 |
| [pnam(7)] | 7 |
| [pnam(8)] | 8 |
| [pnam(9)] | 9 |
| [pnam(10)] | 10 | (1126) |
| [pnam(11)] | 11 |
| [pnam(12)] | 12 |
| [pnam(13)] | 13 |
| [pnam(14)] | 14 |

IF \( L_{1HRPn} = \text{Don't Know} \) OR \( L_{1HRPn} = \text{Refused} \) THEN ASK: L1JntB

Or IF householder with the highest income is not known or refused; ask which householder is the oldest:
I1JntB ENTER PERSON NUMBER OF THE OLDER HOUSEHOLDER

ASK OR RECORD

| pnam(1) | 1 | (1127) |
| pnam(2) | 2 |
| pnam(3) | 3 |
| pnam(4) | 4 |
| pnam(5) | 5 |
| pnam(6) | 6 |
| pnam(7) | 7 |
| pnam(8) | 8 |
| pnam(9) | 9 |
| pnam(10) | 10 | (1128) |
| pnam(11) | 11 |
| pnam(12) | 12 |
| pnam(13) | 13 |
| pnam(14) | 14 |

End of Filter (i1jntB need to ask oldest householder)

End of Filter (i1hrpn need to ask highest income of household)

End of Filter (i1accm need to ask whose name accommodation is held in)

End of Filter (i1hrp need establish HRP from more than one adult in the household)
INTERVIEWER: THE NEXT QUESTIONS ARE ABOUT THE HOUSEHOLD REFERENCE PERSON.

THE HOUSEHOLD REFERENCE PERSON IS: &HRP&

IF Prel(HRPno) = Husband/ wife/ partner

End of Filter iHRPpar

If HRP is husband/wife/partner then text sub husband/wife/partners name in previous statement;

IF HRPno <> 1

End of Filter L1resp

If HRP is not respondent text sub name of HRP in previous statement
Which of the things on this card describes what (NAME OF ESTABLISHED HRP) doing last week?

IF 2+ ACTIVITIES, CODE HIGHEST ON LIST

A. Going to school (including on holiday) 1
(1129)
B. Going to sixth form college (including on holiday) 2
C. Going to college of Further Education/ FE (including on holiday) 3
D. Going to university/ higher education institute (including on holiday) 4
E. In paid employment or self-employed (or temporarily away) 5
F. On a Government scheme for employment training 6
G. Doing unpaid work for a business that you/he/she own(s), or that a relative owns 7
H. Waiting to take up paid work already obtained 8
I. Looking for paid work or a Government training scheme 9
J. Intending to look for work but prevented by temporary sickness or injury 10  (1130)
K. Permanently unable to work because of long-term sickness or disability 11
L. Retired from paid work 12
M. Looking after home or family 13
N. Doing something else 14
Don't Know Y (1129)
Refused Z
IF NOT ( l1hwrk = A. Going to school (including on holiday) OR l1hwrk = B. Going to sixth form college (including on holiday) OR l1hwrk = C. Going to college of Further Education/ FE (including on holiday) OR l1hwrk = D. Going to university/ higher education institute (including on holiday) )
THEN ASK: L1Hedu

If HRP not in education then ask (L1Hedu) is currently studying at all

L1Hedu Can I just check if you currently studying at a sixth form, college or university, including part-time study?

Yes - full time study 1 (1131)
Yes - part time study 2
No 3
Don't Know Y
Refused Z

End of Filter (iHRPNW need to ask if studying at all)

IF NOT  l1hwrk = E. In paid employment or self-employed (or temporarily away)
THEN ASK: L1Hyjb

If HRP is NOT in work then ask (L1Hyjb) if they have had a paid job in the last 12 months

L1Hyjb Apart from any temporary work, (NAME OF ESTABLISHED HRP) had a paid job in the last 12 months?

Yes 1 (1132)
No 2
Don't Know Y
Refused Z
End of Filter (L1hrpn need to establish if HRP has worked in last 12 months)

IF ( NOT ( l1hwrk = E. In paid employment or self-employed (or temporarily away) OR L1Hyjb = Yes )) THEN ASK: L1HEJb

If HRP is not working and has not had a job in the last 12 months, ask (L1HEJb) if HRP has ever had a job:

L1HEJbAnd can I just check has (NAME OF ESTABLISHED HRP) EVER had a paid job, apart from any temporary work?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

End of Filter (Li1nojo need to ask if HRP has ever been employed)

IF  l1hwrk = E. In paid employment or self-employed (or temporarily away)

If HRP is in employment:

End of Filter (L1itest appropriate text used for if HRP is respondent or partner)
IF HRPno = 1

End of Filter (L1iTes3 appropriate text used for if HRP is respondent or partner)

IF HRPno = 1

End of Filter (L1iTes2 appropriate text used for if HRP is respondent or partner)

End of Filter (l1work appropriate tense used for if HRP is or was in work)

IF l1hwrk = E. In paid employment or self-employed (or temporarily away) OR L1Hyjb = Yes OR L1HEJb = Yes
THEN ASK: L1Hfull

If HRP in work OR has had a job in the last 12 months OR has ever had a job then ask (L1Hfull) about that job:
L1Hfull I would now like to ask you about (NAME OF ESTABLISHED HRP’s) job.

Can I just check, in (NAME OF ESTABLISHED HRP) (main) job is (NAME OF ESTABLISHED HRP) working....

READ OUT..

Full-time (THAT IS 30+ HOURS PER WEEK)  1
(1134)
Part-time (THAT IS UP TO 29 HOURS)  2
Don't Know  Y
Refused  Z

QUANCEPT ITEM:

End of Filter (L1hrpj if HRP has ever had a job)

IF  HRPno <> 1
If respondent is not HRP

Now a few questions about yourself.

End of Filter (L1ihrp need state intention to ask respondent about themselves)
L1MarS SHOW SCREEN

Which of these applies?

CODE FIRST THAT APPLIES

IF COHABITING AND NEVER PREVIOUSLY MARRIED, CODE 1

TREAT CIVIL PARTNERSHIPS AS MARRIED

<table>
<thead>
<tr>
<th>Status</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single, that is never married</td>
<td>1</td>
</tr>
<tr>
<td>Married and living with husband/wife/partner</td>
<td>2</td>
</tr>
<tr>
<td>Married and separated from husband/wife/partner</td>
<td>3</td>
</tr>
<tr>
<td>Divorced</td>
<td>4</td>
</tr>
<tr>
<td>Widowed</td>
<td>5</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

IF( NOT ( L1MarS = Married and living with husband/wife/partner )) AND NoHRP > 1
THEN ASK: L1Chab

If not married and living with husband/wife/partner then ask (L1Chab) if living with someone as a couple

L1Chab May I just check are you living with someone in this household as a couple?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Spontaneous only - same sex couple</td>
<td>3</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>
End of Filter (L1imarr need to clarify if respondent is living with someone as a couple)

IF HRPno <> 1
THEN ASK: L1Stat

If respondent is not HRP then ask (L1Stat) about respondents economic activity
L1Stat  SHOW CARD 3

Which of the things on this card describes what you were doing last week?

IF 2+ ACTIVITIES, CODE HIGHEST ON LIST

A. Going to school (including on holiday)  1
   (1153)
B. Going to sixth form college (including on holiday)  2
C. Going to college of Further Education/ FE (including on holiday)  3
D. Going to university/ higher education institute (including on holiday)  4
E. In paid employment or self-employed (or temporarily away)  5
F. On a Government scheme for employment training  6
G. Doing unpaid work for a business that you/he/she own(s), or that a relative owns  7
H. Waiting to take up paid work already obtained  8
I. Looking for paid work or a Government training scheme  9
J. Intending to look for work but prevented by temporary sickness or injury  10  (1154)
K. Permanently unable to work because of long-term sickness or disability  11
L. Retired from paid work  12
M. Looking after home or family  13
N. Doing something else  14
Don't Know  Y  (1153)
Refused  Z
IF NOT (L1Stat = A. Going to school (including on holiday) OR L1Stat = B. Going to sixth form college (including on holiday) OR L1Stat = C. Going to college of Further Education/ FE (including on holiday) OR L1Stat = D. Going to university/ higher education institute (including on holiday)) THEN ASK: L1EdSt

If respondent is not in education then ask (L1EdSt) if respondent is in education at all:

<table>
<thead>
<tr>
<th>L1EdSt Can I just check are you currently studying at a sixth form, college or university, including part-time study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - full time study</td>
</tr>
<tr>
<td>Yes - part time study</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Don't Know</td>
</tr>
<tr>
<td>Refused</td>
</tr>
</tbody>
</table>

End of Filter (L1iEsSt need to ask if is in any education)

IF NOT  L1Stat = E. In paid employment or self-employed (or temporarily away) THEN ASK: L1YrJb

If respondent is not employed then ask (L1YrJb) if has had a job in the last 12 months

L1YrJb Apart from any temporary work, have you had a paid job in the last 12 months?

<table>
<thead>
<tr>
<th>L1YrJb Apart from any temporary work, have you had a paid job in the last 12 months?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Don't Know</td>
</tr>
<tr>
<td>Refused</td>
</tr>
</tbody>
</table>
End of Filter (L1iYrJb need to ask if respondent has had a job in last 12 months)

IF NOT (L1Stat = E. In paid employment or self-employed (or temporarily away) OR L1YrJb = Yes)
THEN ASK: L1EvJb

If respondent has not had a job in last 12 months ask (L1EvJb) if respondent has ever had a paid job:

L1EvJb And can I just check have you EVER had a paid job, apart from any temporary work?

Yes 1 (1157)
No 2
Don't Know Y
Refused Z

End of Filter (L1ievjb need to ask if respondent has ever had a paid job)

End of Filter (L1reset reset present tense)

IF L1Stat = E. In paid employment or self-employed (or temporarily away)

End of Filter (L1reset reset present tense)

IF L1Stat = E. In paid employment or self-employed (or temporarily away) OR L1YrJb = Yes OR L1EvJb = Yes
THEN ASK: L1FtPt

If respondent is in paid employment OR has been in paid employment in the last 12 months OR has ever had a paid job, ask (L1FtPt) if job is full or part time:
L1FtPt I would now like to ask you about your current job.

Can I just check, in your (main) job are you working....

READ OUT..

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>(1158)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

End of Filter (L1FtPt need to ask if work is full or part time)

---

QUANCEPT ITEM: IF HRP IS RESPONDENT, COPY OVER EARLIER ANSWERS

End of Filter L1nohrp

If HRP is respondent then copy answers relating to HRP into answers relating to the respondent

---

IF drel = Husband/ wife/ partner AND dasked = Partner not been asked Work Status (inc. no parter) THEN ASK: LPstat

If respondent has husband/wife/partner and economic activity questions have not been asked for the husband wife partner (i.e. they are not the HRP), then ask economic activity questions for the HRP:

---

Now a few questions about your husband/wife/partner.
Which of the things on this card describes what your husband/ wife/ partner was doing last week?

IF 2+ ACTIVITIES, CODE HIGHEST ON LIST

A. Going to school (including on holiday)  1
   (1159)
B. Going to sixth form college (including on holiday)  2
C. Going to college of Further Education/ FE (including on holiday)  3
D. Going to university/ higher education institute (including on holiday)  4
E. In paid employment or self-employed (or temporarily away)  5
F. On a Government scheme for employment training 6
G. Doing unpaid work for a business that you/he/she own(s), or that a relative owns  7
H. Waiting to take up paid work already obtained  8
I. Looking for paid work or a Government training scheme  9
J. Intending to look for work but prevented by temporary sickness or injury  10  (1160)
K. Permanently unable to work because of long-term sickness or disability  11
L. Retired from paid work  12
M. Looking after home or family  13
N. Doing something else  14
Don't Know  Y  (1159)
Refused  Z
IF NOT (LPStat = A. Going to school (including on holiday) OR LPStat = B. Going to sixth form college (including on holiday) OR LPStat = C. Going to college of Further Education/ FE (including on holiday) OR LPStat = D. Going to university/ higher education institute (including on holiday)) THEN ASK: LpEdSt

If partner is not in education then ask (LpEdSt) if partner is in education at all:

LpEdSt Can I just check are they currently studying at a sixth form, college or university, including part-time study?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - full time study</td>
<td>1</td>
</tr>
<tr>
<td>Yes - part time study</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

End of Filter (iPIEsSt need to ask if partner is in any education)

IF NOT LPStat = E. In paid employment or self-employed (or temporarily away) THEN ASK: LPYrJb

If partner is not employed then ask (LPYrJb) if has had a job in the last 12 months
Apart from any temporary work, have they had a paid job in the last 12 months?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

End of Filter (LpiYrJb need to ask if partner has had a paid job in the last 12 months)

IF NOT (LPStat = E. In paid employment or self-employed (or temporarily away) OR LPYrJb = Yes)
THEN ASK: LpEvJb
If partner has not had a job in last 12 months ask (LPEvJb) if partner has ever had a paid job:

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

End of Filter (Lpievjb need to ask if partner has ever had a paid job)

IF   LpStat = E. In paid employment or self-employed (or temporarily away)

End of Filter LpReset
IF LpStat = E. In paid employment or self-employed (or temporarily away) OR LPYrJb = Yes OR LpEvJb = Yes THEN ASK: LPFtPt

If partner is in paid employment OR has been in paid employment in the last 12 months OR has ever had a paid job, ask (LPFtPt) If job is full or part time:

LPFtPt I would now like to ask you about their current job. Can I just check, in their (main) job are they working....

READ OUT:

| Full-time | 1         | (1164) |
| Part-time | 2         |        |
| Don't Know| Y         |        |
| Refused   | Z         |        |

End of Filter (LPiFtPt need to ask if partners job is full or part time)

End of Filter (i1part need to ask about partners economic activity)

IF L1MarS = Married and living with husband/wife/partner OR L1Chab = Yes OR L1Chab = Spontaneous only - same sex couple

End of Filter (i1part if they say they have husband wife partner here, code over drel (in household grid))
IF drel = Husband/ wife/ partner

End of Filter (iYouP text fill for L1inc if respondent has partner)

IF drel = Husband/ wife/ partner

End of Filter (iinc text fill for L1inc if respondent has partner)
ASK ALL:

L1inc2  SHOW CARD 4

I am now going to ask you about your income. I only need to know an approximate amount.

Please can you tell me [your personal income/the income of yourself and your partner] from all sources in the last year? This includes earnings from employment or self-employment, income from benefits and pensions, and income from other sources such as interest from savings.

Please look at this card and tell me which letter represents your TOTAL [IF PARTNER: joint] INCOME in the last year from all sources BEFORE tax and other deductions.

NOTE: ONLY INCLUDE INCOME OF [RESPONDENT ONLY/RESPONDENT AND PARTNER as appropriate], NOT OTHER ADULTS IN HOUSEHOLD

A  1  (1171)
B  2
C  3
D  4
E  5
F  6
G  7
H  8
I  9
J  10  (1172)
K  11
L  12
M  13
N  14
O  15
Don't Know  Y  (1171)
Refused  Z
ASK ALL:

SHOW CARD 5

What is your ethnic group?

CHOOSE ONE SECTION FROM A TO E, THEN SELECT THE APPROPRIATE OPTION TO INDICATE YOUR ETHNIC GROUP

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>White British</td>
<td>1</td>
</tr>
<tr>
<td>White Irish</td>
<td>2</td>
</tr>
<tr>
<td>Any other White background</td>
<td>3</td>
</tr>
<tr>
<td>Mixed - White and Black Caribbean</td>
<td>4</td>
</tr>
<tr>
<td>Mixed - White and Black African</td>
<td>5</td>
</tr>
<tr>
<td>Mixed - White and Asian</td>
<td>6</td>
</tr>
<tr>
<td>Any other Mixed background</td>
<td>7</td>
</tr>
<tr>
<td>Asian or Asian British - Indian</td>
<td>8</td>
</tr>
<tr>
<td>Asian or Asian British - Pakistani</td>
<td>9</td>
</tr>
<tr>
<td>Asian or Asian British - Bangladeshi</td>
<td>10</td>
</tr>
<tr>
<td>Any other Asian background</td>
<td>11</td>
</tr>
<tr>
<td>Black or Black British - Caribbean</td>
<td>12</td>
</tr>
<tr>
<td>Black or Black British - African</td>
<td>13</td>
</tr>
<tr>
<td>Any other Black background</td>
<td>14</td>
</tr>
<tr>
<td>Chinese</td>
<td>15</td>
</tr>
<tr>
<td>Any other</td>
<td>16</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

(1173) (1174)
IF l1ethn = Any other White background OR l1ethn = Any other Mixed background OR l1ethn = Any other Asian background OR l1ethn = Any other Black background OR l1ethn = Any other
THEN ASK: L1Etho

If ethnic background is other white; other mixed; other Asian; other black or; any other ask (L1Etho) for further description:

L1Etho Please can you describe your ethnic group?

INTERVIEWER INSTRUCTION: ENTER DESCRIPTION OF ETHNIC GROUP

(1175 - 1178)

Don't Know Y (1175)
Refused Z

End of Filter (l1ietho need to ask for further description of ethnic background)
ASK ALL:

L1UK  Can I just check, were you born in the UK?

Yes  1  (1179)
No  2
Don't Know  Y

IF  L1UK = No
THEN ASK: L1inUK

If not born in the UK then ask how long respondent has been living in the UK:

L1inUK How long have you been living in the UK?

PROMPT TO PRECODES

Less than 12 months  1  (1180)
12 months but less than 2 years  2
2 years, but less than 5 years  3
5 years, but less than 10 years  4
10 years or more  5
Don't Know  Y
Refused  Z

End of Filter (i1UK need to ask how long respondent has lived in the UK)
### ASK ALL:

**L1TEA** At what age did you finish your continuous, full-time education at school or college?

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet finished</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>19 and over</td>
<td>7</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

### ASK ALL:

**L1qual** Show Card 6

Do you have any of the qualifications listed on this card?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>
IF L1qual = Yes
THEN ASK: L1qualH

If respondent has any of the qualifications on the list ask (L1qualH) which is the highest qualification they have:

ASK ALL:

L1qualH SHOW CARD 6

Starting from the top of this list, please look down the list of qualifications and tell me the number of the first one you come to that you have passed.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher degree/ Postgraduate qualifications</td>
<td>1</td>
</tr>
<tr>
<td>First degree (including BEd)</td>
<td>2</td>
</tr>
<tr>
<td>Postgraduate Diplomas/ Certificates (including PGCE)</td>
<td>3</td>
</tr>
<tr>
<td>Professional qualifications at degree level (eg chartered accountant/ surveyor)</td>
<td>4</td>
</tr>
<tr>
<td>NVO/SVQ Level 4 or 5</td>
<td>5</td>
</tr>
<tr>
<td>Diplomas in higher education/ other HE qualification</td>
<td>6</td>
</tr>
<tr>
<td>HNC/HND/BTEC Higher</td>
<td>7</td>
</tr>
<tr>
<td>Teaching qualifications for schools/ further education (below degree level)</td>
<td>8</td>
</tr>
<tr>
<td>Nursing/ other medical qualifications (below degree level)</td>
<td>9</td>
</tr>
<tr>
<td>RSA Higher Diploma</td>
<td>10</td>
</tr>
<tr>
<td>A/ AS levels/ SCE Higher/ Scottish Certificate 6th Year Studies</td>
<td>11</td>
</tr>
<tr>
<td>NVQ/ SVQ/ GSVQ Level 3/ GNVQ Advanced</td>
<td>12</td>
</tr>
<tr>
<td>ONC/ OND/ BTEC National</td>
<td>13</td>
</tr>
<tr>
<td>City and Guilds Advanced Craft/ Final Level/ Part III</td>
<td>14</td>
</tr>
<tr>
<td>RSA Advanced Diploma</td>
<td>15</td>
</tr>
<tr>
<td>Trade Apprenticeships</td>
<td>16</td>
</tr>
<tr>
<td>Qualification</td>
<td>Code</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>O level/ GCSE grades A*-C/ SCE Standard/Ordinary grades 1-3</td>
<td>17</td>
</tr>
<tr>
<td>NVQ/ SVQ/ GSVQ Level 2/ GNVQ intermediate</td>
<td>18</td>
</tr>
<tr>
<td>BTEC/ SCOTVEC First/ General diploma</td>
<td>19</td>
</tr>
<tr>
<td>City and Guilds Craft/ Ordinary Level/ Part II/ RSA Diploma</td>
<td>20</td>
</tr>
<tr>
<td>O level/ GCSE grades D-G/ SCE Standard/Ordinary grades below 3</td>
<td>21</td>
</tr>
<tr>
<td>NVQ/ SVQ/ GSVQ Level 1/ GNVQ Foundation</td>
<td>22</td>
</tr>
<tr>
<td>BTEC/ SCOTVEC First/ General certificate</td>
<td>23</td>
</tr>
<tr>
<td>City and Guilds Part I/ RSA Stage I-III</td>
<td>24</td>
</tr>
<tr>
<td>SCOTVEC modules/ Junior Certificate</td>
<td>25</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

Other specify... (1213 - 1216)

End of Filter (i1qual need to ask about respondents highest qualification)

IF  drel = Husband/ wife/ partner  THEN ASK: Qa45

If respondent has a husband/wife/partner then ask (Qa45) about partners qualifications

Qa45  SHOW CARD 6

And can I just check, does your husband/wife/partner have any of the qualifications listed on this card?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>
IF qA45 = Yes
THEN ASK Qa46

If partner has qualifications on list, ask (Qa46) what is the highest qualification that they hold:
Starting from the top of this list, please look down the list of qualifications and tell me the number of the first one you come to that your husband/wife/partner has passed.

Higher degree/ Postgraduate qualifications 1
(1218)
First degree (including BEd) 2
Postgraduate Diplomas/ Certificates (including PGCE) 3

Professional qualifications at degree level (eg chartered accountant/ surveyor) 4
NVQ/SVQ Level 4 or 5 5
Diplomas in higher education/ other HE qualification 6
HNC/HND/BTEC Higher 7
Teaching qualifications for schools/ further education (below degree level) 8
Nursing/ other medical qualifications (below degree level) 9

RSA Higher Diploma 10 (1219)
A/ AS levels/ SCE Higher/ Scottish Certificate 6th Year Studies 11

NVQ/ SVQ/ GSVQ Level 3/ GNVQ Advanced 12
ONC/ OND/ BTEC National 13
City and Guilds Advanced Craft/ Final Level/ Part III 14
RSA Advanced Diploma 15
Trade Apprenticeships 16
O level/ GCSE grades A*-C/ SCE Standard/Ordinary grades 1-3 17

NVQ/ SVQ/ GSVQ Level 2/ GNVQ intermediate 18
BTEC/ SCOTVEC First/ General diploma 19
City and Guilds Craft/ Ordinary Level/ Part II/ RSA Diploma 20
(1220)

O level/ GCSE grades D-G/ SCE Standard/ Ordinary grades below 3 21
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ/ SVQ/ GSVQ Level 1/ GNVQ Foundation</td>
<td>22</td>
</tr>
<tr>
<td>BTEC/ SCOTVEC First/ General certificate</td>
<td>23</td>
</tr>
<tr>
<td>City and Guilds Part I/ RSA Stage I-III</td>
<td>24</td>
</tr>
<tr>
<td>SCOTVEC modules/ Junior Certificate</td>
<td>25</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

Other specify... (1221 - 1224)

End of Filter (la45 need to ask partners qualification)

End of Filter (Iqalhwp need to ask about partners highest qualification)
**ASK ALL:**

L1relig  SHOW CARD 7

Which of these religious groups do you belong to, if any?

<table>
<thead>
<tr>
<th>Religious Group</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Christian - Catholic</td>
<td>2</td>
</tr>
<tr>
<td>Christian - Church of England</td>
<td>3</td>
</tr>
<tr>
<td>Christian - Other</td>
<td>4</td>
</tr>
<tr>
<td>Buddhist</td>
<td>5</td>
</tr>
<tr>
<td>Hindu</td>
<td>6</td>
</tr>
<tr>
<td>Jewish</td>
<td>7</td>
</tr>
<tr>
<td>Muslim</td>
<td>8</td>
</tr>
<tr>
<td>Sikh</td>
<td>9</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

Other specify... (1226 - 1229)

**IF NOT ( L1relig = None OR L1relig = Don't Know OR L1relig = Refused ) THEN ASK:** q1reli2, q1reli3

If belongs to a religious group and has not said Don’t know or refused to answer ask (q1reli2) are they practising religion these days and (q1reli3) how much it influences how they live their life:
q1reli2 Would you say you are practising your religion these days or not?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>(1230)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>

q1reli3 SHOW SCREEN

To what extent, if at all, do your religious beliefs influence how you live your life? Please choose an answer from this screen.

<table>
<thead>
<tr>
<th>A great deal</th>
<th>1</th>
<th>(1231)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A fair amount</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Not very much</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>

End of Filter (i1relig need to ask further questions about religious practice)

IF  vCYPtot = 1
If there is only one child in the household eligible for selection use first statement; if there is more than one child then use second statement:

Throughout the remainder of this questionnaire we will be asking some detailed questions about [NAME OF SELECTED CHILD], your child.
Throughout the remainder of this questionnaire we will be asking some detailed questions about one of your children, chosen at random. The computer has selected [NAME OF SELECTED CHILD] for this purpose.

End of Filter (iLCYP no need to use appropriate statement for one or more eligible children)

L1day  Can I check [NAME OF SELECTED CHILD]'s date of birth?

INTERVIEWER ENTER THE DAY FIRST, OR DON'T KNOW/ REFUSED

(THE MONTH AND YEAR WILL APPEAR ON THE NEXT TWO SCREENS)

(1234 - 1235)

Numeric Range ____________
Don't Know Y (1234)
Refused Z

Permitted Range
1 TO 31 (Numeric Range)

IF  L1day = Refused OR  L1day = Don't Know
ELSE ASK: L1Mth1, L1Year, L1AgCl

If respondent refuses to give child's date of birth, ask the month (L1mth1) and year (L1Year) of birth and check the computer's calculation of age (L1AgCl) with respondent:
IF Page = Don't Know OR Page = Refused - Termination with data (Quit)

If respondent refuses to give rough date of birth – terminate interview

That's all the questions I need to ask you.

THANK AND CLOSE

L1Mth1 INTERVIEWER: CODE MONTH HERE

(YEAR WILL BE ASKED ON NEXT SCREEN)

IF DK/ REFUSED, GO BACK TO L1day AND CODE DK/ REF THERE.

<table>
<thead>
<tr>
<th>Month</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>1</td>
</tr>
<tr>
<td>February</td>
<td>2</td>
</tr>
<tr>
<td>March</td>
<td>3</td>
</tr>
<tr>
<td>April</td>
<td>4</td>
</tr>
<tr>
<td>May</td>
<td>5</td>
</tr>
<tr>
<td>June</td>
<td>6</td>
</tr>
<tr>
<td>July</td>
<td>7</td>
</tr>
<tr>
<td>August</td>
<td>8</td>
</tr>
<tr>
<td>September</td>
<td>9</td>
</tr>
<tr>
<td>October</td>
<td>10</td>
</tr>
<tr>
<td>November</td>
<td>11</td>
</tr>
<tr>
<td>December</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(1236)</td>
</tr>
<tr>
<td></td>
<td>(1237)</td>
</tr>
</tbody>
</table>
L1Year INTERVIEWER: ENTER YEAR OF BIRTH HERE AS 4-DIGIT NUMBER (EG. 1994)

IF DK/ REFUSED, GO BACK TO L1day AND CODE DK/ REF THERE.

(1238 - 1241)

Permitted Range
1988 TO 2008 (Numeric Range)

QUANCEPT ITEM:

L1AgCl So, the computer calculates that [NAME OF SELECTED CHILD] is &vsetage& years old. Is that correct?

Yes 1 (1242)
No 2

IF L1AgCl = No

If computer has calculated the child’s age incorrectly then check date of birth with respondent:

INTERVIEWER: PLEASE CHECK THE DATE OF BIRTH
QUANCEPT ITEM:

End of Filter (iagexx need to ask age questions)

IF  vsetage > 19

If computer calculates that the child is older than 19 then a mistake in the household grid is implied and the interviewer will be sent back to the grid to rectify the mistake and the computer will select a different CYP:

CYP CANNOT BE OLDER THAN 19. YOU WILL NEED TO RECODE THIS HOUSEHOLD MEMBER'S AGE IN THE HOUSEHOLD GRID, SO THE COMPUTER WILL CHOOSE A DIFFERENT CYP.

QUANCEPT ITEM:

End of Filter (i1older end of need to return to household grid)

IF( NOT ( Page(dCYPno) = Don't Know  OR    Page(dCYPno) = Refused )) AND   ( vsetage <> Page(dCYPno) )   THEN ASK: q1diff

If the age of the selected child is calculated as different to the age corresponding to the selected child in the household grid the interviewer will be asked to establish the correct age (q1diff) and if necessary, will be returned to the household grid to rectify the mistake:
AGE COMPUTED FROM DATE OF BIRTH ([computer calculated DOB]) IS NOT THE SAME AS THE AGE GIVEN IN THE HOUSEHOLD GRID ([age of selected child in household grid]).

PLEASE CHECK WHICH OF THESE IS CORRECT

IF DOB AGE IS INCORRECT YOU WILL BE SENT BACK TO REENTER THIS
IF HH GRID AGE IS INCORRECT, THIS WILL BE CORRECTED BY THE COMPUTER

HOUSEHOLD GRID AGE ([age of selected child in household grid]) IS
CORRECT  1  (1243)
DOB AGE ([computer calculated DOB]) IS CORRECT  2

IF  q1diff = HOUSEHOLD GRID AGE ([age of selected child in household grid]) IS CORRECT

If household grid age is correct:

QUANCEPT ITEM:

End of Filter (i1diffY need to establish correct age)

IF  q1diff = DOB AGE ([computer calculated DOB]) IS CORRECT

When correct age is established:

QUANCEPT ITEM:
There are many different types of family arrangements. Can I check, which of these best describes how [NAME OF SELECTED CHILD] is being brought up now?

Natural mother and natural father together 1
Natural mother only 2
Natural mother and stepfather 3
Natural father only 4
Natural father and stepmother 5
By foster parent(s) 6
By adoptive parent(s) 7
Don't Know Y
Refused Z
Other 0

Other specify... (1245 - 1248)
IF qaraise = By foster parent(s) OR qaraise = By adoptive parent(s) OR qaraise = Other OR qaraise = Don't Know

If child is being brought up by foster parents/adoptive parents/other or Don't know then do not ask qAcnoDa or qAcnoMa

End of Filter (Skip1 If child is being brought up by foster parents/adoptive parents/other or Don't know then do not ask qAcnoDa or qAcnoMa)

IF qAraise = Natural mother only OR qAraise = Natural mother and stepfather OR qAraise = Don't Know OR qAraise = Refused

THEN ASK: qAcnoDa

If child is not being raised by his/her natural father, ask (qAcnoDa) if child still sees his/her natural father and how often:

qAcnoDa Does [NAME OF SELECTED CHILD] still see [his/her] father?

IF YES: How often?

PROMPT TO PRECODES

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a week</td>
<td>1</td>
</tr>
<tr>
<td>About once a fortnight</td>
<td>2</td>
</tr>
<tr>
<td>About once a month</td>
<td>3</td>
</tr>
<tr>
<td>Less often</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
</tr>
<tr>
<td>Father deceased</td>
<td>6</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

End of Filter iAnoDad
IF qAraise = Natural father only OR qAraise = Natural father and stepmother OR qAraise = Don’t Know OR qAraise = Refused THEN ASK: qAcnoMa

If child is not being raised by his/her natural mother, ask (qAcnoMa) if child still sees his/her natural mother and how often:

qAcnoMa Does [NAME OF SELECTED CHILD] still see [his/her] mother?

IF YES: How often?

PROMPT TO PRECODES

- At least once a week 1 (1250)
- About once a fortnight 2
- About once a month 3
- Less often 4
- Never 5
- Mother deceased 6
- Don’t Know Y
- Refused Z

End of Filter iAnoMum

IF AGE OF SELECTED CHILD (AGE OF SELECTED CHILD (dCYPage)) > 2 THEN ASK: qAwsCYP

If selected child is older than 2 years of age, ask (qAwsCYP) what the childs main activity is at the moment:
Can I just check what [NAME OF SELECTED CHILD] is doing at present?

IF 2+ ACTIVITIES, CODE HIGHEST ON LIST

A. Going to nursery/pre-school (include local authority and private day nurseries) 1 (1251)
B. Going to school (including on holiday) 2
C. Going to sixth form college (including on holiday) 3
D. Going to college of Further Education/ FE (including on holiday) 4
E. Going to university/ higher education institute (including on holiday) 5
F. Being home-educated 6
G. In paid employment or self-employed (or temporarily away, eg. on holiday or sick leave) 7
H. On a Government scheme for employment training 8
I. Doing unpaid work for a business that you/he/she own(s), or that a relative owns 9
J. Waiting to take up paid work already obtained 10 (1252)
K. Looking for paid work or a Government training scheme 11
L. Intending to look for work but prevented by temporary sickness or injury 12
M. Permanently unable to work because of long-term sickness or disability 13
N. Looking after home or family 14
O. Doing something else 15
Don't Know Y (1251)
IF qawscyp = C. Going to sixth form college (including on holiday) OR qawscyp = D. Going to college of Further Education/ FE (including on holiday)

End of Filter (isch2 if selected child is at sixth form or FE college)

IF qawscyp = A. Going to nursery/pre-school (include local authority and private day nurseries)

End of Filter (isch3 if selected child is at nursery)

IF qawscyp = A. Going to nursery/pre-school (include local authority and private day nurseries) OR qawscyp = B. Going to school (including on holiday)

End of Filter (icypdid text fill: if selected child is at nursery or school)

IF ( qAwsCYP = B. Going to school (including on holiday) OR qAwsCYP = C. Going to sixth form college (including on holiday) OR qAwsCYP = D. Going to college of Further Education/ FE (including on holiday) ) AND ( AGE OF SELECTED CHILD (dCYPage) > 3 ) THEN ASK: qAfees, qAschY

If child is going to school OR sixth form college OR FE college AND is older then 3 years old then ask if child goes to a fee paying school (qAfees) and what year they are in (qAschY):
qAfees Does [NAME OF SELECTED CHILD]'s school charge fees for educating children?

   IF SCHOOL FEES ARE PAID (EG. SCHOLARSHIP), CODE AS YES

   Yes  1  (1253)
   No   2
   Don't Know  Y

qAschY Can you tell me what year [NAME OF SELECTED CHILD] is in at school?

   ENTER 1 FOR YEAR 1, 2 FOR YEAR 2 ETC.
   ENTER 0 FOR RECEPTION YEAR (YEAR ZERO)

   (1254 - 1255)

   Numeric Range ______________
   Don't Know  Y  (1254)

Permitted Range
0 TO 13 (Numeric Range)

End of Filter (iAinFTE if child is in full time education)

End of Filter (i1cyp3 if child is over 3 years old)

IF  AGE OF SELECTED CHILD (dCYPage) > 12 THEN ASK: qAcypCh

If CYP is over 12 years old then ask (qAcypCh) if they have their own children
qAcypCh  Can I just check, does [NAME OF SELECTED CHILD] have any children of [his/her] own?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - one</td>
<td>1</td>
</tr>
<tr>
<td>Yes - more than one</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

End of Filter (iAcyp13 end of need to ask if selected child has own children)

IF  AGE OF SELECTED CHILD (dCYPage) > 3 AND ( qAwsCYP = B. Going to school (including on holiday) OR qAwsCYP = C. Going to sixth form college (including on holiday) OR qAwsCYP = D. Going to college of Further Education/ FE (including on holiday) ) THEN ASK: qAcSEN

If selected child is over 3 years old and is going to school/sixth form college/FE college then ask (qAcSEN) if child has special educational needs:

qAcSEN  Does [NAME OF SELECTED CHILD] have special educational needs?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

IF  qAcSEN = Yes
THEN ASK: qAcstat

If child has SEN then ask (qAcstat) If child has statement of SEN:
qAcstat Does [NAME OF SELECTED CHILD] have a Statement of Special Educational Needs?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
<th>Refused</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>Y</td>
<td>Z</td>
</tr>
</tbody>
</table>

**IF qAcstat = Yes**  
**THEN ASK: qAcspec**

If child has statement of SEN then ask (qAcspec) if s/he goes to mainstream school or to a special school for children with SEN:

qAcspec Does [NAME OF SELECTED CHILD] go to a mainstream school or a special school for those with Special Educational Needs?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mainstream school</td>
<td>1</td>
<td>(1259)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special school</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Don't Know</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refused</td>
<td>Z</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

End of Filter (iAcstat need to ask about mainstream or special school)

End of Filter (iAcSEN need to ask about statement of SEN)

End of Filter (iA58 need to ask about incidence of SEN)
ASK ALL:

Now thinking about your attitudes towards various aspects of your lifestyle.

Please could you look at these cards and place them on this board to show how much you agree or disagree with the statements on the cards.

SHUFFLE PACK. SHUFFLE CARDS AND HAND TO RESPONDENT WITH SORTING BOARD

ASK RESPONDENT TO READ BACK LETTERS IN EACH ANSWER CATEGORY, STARTING WITH 'STRONGLY AGREE'
INTERVIEWER PLEASE CODE ALL RESPONSES THAT ARE 'DEFINITELY AGREE'

A. It's important my family thinks I'm doing well 1 (1260)
B. I don't want responsibility, I'd rather be told what to do 2
C. I want to get to the very top in my career 3
D. I like taking risks 4
E. How I spend my time is more important than the money I make 5
F. I prefer to work as part of a team than work alone 6
G. I consider myself to be a spiritual person 7
H. I consider myself to be a creative person 8
I. I would be willing to volunteer my time for a good cause 9
J. I think it's important to have a lasting relationship with one partner 10 (1261)
K. I have a keen sense of adventure 11
L. I like to keep up with the latest fashion 12
M. I never seem to have enough time to get things done 13
N. People come to me for advice before buying new things 14
O. In general I feel very positive about myself 15
P. I spend a lot of time worrying about things 16
Q. When I need information, the first place I look is the internet 17
R. I try to keep up with developments in technology 18
S. Computers confuse me, I'll never get used to them 19
T. It is more important to do your duty than to live for your own enjoyment 20 (1262)
None of these X (1260)
A. It's important my family thinks I'm doing well 1 (1263)
B. I don't want responsibility, I'd rather be told what to do 2
C. I want to get to the very top in my career 3
D. I like taking risks 4
E. How I spend my time is more important than the money I make 5
F. I prefer to work as part of a team than work alone 6
G. I consider myself to be a spiritual person 7
H. I consider myself to be a creative person 8
I. I would be willing to volunteer my time for a good cause 9
J. I think it's important to have a lasting relationship with one partner 10 (1264)
K. I have a keen sense of adventure 11
L. I like to keep up with the latest fashion 12
M. I never seem to have enough time to get things done 13
N. People come to me for advice before buying new things 14
O. In general I feel very positive about myself 15
P. I spend a lot of time worrying about things 16
Q. When I need information, the first place I look is the internet 17
R. I try to keep up with developments in technology 18
S. Computers confuse me, I'll never get used to them 19
T. It is more important to do your duty than to live for your own enjoyment 20 (1265)
None of these X (1263)
A. It's important my family thinks I'm doing well 1
B. I don't want responsibility, I'd rather be told what to do 2
C. I want to get to the very top in my career 3
D. I like taking risks 4
E. How I spend my time is more important than the money I make 5
F. I prefer to work as part of a team than work alone 6
G. I consider myself to be a spiritual person 7
H. I consider myself to be a creative person 8
I. I would be willing to volunteer my time for a good cause 9
J. I think it's important to have a lasting relationship with one partner 10
K. I have a keen sense of adventure 11
L. I like to keep up with the latest fashion 12
M. I never seem to have enough time to get things done 13
N. People come to me for advice before buying new things 14
O. In general I feel very positive about myself 15
P. I spend a lot of time worrying about things 16
Q. When I need information, the first place I look is the internet 17
R. I try to keep up with developments in technology 18
S. Computers confuse me, I'll never get used to them 19
T. It is more important to do your duty than to live for your own enjoyment 20

None of these X 21
Qb1disa INTERVIEWER PLEASE CODE ALL RESPONSES THAT ARE 'DISAGREE'

A. It's important my family thinks I'm doing well 1
(1308)
B. I don't want responsibility, I'd rather be told what to do 2
C. I want to get to the very top in my career 3
D. I like taking risks 4
E. How I spend my time is more important than the money I make 5
F. I prefer to work as part of a team than work alone 6
G. I consider myself to be a spiritual person 7
H. I consider myself to be a creative person 8
I. I would be willing to volunteer my time for a good cause 9
J. I think it's important to have a lasting relationship with one partner 10
(1309)
K. I have a keen sense of adventure 11
L. I like to keep up with the latest fashion 12
M. I never seem to have enough time to get things done 13
N. People come to me for advice before buying new things 14
O. In general I feel very positive about myself 15
P. I spend a lot of time worrying about things 16
Q. When I need information, the first place I look is the internet 17
R. I try to keep up with developments in technology 18
S. Computers confuse me, I'll never get used to them 19
T. It is more important to do your duty than to live for your own enjoyment 20
(1310)
None of these X (1308)
INTERVIEWER PLEASE CODE ALL RESPONSES THAT ARE 'DEFINITELY DISAGREE'

A. It's important my family thinks I'm doing well 1
   (1317)
B. I don't want responsibility, I'd rather be told what to do 2
C. I want to get to the very top in my career 3
D. I like taking risks 4
E. How I spend my time is more important than the money I make 5
F. I prefer to work as part of a team than work alone 6
G. I consider myself to be a spiritual person 7
H. I consider myself to be a creative person 8
I. I would be willing to volunteer my time for a good cause 9
J. I think it's important to have a lasting relationship with one partner 10
   (1318)
K. I have a keen sense of adventure 11
L. I like to keep up with the latest fashion 12
M. I never seem to have enough time to get things done 13
N. People come to me for advice before buying new things 14
O. In general I feel very positive about myself 15
P. I spend a lot of time worrying about things 16
Q. When I need information, the first place I look is the internet 17
R. I try to keep up with developments in technology 18
S. Computers confuse me, I'll never get used to them 19
T. It is more important to do your duty than to live for your own
   enjoyment 20 (1319)
None of these X (1317)

123
A. It's important my family thinks I'm doing well 1 (1326)
B. I don't want responsibility, I'd rather be told what to do 2
C. I want to get to the very top in my career 3
D. I like taking risks 4
E. How I spend my time is more important than the money I make 5
F. I prefer to work as part of a team than work alone 6
G. I consider myself to be a spiritual person 7
H. I consider myself to be a creative person 8
I. I would be willing to volunteer my time for a good cause 9
J. I think it's important to have a lasting relationship with one partner 10 (1327)
K. I have a keen sense of adventure 11
L. I like to keep up with the latest fashion 12
M. I never seem to have enough time to get things done 13
N. People come to me for advice before buying new things 14
O. In general I feel very positive about myself 15
P. I spend a lot of time worrying about things 16
Q. When I need information, the first place I look is the internet 17
R. I try to keep up with developments in technology 18
S. Computers confuse me, I'll never get used to them 19
T. It is more important to do your duty than to live for your own enjoyment 20 (1328)
None of these X (1326)
A. It's important my family thinks I'm doing well  
   (1335)  
B. I don't want responsibility, I'd rather be told what to do  
   2  
C. I want to get to the very top in my career  
   3  
D. I like taking risks  
   4  
E. How I spend my time is more important than the money I make  
   5  
F. I prefer to work as part of a team than work alone  
   6  
G. I consider myself to be a spiritual person  
   7  
H. I consider myself to be a creative person  
   8  
I. I would be willing to volunteer my time for a good cause  
   9  
J. I think it's important to have a lasting relationship with one partner  
   10  
   (1336)  
K. I have a keen sense of adventure  
   11  
L. I like to keep up with the latest fashion  
   12  
M. I never seem to have enough time to get things done  
   13  
N. People come to me for advice before buying new things  
   14  
O. In general I feel very positive about myself  
   15  
P. I spend a lot of time worrying about things  
   16  
Q. When I need information, the first place I look is the internet  
   17  
R. I try to keep up with developments in technology  
   18  
S. Computers confuse me, I'll never get used to them  
   19  
T. It is more important to do your duty than to live for your own  
   enjoyment  
   20  
   (1337)  
None of these  
   X  
   (1335)
IF vqb1vi < 20
If there are still uncoded statements, interviewer is asked to check and recode the missing statements:

NOT ALL OF THE CARDS HAVE BEEN CODED. PLEASE CHECK AND RECODE.

QUANCEPT ITEM:

End of Filter (iqb1vi need to check statements all coded)

IF AGE OF SELECTED CHILD (dCYPage) < 3

End of Filter (lob3 If child is under 3, do not ask (Qb3) following question about family life)

I now want to ask you about your views on family life. Please tell me whether you agree or disagree with the following [statement(s)].
Qb3 Do you agree or disagree that...

[If child is over three years of age]

PROMPT: IS THAT 'STRONGLY (DIS)AGREE' OR '(DIS)AGREE'?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- [NAME OF SELECTED CHILD] should be allowed to express [his/her] opinions freely
- It's important to me that [NAME OF SELECTED CHILD] does as well or better in life than I did

A total of 2 iterations occupying columns (1345) to (1346)

---

IF  drel = Step son/ daughter

End of Filter (ic1i all respondents with step children)

---

IF  drel = Foster son/ daughter
End of Filter (lc1ii all respondents with foster children)

IF   drel = Step son/ daughter  AND    drel = Foster son/ daughter

End of Filter (ic1iii all respondents with step and foster children)

ASK ALL:

I would like to talk to you about a few things you might do together as a family. By family I mean [you/you and your partner] and any young people who live here with you.

[including foster children if appropriate]

Qc1 SHOW SCREEN

A lot of parents nowadays feel like they don't have enough QUALITY time to spend with their children. How do you feel about the amount of quality time you have to spend with [NAME OF SELECTED CHILD]?

Please choose one of the answers on this screen.

So much time that it interferes with other things I need/want to do  1
About the right amount of time  2
(1347)
Not quite enough  3
Nowhere near enough  4
Don't Know  Y
IF Qc1 = Not quite enough OR Qc1 = Nowhere near enough THEN ASK: Qc2

If respondent feels they don't spend enough time with their family, ask (Qc2) why this is?

Qc2 SHOW SCREEN

Why do you feel this? Please choose the numbers which apply from this screen.

CODE ALL THAT APPLY

INTERVIEWER: PLEASE SCROLL DOWN

- Works demands (e.g. long hours, being away from home) 1
  (1348)
- Demands of domestic chores 2
- Demands of other children 3
- Too tired 4
- Demands of college course/ study I am doing 5
- [NAME OF SELECTED CHILD] spends a lot of time outside the home (e.g. with friends, at clubs, at work) 6
- I am in poor health 7
- [NAME OF SELECTED CHILD] is not interested in spending much time with me 8
- [NAME OF SELECTED CHILD] prefers to spend time with my partner 9
- We can't think of anything we would like to do/talk about together 10
  (1349)
- Don't Know Y (1348)
- Other 0

Other specify... (1350 - 1353)
ASK ALL:

Qc3 SHOW SCREEN

In a normal week, how often do you eat together with all or most of your family?

IF NECESSARY: By family I mean [you/you and your partner] and any young people who live in your household.

INTERVIEWER: PLEASE SCROLL DOWN

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once a day</td>
<td>1</td>
<td>(1354)</td>
</tr>
<tr>
<td>About once a day</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4 to 6 times a week</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2 or 3 times a week</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>About once a week</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>About once a fortnight</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>About once a month</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Less often</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Varies</td>
<td>0</td>
<td>(1355)</td>
</tr>
<tr>
<td>Can't say</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
<td>(1354)</td>
</tr>
</tbody>
</table>

IF  AGE OF SELECTED CHILD (dCYPage) < 1  AND  drel = Husband/ wife/ partner
THEN ASK: Qc4

If selected child is under 1 year old and respondent has a husband/wife/partner, ask (Qc4) how often do you look after the baby together:
Qc4 SHOW SCREEN

How often do you and your partner carry out caring duties such as feeding, bathing, or playing with the baby together as a couple?

- More than once a day 1 (1356)
- Every day or nearly every day 2
- 3 to 5 times a week 3
- Once or twice a week 4
- Less than once a week 5
- Never 6
- Don't Know Y

End of Filter (I1hwp need to ask about baby duties carried out as a couple)

IF AGE OF SELECTED CHILD (dCYPage) > 9
THEN ASK: Qc5

If selected child is older than 9 years of age then ask (Qc5) how often respondent spends evening in with family doing activities:
Qc5 SHOW SCREEN

How often would you say you spend the evening together with all or most of your family, doing something like watching TV or a DVD together, playing a board game, or something else you can all take part in?

IF NECESSARY: By family I mean [you/you and your partner] and any young people who live in your household.

Most evenings (4 to 7 times a week) 1 (1357)
2 to 3 times a week 2
Once a week 3
2 or 3 times a month 4
About once a month 5
About once every two or three months 6
Two or three times a year 7
About once a year 8
Less often 9
Never 0 (1358)
Varies 1
Don't Know Y (1357)

End of Filter Ic5

IF AGE OF SELECTED CHILD (dCYPage) < 10
THEN ASK: Qc6

If selected child is under 10 years of age ask (Qc6) how often do you spend time at home together as a family:
Qc6 SHOW SCREEN

Not including mealtimes, how often would you say you spend time together as a family, for example playing at home with your children, or watching TV?

IF NECESSARY: By family I mean [you/you and your partner] and any young people who live in your household.

| Most days (4 to 7 times a week) | 1 | (1359) |
| 2 to 3 times a week | 2 |
| Once a week | 3 |
| 2 or 3 times a month | 4 |
| About once a month | 5 |
| About once every two or three months | 6 |
| Two or three times a year | 7 |
| About once a year | 8 |
| Less often | 9 |
| Never | 10 | (1360) |
| Varies | 11 |
| Don't Know | Y | (1359) |

End of Filter (Ic6 need to ask about time spent in with children under 10 years of age)
ASK ALL:

Qc7 SHOW SCREEN

How often would you say you go out together as a family to some sort of event, entertainment, activity or on a special visit somewhere (not counting just going out for the normal weekly shopping)?

INCLUDE VISITS TO RELATIVES, ATTENDING RELIGIOUS SERVICES, GOING TO THE PARK OR COUNTRYSIDE, AND SPECIAL SHOPPING TRIPS

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week or more</td>
<td>1</td>
</tr>
<tr>
<td>Two or three times a month</td>
<td>2</td>
</tr>
<tr>
<td>About once a month</td>
<td>3</td>
</tr>
<tr>
<td>About once every two or three months</td>
<td>4</td>
</tr>
<tr>
<td>Two or three times a year</td>
<td>5</td>
</tr>
<tr>
<td>About once a year</td>
<td>6</td>
</tr>
<tr>
<td>Less often</td>
<td>7</td>
</tr>
<tr>
<td>Never</td>
<td>8</td>
</tr>
<tr>
<td>Varies</td>
<td>9</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

1361

---

IF  AGE OF SELECTED CHILD (dCYPage) > 3 AND THEN ASK: Qc8

If selected child is over 3 years of age, ask (Qc8) subjects discussed in the last week or so:
Qc8 SHOW CARD 10

Which, if any, of the following have YOU talked about with [NAME OF SELECTED CHILD] in the last week or so?

CODE ALL THAT APPLY

- His/her day generally 1 (1362)
- His/her work or studies 2
- Homework 3
- His/her friends 4
- TV/Music/Films 5
- Sports 6
- What's in the news 7
- His/her interests or hobbies 8
- Spiritual/religious issues 9
- Don't Know Y
- None of these X
- Other 0

Other specify... (1363 - 1366)

End of Filter (lc8 age filter of over 3 years of age)

IF AGE OF SELECTED CHILD (dCYPage) < 3 AND THEN ASK: Qc9b

If selected child is under 3 years old, ask (Qc9b) questions about attitudes to babies and toddlers:
Please tell me how much you agree or disagree with the following statements about babies and toddlers...

[Loop response list for each question]

PROMPT: IS THAT ‘STRONGLY (DIS)AGREE’ OR '(DIS)AGREE’?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- I find it frustrating having to talk to [NAME OF SELECTED CHILD] on a level which [s/he] understands
- There's nothing wrong with babies and toddlers watching a fair amount of children's TV

A total of 2 iterations occupying columns (1367) to (1368)

Qc9b  Do you think that babies and children learn MORE...

...from adults spending lots of one-to-one time with them OR 1
(1369)
...just listening and being involved in normal daily activities with adults
and other children? 2
Can't say Y

End of Filter (Ic9 age filter on selected children under 3 years of age)
IF (AGE OF SELECTED CHILD (dCYPage) = 3 OR AGE OF SELECTED CHILD (dCYPage) = 4) AND qAwsCYP <> B. Going to school (including on holiday)
THEN ASK: Qc10

If selected child is age 3 or 4 and not going to school, ask (Qc10) about subjects discussed with them:

Qc10  SHOW CARD 11

Which, if any, of the following things, have you talked about with [NAME OF SELECTED CHILD] in the last week or so?

CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>His/her friends or playmates</td>
<td>Y</td>
</tr>
<tr>
<td>Things he/she has seen or heard on TV/DVD</td>
<td>X</td>
</tr>
<tr>
<td>Things he/she has seen or heard at /nursery/pre-school/playgroup</td>
<td></td>
</tr>
<tr>
<td>Things he/she has seen or heard from books</td>
<td>Y</td>
</tr>
<tr>
<td>What he/she has done at nursery/pre-school/playgroup</td>
<td>X</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>None of these</td>
<td>X</td>
</tr>
</tbody>
</table>

End of Filter (Ic10 age filter)

ASK ALL:

Now thinking more generally about being a parent, please tell me whether you agree or disagree with the following statements.
QD1 SHOW CARD 0

[Loop response list for each question]

PROMPT: IS THAT 'STRONGLY (DIS)AGREE' OR '(DIS)AGREE'?

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

(1371)

This question is repeated for the following loop values:

- You can't do much to control the influences on your children
- There is a limit as to how much a parent can do for their children
- Being a parent is the most important role anyone can have
- You worry about what YOU will do once all your children leave home
- It is more important that children can enjoy their childhood than it is for them to do well at school
- It's okay for children to tease or make fun of their parents, as long as no-one gets offended
- Children get on better if they have a regular routine (e.g. when to do homework, when to go to bed)

A total of 7 iterations occupying columns (1371) to (1377)

IF  AGE OF SELECTED CHILD (dCYPage) > 0  AND  AGE OF SELECTED CHILD (dCYPage) < 6
THEN ASK: Qd2i, Qd2ii

If selected child is under 6 years old, ask if respondent or partner helped him/her with (Qd2i) shapes, alphabet colours, numbers etc and (Qdii) read stories to him/her on a regular basis
Qd2i Have you at any stage while [NAME OF SELECTED CHILD] has been growing up...

...helped [him/her] learn basic skills, such as the alphabet, numbers, colours, or shapes and sizes?

Yes  1  (1378)
No  2
Does not apply yet - too young  3
Does not apply - I was not living with [NAME OF SELECTED CHILD] while [s/he] was growing up  4
Don't Know  Y

Qd2ii Have you at any stage while [NAME OF SELECTED CHILD] has been growing up...

...read stories on a regular basis with or to [him/her]?

Yes  1  (1379)
No  2
Does not apply yet - too young  3
Does not apply - I was not living with [NAME OF SELECTED CHILD] while [s/he] was growing up  4
Don't Know  Y

End of Filter (Id2 end of age filter)

IF  qAwsCYP = B. Going to school (including on holiday) OR  qAwsCYP = C. Going to sixth form college (including on holiday) OR  qAwsCYP = D. Going to college of Further Education/ FE (including on holiday)
THEN ASK: qD3

If selected child is attending school/sixth form college/FE college then ask (qD3) how often respondent helped them with their homework:
qD3 How often, if at all, do you help [NAME OF SELECTED CHILD] with [his/her] homework?

READ OUT

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
</tr>
<tr>
<td>Occasionally</td>
<td>2</td>
</tr>
<tr>
<td>Most times</td>
<td>3</td>
</tr>
<tr>
<td>Every time</td>
<td>4</td>
</tr>
<tr>
<td>(DO NOT READ OUT) Depends what it is</td>
<td>5</td>
</tr>
<tr>
<td>(DO NOT READ OUT) When the child asks for help</td>
<td>6</td>
</tr>
<tr>
<td>(DO NOT READ OUT) Child does not get homework</td>
<td>7</td>
</tr>
<tr>
<td>(DO NOT READ OUT) Child does homework at 'homework club'/ after-school club</td>
<td>8</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

End of Filter id3

IF AGE OF SELECTED CHILD (dCYPage) > 4 THEN ASK: qD4pock

If selected child is over the age of 4 then ask (qD4pock) about pocket money:

qD4pock Does [NAME OF SELECTED CHILD] get pocket money or allowance on a regular basis?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Not applicable as [NAME OF SELECTED CHILD] earns own money</td>
<td>3</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>
IF qD4pock = Yes
THEN ASK: Qd5

If selected child receives pocket money then ask (Qd5) about respondents attitude to pocket money:

Qd5 SHOW CARD 12

Thinking about the pocket-money or allowance you give [NAME OF SELECTED CHILD], which of the following best describes your attitude towards this?

It doesn't bother me what [s/he] spends [his/her] money on  1
(1409)
I allow [him/her] to spend money as [s/he] wants as I know that [s/he] will spend it sensibly  2
I don't control how [s/he] spends [his/her] money but I like to know what [s/he] is spending it on  3
I have full control over what [s/he] spends [his/her] money on as [s/he] does not go to shops alone  4
Don't know Y
None of these X

End of Filter (Id4 pocket money filter)
ASK ALL:

Qd6 SHOW CARD 13

Thinking about children learning life-skill they will need as adults - such as managing money or taking care of the home... Which one of these would you say comes closest to your opinion?

Children...

READ OUT ALL BEFORE CODING ONE

Don't need to worry about these things until they reach adulthood  1
(1410)
Should learn these skills by themselves as and when they need to  2
Should be encouraged by parents to develop these skills before
adulthood  3
Don't Know  Y

IF ( AGE OF SELECTED CHILD (dCYPage) > 3 ) AND  qAwsCYP = B. Going to school (including on holiday)

If selected child is over 3 years of age AND going to school then ask (Qd7) about parental vs school responsibility:
Qd7 SHOW CARD 14

Looking at this card, who would you say should be mainly responsible for each of the following?

Mainly the parents' responsibility 1
Mainly the school's responsibility 2
Children should mainly take responsibility for this themselves 3
(DO NOT READ OUT) School/parent equally 4
(DO NOT READ OUT) School/child equally 5
(DO NOT READ OUT) Parent/child equally 6
(DO NOT READ OUT) ALL THREE EQUALLY 7
Don't Know Y

This question is repeated for the following loop values:
- Children learning about sex and relationships
- Children learning to enjoy education
- Children doing the best they can at school
- Children learning to read

A total of 4 iterations occupying columns (1411) to (1414)

End of Filter (ld7 age filter)

IF   qAcypCh = Yes - one  OR    qAcypCh = Yes - more than one
THEN ASK: Qd8, Qd9

If selected child has one or more children of his/her own ask (Qd8) how much practical support is being provided for the child(ren) and (Qd9) how much financial support is being provided for the child(ren):
Qd8 How much practical help and support are you providing for [NAME OF SELECTED CHILD]'s child(ren) now?

READ OUT

- A great deal 1 (1415)
- Quite a lot 2
- Not very much 3
- None at all 4
- Don't Know Y

Qd9 And how much financial help and support are you providing for [NAME OF SELECTED CHILD]'s child(ren) now?

READ OUT

- A great deal 1 (1416)
- Quite a lot 2
- Not very much 3
- None at all 4
- Don't Know Y

End of Filter (Id8 support for selected child's child(ren))

IF AGE OF SELECTED CHILD (dCYPage) < 6 THEN ASK: Qd10

If selected child is under 6 years old then ask (Qd10) questions about childcare:
Qd10 The next few questions are about childcare.

Do you ever need to arrange for [NAME OF SELECTED CHILD] to be looked after on a regular basis, for example because you work or have other regular commitments?

IF YES: Who looks after [NAME OF SELECTED CHILD]?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No - no one else looks after [NAME OF SELECTED CHILD]</td>
<td>1</td>
</tr>
<tr>
<td>Husband/wife/partner</td>
<td>2</td>
</tr>
<tr>
<td>Grandparents</td>
<td>3</td>
</tr>
<tr>
<td>His/ her brother(s)/sister(s)</td>
<td>4</td>
</tr>
<tr>
<td>Other relatives</td>
<td>5</td>
</tr>
<tr>
<td>Friends/neighbours</td>
<td>6</td>
</tr>
<tr>
<td>Nanny/au pair</td>
<td>7</td>
</tr>
<tr>
<td>Childminder</td>
<td>8</td>
</tr>
<tr>
<td>Nursery/creche/playgroup</td>
<td>9</td>
</tr>
<tr>
<td>After school club</td>
<td>10</td>
</tr>
<tr>
<td>[NAME OF SELECTED CHILD] is with me when I work</td>
<td>11</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>None of these</td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

Other specify... (1419 - 1422)

IF (noqd10 number of answers at Qd10) = 1

End of Filter (iq10sub text sub based on number of answers at Qd10)
IF Qd10 = Nanny/au pair OR Qd10 = Childminder

End of Filter (iq1078 if looked after by nanny or childminder)

IF Qd10 = Nursery/creche/playgroup OR Qd10 = After school club

End of Filter (iq10910 if looked after at nursery/créche/playgroup or after school club)

IF vd10a > 0 THEN ASK: Qd12

If more than one type of childcare specified ask (Qd12) how many hours child spends with that provider in an average week:
Qd12  You mentioned that [NAME OF SELECTED CHILD] is regularly looked after by: [informal providers]

On average how many hours a week does [NAME OF SELECTED CHILD] spend with this person or these people?

(1453 - 1455)

Numeric Range __________________________
Don't Know Y (1453)

Permitted Range
0 TO 168 (Numeric Range)

End of Filter (id12 all cases where children looked after by informal providers)

IF  vd10b > 0
THEN ASK: Qd14

If more than one type of childcare specified ask (Qd14) how many hours child spends with that provider in an average week:
Qd14  You mentioned that [NAME OF SELECTED CHILD] is regularly looked after by: [formal providers]

On average how many hours a week does [NAME OF SELECTED CHILD] spend with these people or at these places?

Permitted Range
0 TO 168 (Numeric Range)

End of Filter (id14 all cases where children looked after by formal providers)

End of Filter (Id10 childcare filter)

IF  AGE OF SELECTED CHILD (dCYPage) > 4  AND  AGE OF SELECTED CHILD (dCYPage) < 14
THEN ASK: Qe1

If selected child is over 4 years old and under 14 years old then ask (Qe1) if respondent ever lets child hang around outside without a responsible adult:
Qe1 SHOW SCREEN

Do you ever let [NAME OF SELECTED CHILD] play or hang out outside of the home without a responsible adult?

NOTE: NOT INCLUDING GARDENS/ YARDS THAT ARE PART OF THE RESPONDENT'S PROPERTY

<table>
<thead>
<tr>
<th>Yes, often</th>
<th>1</th>
<th>(1459)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, sometimes</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>No, never</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

IF Qe1 = No, never OR THEN ASK: Qe2

If respondent never lets selected child hang around outside without a responsible adult ask (Qe2) why not:
Qe2 Why do you say this?

DO NOT PROMPT. CODE ALL THAT APPLY

- Worried about their safety - people/strangers (1460)
- Worried about their safety - traffic
- Worried about their safety - unsafe area/lot of crime
- Worried about their safety - other reason
- Worried about them getting into trouble
- Nowhere for them to go
- Consider that [NAME OF SELECTED CHILD] is too young
- [NAME OF SELECTED CHILD] doesn't want to play outside
- Don't Know
- Other

Other specify... (1461 - 1464)

End of Filter (le2 child is not allowed to play outside without supervision)

End of Filter (le1 age filter)

IF AGE OF SELECTED CHILD (dCYPage) > 9 THEN ASK: Qe3

If selected child is over 9 years old asl (Qe3) how often do you know where selected child goes when s/he goes out without you?
Qe3 How often do you know where [NAME OF SELECTED CHILD] is when [s/he] goes out without [you/your partner] - is it...

READ OUT

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
</tr>
<tr>
<td>Usually</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
</tr>
<tr>
<td>Rarely or hardly ever</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
</tr>
</tbody>
</table>

(DO NOT READ OUT) [NAME OF SELECTED CHILD] does not go out without a parent

Don't Know  Y

IF Qe3 = Always OR Qe3 = Usually OR Qe3 = Sometimes OR Qe3 = Rarely or hardly ever OR Qe3 = Never THEN ASK: Qe4

If child does go out without a parent ask (Qe4) do you usually set a time for him/her to be back by:

READ OUT

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
</tr>
<tr>
<td>Most times</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
</tr>
<tr>
<td>Not allowed out / does not go out</td>
<td>5</td>
</tr>
</tbody>
</table>

(SPONTANEOUS ONLY)

Don't Know  Y
Refused  Z
IF NOT ( qAwsCYP = B. Going to school (including on holiday) OR qAwsCYP = C. Going to sixth form college (including on holiday) OR qAwsCYP = D. Going to college of Further Education/ FE (including on holiday) OR qAwsCYP = F. Being home-educated )

If child is not in education go to (Qe6b) and ask about school related topics discussed in the past tense:

End of Filter (ie5txt children not in education)

IF Qe4 = Always OR QE4 = Most times OR Qe4 = Sometimes
THEN ASK: Qe5

If ever sets a time to be home by, ask (Qe5) does child come home by that time:

Qe5 When you set a time for [NAME OF SELECTED CHILD] to be in [by/by on school nights], does [s/he]...

READ OUT

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always or usually come home by the time you set</td>
</tr>
<tr>
<td>(1467)</td>
</tr>
<tr>
<td>Sometimes come home</td>
</tr>
<tr>
<td>Never come home by this time</td>
</tr>
<tr>
<td>[you/your partner]/other family member always picks [him/her]</td>
</tr>
<tr>
<td>up</td>
</tr>
<tr>
<td>Don't Know</td>
</tr>
</tbody>
</table>

End of Filter (iQ5 if child comes home by set time)

End of Filter (le4 if respondent sets curfew)

End of Filter (le3 If respondent allows selected child out alone)
If selected child is over 9 and under 17 ask (qE6a) about attitudes to study:

qE6a  SHOW SCREEN

How much, if at all, have [you/your partner] talked about any of the following topics with [NAME OF SELECTED CHILD]?

... Would you say...

- Talked about this a lot with [NAME OF SELECTED CHILD]  1
- Mentioned but not talked about in detail  2
- Not talked about at all  3
- Don't Know  Y

This question is repeated for the following loop values:

- Whether [s/he] should carry on learning when [s/he] reaches 16
- Which subjects [s/he] should choose to study
- What job or career [s/he] might do when [s/he] is older

A total of 3 iterations occupying columns (1468) to (1470)
IF ( qE6a = Not talked about at all OR qE6a = Mentioned but not talked about in detail ) AND ( AGE OF SELECTED CHILD (dCYPage) < 16 OR vE6a = 1 ) OR THEN ASK: qE7a

If subjects not talked about or not talked about in detail AND selected child is under 16 or if only one subject discussed; ask (qE7a) if respondent intends to discuss with them:

qE7a Is this something which...

READ OUT

NOTE: REFERS TO '...

You plan to discuss with [NAME OF SELECTED CHILD] at some point

1 (1471)

Or do you feel that [NAME OF SELECTED CHILD] should make up [his/her] own mind about this without your involvement 2

Don't Know Y

This question is repeated for the following loop values:

- Whether [s/he] should carry on learning when [s/he] reaches 16
- Which subjects [s/he] should choose to study
- What job or career [s/he] might do when [s/he] is older

A total of 3 iterations occupying columns (1471) to (1473)

End of Filter (ie6aa if subjects not discussed)

End of Filter (ie6a age filter)
IF  AGE OF SELECTED CHILD (dCYPage) > 16

If selected child is over the age of 16 ask (qE6b) how much were the following topics discussed:

qE6b  SHOW SCREEN

How much, if at all, did [you/your partner] talk about any of the following topics with [NAME OF SELECTED CHILD]?

...  

Would you say...

Talked about this a lot with [NAME OF SELECTED CHILD]  1
(1474)
Mentioned but not talked about in detail 2
Not talked about this at all 3
Don't Know Y

This question is repeated for the following loop values:

- Whether [s/he] should carry on learning when [s/he] reached 16
- Which subjects [s/he] should choose to study
- What job or career [s/he] might do

A total of 3 iterations occupying columns (1474) to (1476)
IF qE6b(3) = Not talked about this at all OR qe6b(3) = Mentioned but not talked about in detail
THEN ASK: qE7b

If subject(s) were not discussed or not discussed in detail ask (qE7b) whether respondent plans to discuss the subject with selected child in the future:

qE7b Is this something which...

READ OUT

NOTE: REFERS TO '...

You plan to discuss with [NAME OF SELECTED CHILD] at some point

1

(1477)

Or do you feel that [NAME OF SELECTED CHILD] should make up [his/her] own mind about this without your involvement

2

Don't Know

Y

This question is repeated for the following loop values:

- Whether [s/he] should carry on learning when [s/he] reached 16
- Which subjects [s/he] should choose to study
- What job or career [s/he] might do

A total of 3 iterations occupying columns (1477) to (1479)

End of Filter (iE6bb if not discussed in detail)

End of Filter (ie6b age filter)
IF AGE OF SELECTED CHILD (dCYPage) < 10

If selected child is under 10 years of age

End of Filter (Iv1 selected child is under 10 years of age)

IF (qAwsCYP = A. Going to nursery/pre-school (include local authority and private day nurseries) OR qAwsCYP = B. Going to school (including on holiday) OR qAwsCYP = C. Going to sixth form college (including on holiday) OR qAwsCYP = D. Going to college of Further Education/ FE (including on holiday) OR qAwsCYP = F. Being home-educated ) AND AGE OF SELECTED CHILD (dCYPage) < 16 THEN ASK: Qe8

If selected child is at nursery/school/sixth form college going to FE college/being home educated AND under 16 years of age ask (Qe8) who would make the final decision about key educational decisions:
Qe8 SHOW SCREEN

[Looking] at this screen, who would you say would make the FINAL DECISION about key educational decisions for [NAME OF SELECTED CHILD] such as subjects chosen, whether to stay in education after 16, or what to do when [s/he] leaves school/college?

[NAME OF SELECTED CHILD] alone  1  (1480)
Me/ my partner alone  2
[NAME OF SELECTED CHILD] and me/ my partner jointly  3
[NAME OF SELECTED CHILD] with other adults (eg. teacher)  4
Don't Know  Y
Other  0

Other specify...  (1508 - 1511)

End of Filter (IE8 if selected child is in education and under 16 years of age)

I'm now going to read out some things people have said about training and qualifications. For each of these I would like you to tell me how much you agree or disagree...

IF qAwsCYP = A. Going to nursery/pre-school (include local authority and private day nurseries) OR qAwsCYP = B. Going to school (including on holiday) OR qAwsCYP = C. Going to sixth form college (including on holiday) OR qAwsCYP = D. Going to college of Further Education/ FE (including on holiday) OR qAwsCYP = E. Going to university/ higher education institute (including on holiday) OR qAwsCYP = F. Being home-educated OR AGE OF SELECTED CHILD (dCYPage) < 3

If selected child is in education OR under age 3:
End of Filter (if1x selected child is in education OR under age 3)

Qf1  SHOW CARD 0

[Loop response list for each question]

| Strongly agree | 1  | (1512) |
| Agree          | 2  | v      |
| Neither agree nor disagree | 3  |        |
| Disagree       | 4  |        |
| Strongly disagree | 5  |        |
| Don't Know     | Y  |        |

This question is repeated for the following loop values:

- A degree is a waste of time when you could be getting work experience instead
- Learning about new things is enjoyable
- Spending money on education or learning is an investment for a child's future life
- How well [NAME OF SELECTED CHILD] [did/does] in [his/her] education will affect how well [s/he] does in life

A total of 4 iterations occupying columns (1512) to (1515)

IF  AGE OF SELECTED CHILD (dCYPage) > 2  AND  ( qAwsCYP = A. Going to nursery/pre-school (include local authority and private day nurseries) OR qAwsCYP = B. Going to school (including on holiday) OR qAwsCYP = C. Going to sixth form college (including on holiday) OR qAwsCYP = D. Going to college of Further Education/FE (including on holiday) ) THEN ASK: Qg2

If selected child is over 2 years of age and going to nursery/school/sixth form or FE college then ask (Qg2) how involved do you feel in selected child's progress through school:
Qg1 SHOW CARD 0

I am going to read out a series of statements about parents and education. Please tell me whether you agree or disagree with each one...

[Loop response list for each question]

PROMPT: IS THAT 'STRONGLY (DIS)AGREE' OR '(DIS)AGREE'?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>1 (1516)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- If you talk too often to people in charge at [NAME OF SELECTED CHILD]'s [school/nursery/college], you are labelled a trouble maker
- You know a lot about how you can help with [NAME OF SELECTED CHILD]'s education
- You feel confident when approaching the teachers at [NAME OF SELECTED CHILD]'s [school/nursery/college]

A total of 3 iterations occupying columns (1516) to (1518)

Qg2 Currently, how involved do you personally feel in [NAME OF SELECTED CHILD]'s progress through [school/nursery/college] - would you say that you feel...

READ OUT

<table>
<thead>
<tr>
<th>Very involved</th>
<th>1 (1519)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairly involved</td>
<td>2</td>
</tr>
<tr>
<td>Not very involved</td>
<td>3</td>
</tr>
<tr>
<td>Not at all involved</td>
<td>4</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>
End of Filter (Ig1 age and education filter)

ASK ALL:

Qg3 SHOW CARD 15

In the last 12 months, have [you/your partner] or [NAME OF SELECTED CHILD] used any of the services or organisations on this card? Please do not include services which [NAME OF SELECTED CHILD] receives during school hours.

IF YES: Which ones?  PROBE: Which others?

CODE ALL THAT APPLY

- Child education support, eg. after-school support for maths, reading, languages, etc. 1 (1520)
- Child health education, eg. after-school programmes focusing on nutrition, sexual health, drug awareness, etc. 2
- Other after-school clubs/ breakfast clubs 3
- Home-school liaison - support for child and/or family about school attendance, homework etc. 4
- Parenting skills support and/or education 5
- Telephone help lines for parents 6
- Family centres 7
- Counselling or personal therapy 8
- Social services 9
- Don't Know Y
- None of these X

IF ( AGE OF SELECTED CHILD (dCYPage) > 3 ) AND ( qAwsCYP = B. Going to school (including on holiday) OR qAwsCYP = C. Going to sixth form college (including on holiday) )
THEN ASK: (dH1 If selected child is over 3 years old AND going to school or sixth form then ask (qH1) about attendance at parents evenings:)

161
IF drel = Husband/ wife/ partner

End of Filter (iH1x Filter response list according to whether family is couple or lone parent)

qH1 Thinking about the last 12 months, have [you/your partner] gone to any parent-teacher consultations, sometimes called parents evenings, at [NAME OF SELECTED CHILD]'s school?

NOTE: INCLUDE VISITS IN LAST 12 MONTHS TO PREVIOUS SCHOOL IF CHANGED SCHOOL

[Loop response list for each question]

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - respondent and partner/husband/wife have gone</td>
<td>1</td>
</tr>
<tr>
<td>Yes - respondent went alone</td>
<td>2</td>
</tr>
<tr>
<td>Yes - respondent's partner/husband/wife went alone</td>
<td>3</td>
</tr>
<tr>
<td>No - nobody has been</td>
<td>4</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

End of Filter Ih1

IF AGE OF SELECTED CHILD (dCYPage) < 5

If selected child is under 5 years old ask (Qi1) where respondent would get information about nurseries or health visitors:
Q1 SHOW CARD 16

Looking at this card, where would you like to get information from, if at all, about ..... 

[Loop response list for each question]

CODE ALL THAT APPLY

Schools 1 (1523)
Local libraries 2
Local council 3
Local post office 4
Local GP's surgery 5
Local press 6
Children’s Centres 7
OFSTED 8
Website/internet (not including OFSTED) 9
Brochures/prospectuses 0 (1524)
Friends/ other parents 1
Not applicable (no need for these services)*s 2
Don't Know Y (1523)
None of these X (1525)
Other 0

Other specify... (1527 - 1530)

This question is repeated for the following loop values:

- Nursery or pre-school
- Health visitors

A total of 2 iterations occupying columns (1523 - 1524) to (1525 - 1526) for precodes and (1527 - 1530) to (1531 - 1534) for other specify
End of Filter (li1 age filter)
ASK ALL:

Q1i SHOW CARD 16

Looking at this card, where would you like to get information from, if at all, about...

[Loop response list for each question]

CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Service</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>1</td>
</tr>
<tr>
<td>Local libraries</td>
<td>2</td>
</tr>
<tr>
<td>Local council</td>
<td>3</td>
</tr>
<tr>
<td>Local post office</td>
<td>4</td>
</tr>
<tr>
<td>Local GP's surgery</td>
<td>5</td>
</tr>
<tr>
<td>Local press</td>
<td>6</td>
</tr>
<tr>
<td>Children's Centres</td>
<td>7</td>
</tr>
<tr>
<td>OFSTED</td>
<td>8</td>
</tr>
<tr>
<td>Website/internet (not including OFSTED)</td>
<td>9</td>
</tr>
<tr>
<td>Brochures/prospectuses</td>
<td>0</td>
</tr>
<tr>
<td>Friends/ other parents</td>
<td>1</td>
</tr>
<tr>
<td>Not applicable (no need for these services)</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>None of these</td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

Other specify... (1543 - 1546)

This question is repeated for the following loop values:

- Childcare providers
- Schools
- Colleges or universities
- Classes about parenting or parenting support

A total of 4 iterations occupying columns (1535 - 1536) to (1541 - 1542) for precodes and (1543 - 1546) to (1555 - 1558) for other specify

ASK ALL:

Changing subject, I would now like to ask some questions about when you were growing up.

Q1. How similar would you say your own parenting style is to that of your own parents?

READ OUT

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very similar</td>
<td>1</td>
</tr>
<tr>
<td>Fairly similar</td>
<td>2</td>
</tr>
<tr>
<td>Not very similar</td>
<td>3</td>
</tr>
<tr>
<td>Not at all similar</td>
<td>4</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>
**ASK ALL:**

Q2 When you were growing up, which of these things did you do together regularly as a family?

... 

<table>
<thead>
<tr>
<th>Options</th>
<th>Codes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - regularly</td>
<td>1</td>
<td>(1560)</td>
</tr>
<tr>
<td>No - not on a regular basis</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Not applicable (eg. brought up in foster home)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- Eat family meals together
- Spend evenings together as a family (ie. watching TV, board games or activities you could do as a family)
- Go out for entertainment or day trips together as a family

A total of 3 iterations occupying columns (1560) to (1562)
ASK ALL:

Q03  SHOW CARD 17

Can I check, not including yourself, has anyone in your family studied at a university, polytechnic or college of Higher Education, or are any of them currently studying at a university?

INTERVIEWER: INCLUDE CYP AND ANY OTHER CHILDREN HERE

CODE ALL THAT APPLY

Spouse/partner       1  (1563)
Mother/father        2
Brother(s)           3
Sister(s)            4
Child(ren)           5
Don't Know           Y
None of these        X
Other                0

Other specify...    (1564 - 1567)
ASK ALL:

Qj4  SHOW SCREEN

Thinking back, how WELL would you say you have done in your education? Please think of all periods of education you have done.

Well above average  1  (1568)
Above average  2
Average  3
Below average  4
Well below average  5
Don't Know  Y

ASK ALL:

Qk1 Now thinking about your neighbourhood...

Apart from the people you live with, how many of your friends or relatives live within a 15-20 minute walk or 5-10 minute drive, if any?

None  1  (1569)
One or two  2
Three or four  3
Five to nine  4
Ten or more  5
Don't Know  Y
Refused  Z
ASK ALL:

QL1  How interested would you say you are in politics? Would you say you are...

        READ OUT

        Very interested  1  (1570)
        Fairly interested 2
        Not very interested 3
        Not at all interested 4
        Don't Know  Y

ASK ALL:

QL2  SHOW CARD 18

        Are you currently a member of any of the kinds of organisations on this card?

        Yes  1  (1571)
        No  2
        Don't Know  Y

IF  ql2 = Yes
THEN ASK: QL3

If respondent is a member of any organisations ask (QL3) which ones:
QL3 SHOW CARD 18

Which ones?

PROBE: Any others?

CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Organization</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents'/School Association Tenants'/Residents' Group or Neighbourhood Watch</td>
<td>1</td>
</tr>
<tr>
<td>Religious group or church organisation</td>
<td>2</td>
</tr>
<tr>
<td>Voluntary services group</td>
<td>3</td>
</tr>
<tr>
<td>Sports Club/team</td>
<td>4</td>
</tr>
<tr>
<td>Women's Institute/Townswomen's Guild</td>
<td>5</td>
</tr>
<tr>
<td>Political party</td>
<td>6</td>
</tr>
<tr>
<td>Pressure group</td>
<td>7</td>
</tr>
<tr>
<td>Trade Unions</td>
<td>8</td>
</tr>
<tr>
<td>Environmental group</td>
<td>9</td>
</tr>
<tr>
<td>Social Club/ Working men's club</td>
<td>0</td>
</tr>
<tr>
<td>Professional organisation</td>
<td>1</td>
</tr>
<tr>
<td>Other community or civic group</td>
<td>2</td>
</tr>
<tr>
<td>Other group or organisation</td>
<td>3</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

(1572) (1573)

End of Filter (II3 is a member of organisations)

IF L1Stat = E. In paid employment or self-employed (or temporarily away) OR L1Stat = F. On a Government scheme for employment training OR L1Stat = G. Doing unpaid work for a business that you/he/she own(s), or that a relative owns

End of Filter ipeople

If in work change text to say “other than in work, how often do you meet people” at QL4:
QL4 We would like to ask how often you meet [people/people outside of work]. How often do you meet friends or relatives who are not living with you? Is it . . .

READ OUT

On most days 1 (1574)
Three to four times a week 2
Once or twice a week 3
Once or twice a month 4
less than once a month 5
Never 6
Don't Know Y
Refused Z

ASK ALL:

Qm1 SHOW SCREEN

How well would you say you [you/you and your partner] are managing financially these days? You can just read out the number.

Living comfortably 1 (1575)
Doing all right 2
Just about getting by 3
Finding it quite difficult 4
Finding it very difficult 5
Don't Know Y
Refused Z
IF AGE OF SELECTED CHILD (dCYPage) < 16 AND ( qAwsCYP = A. Going to nursery/pre-school (include local authority and private day nurseries) OR qAwsCYP = B. Going to school (including on holiday) OR qAwsCYP = F. Being home-educated ) AND ( NOT ( qAschY = 12 )) THEN ASK: Qm2

If selected child is under 16 years old AND in nursery/school/home educated AND NOT in year 12 then ask (Qm2) about what respondent wants child to do when reaches 16 years of age:

Qm2 SHOW CARD 19

Looking at this card, which ONE of these would you IDEALLY like [NAME OF SELECTED CHILD] to do when [s/he] reaches 16 and can stop full-time education?

I don't mind - It's up to [him/her] 1 (1576)
Start learning a trade/ start an apprenticeship 2
Get a full-time paid job (either as an employee or self-employed) 3
Continue in full time education 4
I haven't thought about it yet 5
Don't Know Y
Other 0

Other specify... (1577 - 1580)

End of Filter (im2 age and activity filter)
ASK ALL:

Qm3    SHOW CARD 20

Now thinking about when [NAME OF SELECTED CHILD] reaches [his/her] mid-20s... Which of these would you IDEALLY like [NAME OF SELECTED CHILD] to have done by this stage?

This time you can choose as many as apply, and you can include things which [NAME OF SELECTED CHILD] has already achieved.

CODE ALL THAT APPLY

Obtained a full-time paid job (either as an employee or self-employed) -
do not include temporary/ casual work 1

(1608)
Gone to University  2
Gone to College     3
Worked unpaid in the family business full-time  4
Worked unpaid as a volunteer full-time  5
Got married or co-habiting    6
Started a family       7
Left home            8
Been travelling      9
Volunteering        0 (1609)
Don't Know           Y (1608)
Refused             Z
Other               0

Other specify...                     (1610 - 1613)
ASK ALL:

Qm4 SHOW CARD 21

Thinking about [NAME OF SELECTED CHILD]'s future, which ONE of the following do you regard as most important?

IF SAY TWO OPTIONS EQUALLY, GET RESPONDENT TO PRIORITISE

Finding an occupation [s/he] is happy in, regardless of academic achievement or financial reward 1  (1614)
Getting good qualifications 2
Getting a job with good financial prospects 3
(NOT ON SHOW CARD) Two or more of the above equally 4

Don't Know  Y
Other (specify)  0

Other specify...  (1615 - 1618)

IF AGE OF SELECTED CHILD (dCYPage) > 14
THEN ASK: Qm5

If child is over 14 years of age ask (Qm5) what qualifications they have obtained so far:
Qm5  SHOW CARD 22

Has [NAME OF SELECTED CHILD] obtained any of the following qualifications?

IF YES: Which?

CODE ALL THAT APPLY

A-levels (including AS Levels/A2s or VCE A Levels)   1
(1619)
GCSEs grades A*-C  2
GCSEs graded D-G  3
Scottish National Qualifications, up to and including intermediate level 2  4
Other school qualifications  5
Don't Know  Y
Refused  Z
None of these  X

End of Filter (im5 age filter)

QUANCEPT ITEM:

ASK ALL:

The next questions are for you to answer yourself. Before you do this I will show you how to enter your answers into the computer.

For some questions you can choose one answer and for others you can choose more than one answer. You can choose your answers from those listed on the screen by pressing the numbers next to the answer you want to give.
### SELF COMPLETION INTRO – IGNORE

**qSC INTERVIEWER: HAS THE RESPONDENT ACCEPTED THE SELF-COMPLETION?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-completion accepted</td>
<td>1</td>
</tr>
<tr>
<td>Self-completion refused</td>
<td>2</td>
</tr>
<tr>
<td>Completed by interviewer</td>
<td>3</td>
</tr>
</tbody>
</table>

IF \( qSC = \text{Self-completion refused} \) OR \( qSC = \text{Completed by interviewer} \) THEN ASK: Qyref
### SELF COMPLETION INTRO – IGNORE

**Qyref INTERVIEWER - CODE REASON(S) WHY RESPONDENT REFUSED OR WANTED INTERVIEWER TO COMPLETE.**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn't like computer</td>
<td>1</td>
</tr>
<tr>
<td>Eyesight problems</td>
<td>2</td>
</tr>
<tr>
<td>Other disability</td>
<td>3</td>
</tr>
<tr>
<td>Objected to study</td>
<td>4</td>
</tr>
<tr>
<td>Worried about confidentiality</td>
<td>5</td>
</tr>
<tr>
<td>Problems reading/writing</td>
<td>6</td>
</tr>
<tr>
<td>Ran out of time</td>
<td>7</td>
</tr>
<tr>
<td>Language problems</td>
<td>8</td>
</tr>
<tr>
<td>Couldn't be bothered</td>
<td>9</td>
</tr>
<tr>
<td>Children present/tending to children</td>
<td>0</td>
</tr>
<tr>
<td>Other people present in room</td>
<td>1</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

**Other specify...**

(1625 - 1628)

---

**End of Filter inoSC**

---

**IF NOT vSCkey = 4**

---

**End of Filter iSCkey**
IF ( qSC = Self-completion accepted OR qSC = Completed by interviewer ) AND vSCkey = 2
THEN ASK: Qprac1, Qprac2, DON2

Here is an example of the first type of question where you have to choose one answer.

INTERVIEWER: TURN SCREEN TO RESPONDENT AND LET THE RESPONDENT ENTER THEIR ANSWERS WHILE YOU OBSERVE AND HELP IF NECESSARY.

SELF COMPLETION INTRO – IGNORE

Qprac1 PRESS THE NUMBER NEXT TO THE ANSWER YOU WANT TO GIVE. WHEN YOU HAVE DONE THIS PRESS THE KEY WITH THE RED STICKER TO MOVE TO THE NEXT QUESTION.

Have you used a computer before?

Yes 1 (1629)
No 2
Which of these types of food do you like?

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>British</td>
<td>1</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
</tr>
<tr>
<td>American</td>
<td>3</td>
</tr>
<tr>
<td>Italian</td>
<td>4</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
</tr>
<tr>
<td>Greek</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
</tr>
<tr>
<td>Chinese</td>
<td>8</td>
</tr>
</tbody>
</table>

You have now finished the practice questions. Please tell the interviewer you are ready to move on and hand the computer back for a moment.

If respondent still accepts the self-completion go on with the CASI module by continuing to the next screen and either handing the computer back to the respondent or by completing the module with the respondent.
The following questions are all about your family life and your relationship with your child(ren). Most questions will be about [NAME OF SELECTED CHILD]. Please answer them honestly. The answers you give are completely confidential and no-one will find out what responses you have given.

If you press the wrong key the interviewer can tell you how to change the answer. Just ask if you want help.

PRESS THE KEY WITH THE RED STICKER TO CONTINUE

IF AGE OF SELECTED CHILD (dCYPage) < 2

End of Filter (ion2 I think this filter is obsolete)
ASK ALL:

Qn2 So firstly, for each of the following statements please type in a number to indicate which answer applies.

... 

<table>
<thead>
<tr>
<th>Most of the time</th>
<th>1</th>
<th>(1632)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the time</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Hardly ever</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Can't say's</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Don't want to answer's</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- I find being a [parent/guardian] rewarding
- Spending time with [NAME OF SELECTED CHILD] is fun
- As a [parent/guardian] I find it difficult to cope
- I often end up buying things I don't really want because [NAME OF SELECTED CHILD] pesters me
- I enjoy spending time with the family
- I find being a [parent/guardian] frustrating

A total of 6 iterations occupying columns (1632) to (1637)
**ASK ALL:**

Qn3 Thinking about your family living here with you, which one of these statements best describes how you feel?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like my family to be closer than we are</td>
<td>1</td>
</tr>
<tr>
<td>I think we are too close sometimes and some/all of us don't have enough personal space</td>
<td>2</td>
</tr>
<tr>
<td>I am happy with how close we are in this family</td>
<td>3</td>
</tr>
<tr>
<td>Can't say(^s)</td>
<td>4</td>
</tr>
<tr>
<td>Don't want to answer(^s)</td>
<td>5</td>
</tr>
</tbody>
</table>

---

**IF**  \(\text{AGE OF SELECTED CHILD (dCYPage)} > 4\)

If selected child is over 4 years of age:

---

**IF**  \(\text{AGE OF SELECTED CHILD (dCYPage)} < 10\)

If selected child is under 10 years of age:

End of Filter (\(\text{lxn4 selected child is under 10 years of age}\))
Qn4 [If selected child is between 4 and 10 years of age]

How often would you say you argue with [NAME OF SELECTED CHILD]?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most days</td>
<td>1</td>
</tr>
<tr>
<td>2 to 3 times a week</td>
<td>2</td>
</tr>
<tr>
<td>About once a week</td>
<td>3</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>4</td>
</tr>
<tr>
<td>Hardly ever</td>
<td>5</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
</tr>
<tr>
<td>Can't say</td>
<td>7</td>
</tr>
<tr>
<td>Don't want to answer</td>
<td>8</td>
</tr>
</tbody>
</table>

IF QN4 = Most days OR QN4 = 2 to 3 times a week OR QN4 = About once a week OR QN4 = Less than once a week OR QN4 = Hardly ever
THEN ASK: Qn4b

If ever argue then ask (Qnb4) about attitudes to arguments:

Qn4b Thinking about such disagreements with [NAME OF SELECTED CHILD], which one of these statements comes closest to your situation most of the time?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's usually better to avoid arguments and keep the peace</td>
<td>1</td>
</tr>
<tr>
<td>(1640)</td>
<td></td>
</tr>
<tr>
<td>When [NAME OF SELECTED CHILD] and I disagree, I usually TRY to resolve our differences even if we don't always reach an agreement</td>
<td>2</td>
</tr>
<tr>
<td>Even if we disagree, [NAME OF SELECTED CHILD] usually does what [s/he] is told and therefore we don't usually have anything to resolve</td>
<td>3</td>
</tr>
<tr>
<td>Can't say</td>
<td>4</td>
</tr>
<tr>
<td>Don't want to answer</td>
<td>5</td>
</tr>
</tbody>
</table>
IF Qn4b = When [NAME OF SELECTED CHILD] and I disagree, I usually TRY to resolve our differences even if we don't always reach an agreement
THEN ASK: Qn5

If attempt is usually made to resolve differences then ask (Qn5) what happens when they try to resolve differences:

Qn5 And when you TRY to resolve your differences, most of time do you...

- end up reaching an agreement 1 (1641)
- or do you find that you tend not to get anywhere? 2
- Can't say 3
- Don't want to answer 4

End of Filter (In5 need to ask what happens when attempt to resolve differences)

End of Filter (iN4b need to ask about attitudes to differences)

Qn6 All in all, how well or how badly would you say you get on with [NAME OF SELECTED CHILD]?

- Very well 1 (1642)
- Fairly well 2
- Fairly badly 3
- Very badly 4
- Can't say 5
- Don't want to answer 6

End of Filter (In4 end of age filter)
IF  AGE OF SELECTED CHILD (dCYPage) > 5

End of Filter lxn7i
Text substitution for age appropriateness: if selected childs is over 5 years old:

The next questions are about the different sorts of feelings parents might have when &xn7&. For each one please say which is closest to how you feel.

PRESS THE KEY WITH THE RED STICKER TO CONTINUE

Qn7a  When I am [caring for/with] [NAME OF SELECTED CHILD] I get feelings of annoyance or irritation...

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost all the time</td>
<td>1</td>
</tr>
<tr>
<td>Most of the time</td>
<td>2</td>
</tr>
<tr>
<td>Some of the time</td>
<td>3</td>
</tr>
<tr>
<td>Occasionally</td>
<td>4</td>
</tr>
<tr>
<td>Very rarely</td>
<td>5</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
</tr>
<tr>
<td>Can't say</td>
<td>7</td>
</tr>
<tr>
<td>Don't want to answer</td>
<td>8</td>
</tr>
</tbody>
</table>
Qn7b When I am not with [NAME OF SELECTED CHILD] I find myself thinking about [him/her]...

Almost all the time 1  (1644)
Most of the time 2
Some of the time 3
Occasionally 4
Very rarely 5
Never 6
Can't say 7
Don't want to answer 8

Qn7f Thinking about the things that [I/My partner and I] have had to give up because of [NAME OF SELECTED CHILD]...

I resent this quite a lot 1  (1645)
I resent this a fair amount 2
I resent this a bit 3
I don't resent this at all 4
I do not feel [I/my partner and I] have given anything up 5
Can't say 6
Don't want to answer 7

IF  AGE OF SELECTED CHILD (dCYPage) < 6
THEN ASK: Qn7d, Qn7e

If selected child is under 6 years old:
Qn7d When I am caring for [NAME OF SELECTED CHILD] I feel...

Very incompetent and lacking in confidence  1  (1646)
Fairly incompetent and lacking in confidence   2
Fairly competent and confident  3
Very competent and confident  4
Can't say  5
Don't want to answer  6

Qn7e Usually when I am with [NAME OF SELECTED CHILD]...

I am very impatient  1  (1647)
I am a bit impatient  2
I am fairly patient  3
I am extremely patient  4
Can't say  5
Don't want to answer  6

End of Filter (IN7de age filter 0-5)

IF AGE OF SELECTED CHILD (dCYPage) > 9
THEN ASK: Qn8, Qn9

If selected child is over 9 years old:
Qn8 I would now like you to think about your feelings on the discussion of certain topics with [NAME OF SELECTED CHILD]. So firstly thinking about taking drugs...

Which of these statements comes closest to your opinion on how to tackle this subject with [NAME OF SELECTED CHILD]?

If you have already discussed this with [NAME OF SELECTED CHILD] please just give your general view.

It's better to talk to [him/her] about this BEFORE it becomes a problem  

1  (1648)

It's better to avoid talking about it UNLESS it becomes a problem  

2

It's up to [NAME OF SELECTED CHILD] to take responsibility for this 

[him/her]self  

3

Can't say  

4

Don't want to answer  

5

Qn9 And what about drinking too much alcohol? Again, which of these statements comes closest to your opinion on how to tackle this subject with [NAME OF SELECTED CHILD]?

If you have already discussed this with [NAME OF SELECTED CHILD] please just give your general view.

It's better to talk to [him/her] about this BEFORE it becomes a problem  

1  (1649)

It's better to avoid talking about it UNLESS it becomes a problem  

2

It's up to [NAME OF SELECTED CHILD] to take responsibility for this 

[him/her]self  

3

Can't say  

4

Don't want to answer  

5

End of Filter (In8 age filter)
IF  l1mars = Married and living with husband/wife/partner  OR  l1chab = Yes  OR  l1chab = Spontaneous only - same sex couple

End of Filter Skip6
Filter next question (Qn10) on couple/lone parent households:

IF   AGE OF SELECTED CHILD (dCYPage)  17
End of Filter (Skip8 I think this filter is obsolete)

IF   AGE OF SELECTED CHILD (dCYPage) < 5
Filter next question (Qn10) selected children under 5 years old:

End of Filter (idon10 do not ask final question (I sometimes prevent [NAME OF SELECTED CHILD] seeing other kids [s/he] knows) if selected child is under 5 years of age)
Qn10  Please tell me whether you agree or disagree with the following statements:

**[Loop response list for each question]**

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
</tr>
<tr>
<td>Can’t say</td>
<td>6</td>
</tr>
<tr>
<td>Don’t want to answer</td>
<td>7</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- I am generally pleased with the way I have brought up [NAME OF SELECTED CHILD] so far
- As [a parent I/parent’s we] know best, if only [NAME OF SELECTED CHILD] would listen
- As [a parent I/parent’s we] can’t really relate to the issues that children face these days
- I would like [NAME OF SELECTED CHILD] to see me as a friend
- It is important that children have a strong parental role model
- Parenting is very one-way. I put in a lot of effort but get little in return
- Once you have children, your own needs should take a lower priority
- When there are children in the family, parents should stay together even if they don’t get along
- I am willing to sacrifice FAMILY time in order to get ahead at work
- Money is the best measure of success
- I sometimes prevent [NAME OF SELECTED CHILD] seeing other kids [s/he] knows

A total of 11 iterations occupying columns (1653) to (1663)

---

**IF  AGE OF SELECTED CHILD (dCYPage) > 2  AND  AGE OF SELECTED CHILD (dCYPage) < 11  
THEN ASK: Qn11**

**If selected child is over 2 years and under 11 years old then ask (Qn11) when child misbehaves, how often do you explain what s/he is doing wrong:**
Qn11  When [NAME OF SELECTED CHILD] misbehaves how often do you explain why what [s/he] is doing is ‘wrong’?

- Always explain 1 (1664)
- Explain most of the time 2
- Explain some of the time 3
- Never explain 4
- Not applicable as [NAME OF SELECTED CHILD] never misbehaves 5
- Can’t say 6
- Don’t want to answer 7

End of Filter (In11 age filter)

IF  AGE OF SELECTED CHILD (dCYPage) > 2

If selected child is over 2 years of age:
Qn12  Now thinking about when [NAME OF SELECTED CHILD] misbehaves or does something wrong. How much of the time would you say each of the following applies?

... 

Always applies  1 (1665)
Applies most of the time  2
Applies some of the time  3
Rarely applies  4
Never applies  5
Can't say  6
Don't want to answer  7

This question is repeated for the following loop values:
- I generally only get involved when [s/he] does something really serious
- How I take action when [s/he] misbehaves can vary depending on how I am feeling
- [NAME OF SELECTED CHILD] knows how I will respond if [s/he] misbehaves
- I don't always have the time or energy to get involved in handling [NAME OF SELECTED CHILD]’s misbehaviour
- I have clear and consistent rules about how to handle different types of misbehaviour

A total of 5 iterations occupying columns (1665) to (1669)

End of Filter (In12 age filter)

IF  AGE OF SELECTED CHILD (dCYPage) > 9

If selected child is over 9 years old ask (Qn13) about risk taking behaviours:
IF  dCYPsex = Male

End of Filter iPreg

If child is male then ask about whether he has got someone pregnant

Qn13  As far as you are aware, in the last 12 months has [NAME OF SELECTED CHILD] done any of the following? You can choose more than one answer if you wish.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Started a fight with someone</td>
<td>1</td>
</tr>
<tr>
<td>Written things or sprayed paint on a building</td>
<td>2</td>
</tr>
<tr>
<td>Skipped school/college without permission</td>
<td>3</td>
</tr>
<tr>
<td>Been expelled from school/college</td>
<td>4</td>
</tr>
<tr>
<td>Got into trouble at school</td>
<td>5</td>
</tr>
<tr>
<td>Smoked cigarettes</td>
<td>6</td>
</tr>
<tr>
<td>Taken an illegal drug (e.g. cannabis)</td>
<td>7</td>
</tr>
<tr>
<td>Been drunk</td>
<td>8</td>
</tr>
<tr>
<td>Picked on or bullied someone</td>
<td>9</td>
</tr>
<tr>
<td>Contracted a sexually-transmitted disease</td>
<td>10</td>
</tr>
<tr>
<td>(Become pregnant/Made someone pregnant)</td>
<td>11</td>
</tr>
<tr>
<td>Stolen something</td>
<td>12</td>
</tr>
<tr>
<td>Run away from home</td>
<td>13</td>
</tr>
<tr>
<td>Tried to hurt [him/her]self physically</td>
<td>14</td>
</tr>
<tr>
<td>NONE OF THE ABOVE's</td>
<td>15</td>
</tr>
<tr>
<td>Can't say's</td>
<td>16</td>
</tr>
<tr>
<td>Don't want to answer's</td>
<td>17</td>
</tr>
</tbody>
</table>

QUANCEPT ITEM:
IF vn13 > 1 THEN ASK: Qn14

If more than one risk-taking behaviour is specified, then ask (Qn14) which ones respondent is worried will affect selected child's future:

Qn14 And of these behaviours you have selected, which if any are you worried will affect [NAME OF SELECTED CHILD]'s future? You can choose more than one answer if you wish.

- Started a fight with someone    1 (1674)
- Written things or sprayed paint on a building    2
- Skipped school/college without permission    3
- Been expelled from school/college    4
- Got into trouble at school    5
- Smoked cigarettes    6
- Taken an illegal drug (e.g. cannabis)    7
- Been drunk    8
- Picked on or bullied someone    9
- Contracted a sexually-transmitted disease    10
  (1675)
- [Become pregnant/Made someone pregnant]    11
- Stolen something    12
- Run away from home    13
- Tried to hurt [him/her]self physically    14
- NONE OF THE ABOVE\(^s\)    15
- Can't say\(^s\)    16
- Don't want to answer\(^s\)    17

End of Filter (in132up which filters through the behaviours indicated)
IF  vn13 = 1  AND ( NOT ( Qn13 = NONE OF THE ABOVE^s  OR  Qn13 = Can't say^s  OR  Qn13 = Don't want to answer^s ))
THEN ASK: Qn14b

If only one risk taking behaviour indicated at Qn13 ask (Qn14b) if respondent is worried it will affect child's future:

Qn14b  Are you worried that this will affect [his/her] future?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>3</td>
</tr>
<tr>
<td>Don't want to answer</td>
<td>4</td>
</tr>
</tbody>
</table>

End of Filter (in131up which filters through the behaviour indicated, where only one has been indicated)

End of Filter (In13 Age filter)

IF  L1MarS = Married and living with husband/wife/partner  OR  L1Chab = Yes  OR  L1Chab = Spontaneous only - same sex couple

End of Filter (in15txt text substitution to ensure questions are asked appropriately of lone/couple families)
Qn15  Please tell me how much you agree or disagree with each of the following statements.

... 

| Strongly agree | 1 | (1677) |
| Agree           | 2 |
| Neither agree nor disagree | 3 |
| Disagree        | 4 |
| Strongly disagree | 5 |
| Can't say       | 6 |
| Don't want to answer | 7 |

This question is repeated for the following loop values:
- If both parents work full-time when children are little, they will miss out on seeing them grow and develop
- Generally speaking, working for pay is more fulfilling than looking after the home and family
- Combining work and family brings more problems than benefits
- Mums who work part-time have the best of both worlds
- It’s usually better if one parent can look after the child themselves all the time
- If money wasn’t an issue, it would be better for one parent to stay at home and look after the children at least some of the time rather than [both] working full-time

A total of 6 iterations occupying columns (1677) to (1709)

**IF  dCYPsex = Male**

*End of Filter Skip5 (End of sex filter)*
IF  AGE OF SELECTED CHILD (dCYPage) > 4
THEN ASK: Qn16

If selected child is over 4 years of age

Qn16  Do you know who [NAME OF SELECTED CHILD]'s main friends are?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, all of them</td>
<td>1</td>
</tr>
<tr>
<td>Yes, some of them</td>
<td>2</td>
</tr>
<tr>
<td>Don't know any of them</td>
<td>3</td>
</tr>
<tr>
<td>([NAME OF SELECTED CHILD] doesn't have any friends)</td>
<td>4</td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
</tr>
<tr>
<td>Don't want to answer</td>
<td>6</td>
</tr>
</tbody>
</table>

IF  Qn16 = Yes, all of them OR  Qn16 = Yes, some of them
THEN ASK: Qn17

If respondent knows all or some of selected child’s friends, ask (Qn17) how happy they are with them:

Qn17  How happy are you about the friends [NAME OF SELECTED CHILD] spends time with?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy with all of them</td>
<td>1</td>
</tr>
<tr>
<td>Happy with most of them</td>
<td>2</td>
</tr>
<tr>
<td>Happy with some of them</td>
<td>3</td>
</tr>
<tr>
<td>Happy with only a few of them</td>
<td>4</td>
</tr>
<tr>
<td>Not happy with any of them</td>
<td>5</td>
</tr>
<tr>
<td>Can’t say</td>
<td>6</td>
</tr>
<tr>
<td>Don’t want to answer</td>
<td>7</td>
</tr>
</tbody>
</table>
Qn17a Which of the following comes closest to your opinion about [NAME OF SELECTED CHILD]'s development?

- [NAME OF SELECTED CHILD] should be allowed to develop at [his/her] own pace without feeling pressurised OR 1 (1713)
- [NAME OF SELECTED CHILD] should be pushed if [s/he] is to reach [his/her] full potential 2
- Can't say 3
- Don't want to answer 4

IF qAwsCYP = F. Being home-educated

End of Filter (Skip2 if selected child home educated no text fill at Qn17b, though there is a text sub)

IF qAwsCYP = B. Going to school (including on holiday) OR

End of Filter (in17c text fill at Qn17b - if child is at at school)

IF qAwsCYP = C. Going to sixth form college (including on holiday) OR qAwsCYP = D. Going to college of Further Education/ FE (including on holiday)
Qn17b  As you know, children develop at different rates. As far as you know, compared with most other children in [his/her] year group, how [do/did] at [school/college]? [ADD IF SELECTED CHILD IS HOME EDUCATED: compare [his/her] progress with that of other children of the same age.]

Much better than others in [his/her] year group  1
(1714)
A bit better  2
About the same  3
A bit worse  4
Much worse than others - [s/he] really [struggled/struggles] at [school/college]  5
Can't say  6
Don't want to answer  7
Qn17c  How much do you worry, if at all, that [NAME OF SELECTED CHILD] will not reach [his/her] true potential?

Do not worry at all  1  (1715)
Worry a little  2
Worry quite a lot  3
Worry a great deal  4
Can't say  5
Don't want to answer  6

The next few questions look at how you feel about your life.

PRESS THE KEY WITH THE RED STICKER TO CONTINUE

IF NOT ( drel = Husband/ wife/ partner )
End of Filter (in18a filter out questions inappropriate to lone parents)

IF NOT ( L1Stat = E. In paid employment or self-employed (or temporarily away) )
End of Filter (in18b filter out questions inappropriate to unemployed respondents)
Qn18   Please tell me to what extent you are satisfied or dissatisfied with the following aspects of your current situation:

<table>
<thead>
<tr>
<th>Satisfactory Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>1</td>
</tr>
<tr>
<td>Fairly satisfied</td>
<td>2</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>3</td>
</tr>
<tr>
<td>Fairly dissatisfied</td>
<td>4</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>5</td>
</tr>
<tr>
<td>Can't say's</td>
<td>6</td>
</tr>
<tr>
<td>Don't want to answer's</td>
<td>7</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:
- My health
- My home
- My relationship with my partner
- My job
- The amount of "me" time I have
- My children's behaviour
- The area I live in
- The amount of time my partner and I are able to spend together without the children
- My life overall

A total of 9 iterations occupying columns (1717) to (1725)
ASK ALL:

Qn20  Now some more general questions about how you are feeling. For each of the following statements, please select the option that best describes your experience over the last two weeks.

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the time</td>
<td>1</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
</tr>
<tr>
<td>Some of the time</td>
<td>3</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
</tr>
<tr>
<td>All of the time</td>
<td>5</td>
</tr>
<tr>
<td>Can't say</td>
<td>6</td>
</tr>
<tr>
<td>Don't want to answer</td>
<td>7</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- I've been feeling optimistic about the future
- I've been feeling useful
- I've been feeling relaxed
- I've been feeling interested in other people
- I've had energy to spare
- I've been dealing with problems well
- I've been thinking clearly
- I've been feeling good about myself
- I've been feeling close to other people
- I've been feeling confident
- I've been able to make up my own mind about things
- I've been feeling loved
- I've been interested in new things
- I've been feeling cheerful

A total of 14 iterations occupying columns (1726) to (1739)
ASK ALL:

Qn21 Since you have started caring for children, have you ever been told by a doctor that you were suffering from some kind of mental illness or mental health problem, including stress or depression?

- Yes: 1 (1740)
- No: 2
- Can't say: 3
- Don't want to answer: 4

ASK ALL:

Qn22 Is there anyone who you can really count on to listen to you when you need to talk?

- Yes, one person: 1 (1741)
- Yes, more than one person: 2
- No-one: 3

ASK ALL:

Qk6 Is there anyone who you can really count on to help you out in a crisis?

- Yes, one person: 1 (1742)
- Yes, more than one person: 2
- No-one: 3
IF NOT ( drel = Husband/ wife/ partner )

End of Filter in23 (need to filter out questions inappropriate to lone parents)

Qn23 In the last 12 months, have any problems with [NAME OF SELECTED CHILD] ...

  ...  

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, very often in the last 12 months</td>
<td>1</td>
</tr>
<tr>
<td>Yes, a fair amount in the last 12 months</td>
<td>2</td>
</tr>
<tr>
<td>Yes but only occasionally in the last 12 months</td>
<td>3</td>
</tr>
<tr>
<td>No, not at all in the last 12 months</td>
<td>4</td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
</tr>
<tr>
<td>Don't want to answer</td>
<td>6</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:
- Affected your mental health (e.g. caused depression)
- Caused tension between you and your partner
- Led to major family rows

A total of 3 iterations occupying columns (1744) to (1746)
ASK ALL:

Qn1 Finally, can I check, do you have any difficulty in everyday life with any of the following? You can choose more than one answer if you want to.

- Speaking in English 1 (1747)
- Reading in English 2
- Writing in English 3
- Using numbers or basic maths 4
- NONE OF THE ABOVE 5
- Can't say 6
- Don't want to answer 7

Thank you for completing this section. Your answers will be completely confidential. If you want to go back over any answers, the interviewer can tell you how to do this.

Please tell the interviewer that you have finished and he/she will press a key which will hide your answers, so that no-one can see them on the screen.

End of Filter (isc Respondents who agreed to self-completion)

INTERVIEWER COMPLETION – IGNORE

IF qSC = Self-completion accepted OR qSC = Completed by interviewer
THEN ASK: Qothpr
Qothpr  WAS ANYBODY ELSE PRESENT IN THE ROOM WHILST RESPONDENT WAS COMPLETING SELF-COMPLETION SECTION?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - spouse / partner / boyfriend/girlfriend was present</td>
<td>1</td>
</tr>
<tr>
<td>(1748)</td>
<td></td>
</tr>
<tr>
<td>Yes - another adult household member was present</td>
<td>2</td>
</tr>
<tr>
<td>Yes - a child household member was present</td>
<td>3</td>
</tr>
<tr>
<td>Yes - a non-household member was present</td>
<td>4</td>
</tr>
<tr>
<td>Yes - someone present but don't know who they were</td>
<td>5</td>
</tr>
<tr>
<td>Nobody else present**s</td>
<td>6</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

IF NOT  Qothpr = Nobody else present**s
THEN ASK: Qoth2

INTERVIEWER COMPLETION – IGNORE

Qoth2  DID ANYONE ELSE LOOK AT OR DISCUSS ANY PART OF THE SELF-COMPLETION SECTIONS DURING COMPLETION?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - looked at / read / filled in together</td>
<td>1</td>
</tr>
<tr>
<td>(1749)</td>
<td></td>
</tr>
<tr>
<td>Yes - discussed only</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

End of Filter Ielse

End of Filter isc2
IF qSC = Self-completion accepted
THEN ASK: qIntHel

INTERVIEWER COMPLETION – IGNORE

qIntHel DID RESPONDENT DO THE WHOLE OF THE SELF-COMPLETION ON THEIR OWN OR DID THEY REQUIRE ANY HELP?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole self-completion done by respondent</td>
<td>1</td>
</tr>
<tr>
<td>Respondent required help with one or two questions</td>
<td>2</td>
</tr>
<tr>
<td>Respondent required help with more than one or two questions but less than half</td>
<td>3</td>
</tr>
<tr>
<td>Respondent required help with more than half the questions but not all</td>
<td>4</td>
</tr>
<tr>
<td>Respondent required help with all or nearly all of the questions</td>
<td>5</td>
</tr>
</tbody>
</table>

End of Filter isc3

INTERVIEWER COMPLETION – IGNORE

Qinteng INTERVIEWER RECORD: DID THE RESPONDENT HAVE ANY DIFFICULTIES READING OR UNDERSTANDING ENGLISH?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, a LOT of difficulty</td>
<td>1</td>
</tr>
<tr>
<td>Yes, SOME difficulty</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

208
Can I just check that I have your correct address, postcode and telephone number?

CHECK FULL NAME OF RESPONDENT, ADDRESS DETAILS INCLUDING POSTCODE, AND TELEPHONE NUMBER

CORRECTLY RECORD ON FRONT OF ACS

IF NECESSARY, ADD: A certain number of interviews on any survey are checked by a supervisor to make sure that people were satisfied with the way the interview was carried out. In case my supervisor needs to contact you, it would be helpful if we could have your full name and telephone number.

Number given 1 (1752)
Number refused 2
No phone 3

It is possible that we may want to contact you again for additional information. Would you be willing to be contacted again?

Yes - willing to be re-contacted 1 (1753)
No - not willing to be re-contacted 2

NOW GIVE OUT VOUCHER AND ASK RESPONDENT TO SIGN FOR IT

vCYP0 > 1
Thank you very much for your help. There is a second part to this survey.

[If the selected child is eligible for interview] We would now like [NAME OF SELECTED CHILD] to take part in an interview about [his/her] own experiences of family life. The interview will be shorter - no longer than 30 minutes or so - and [s/he] will also receive a voucher for [his/her] time.

[INTERVIEWER COMPLETION – IGNORE]

Qcon Can I check that you would be happy for [NAME OF SELECTED CHILD] to take part in this interview, if [s/he] is willing?

Yes, consent given 1 (1754)
Consent refused 2

End of Filter icypu18
IF Qcon = Yes, consent given OR (AGE OF SELECTED CHILD (dCYPage) > 17)

IF AGE OF SELECTED CHILD (dCYPage) < 18

COLLECT CONSENT SIGNATURE ON ACS

End of Filter iconu18

INTERVIEWER PLEASE ESTABLISH BEST TIME TO CONDUCT SECOND INTERVIEW AND RECORD DETAILS ON YOUR CHILD ACS.

PLEASE ENSURE TO COLLECT FULL NAME OF CHILD RESPONDENT (INCLUDING MIDDLE NAME).

YOU CAN CONTINUE STRAIGHT INTO THIS INTERVIEW IF CONVENIENT.

End of Filter Icon

End of Filter iCYPeli
Appendix C - Children’s questionnaire
I'd like to ask you a few questions about your family life, what you think about school, your friends and other things about your life. There are no right or wrong answers - I'm interested in what YOU think about these things.

I'll start by asking a few questions about you.

---

QA1 INTERVIEWER: CHECK THAT RESPONDENT IS [NAME OF SELECTED CHILD]

IF QA1 = No

YOU SHOULD BE INTERVIEWING [NAME OF SELECTED CHILD]. IF [NAME OF SELECTED CHILD] IS AVAILABLE AND WILLING TO DO THE INTERVIEW NOW, PLEASE PROCEED. OTHERWISE CODE 'NOT CURRENTLY AVAILABLE FOR INTERVIEW' OR 'NO LONGER A HOUSEHOLD MEMBER' AT THE NEXT SCREEN

IF QA1 = [SELECTED CHILD] is currently not available for interview - Termination with data (Quit)

Thank you very much for your time, but I only need to speak to [NAME OF SELECTED CHILD].

INTERVIEWER: MAKE AN APPOINTMENT TO INTERVIEW [NAME OF SELECTED CHILD] ON A FUTURE OCCASION
IF QA1 = [SELECTED CHILD] is no longer a household member - Termination with data (Quit)

Thank you very much for your time, but I only need to speak to [NAME OF SELECTED CHILD].

INTERVIEWER: CODE FINAL OUTCOME ON ADDRESS CONTACT SHEET (CODE 44, COLUMN 2)

ASK ALL

QA4 SHOW CARD 1

Looking at this card, which one best describes you?

CHOSE ONE SECTION FROM A TO E, THEN SELECT THE APPROPRIATE OPTION TO INDICATE YOUR ETHNIC GROUP

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>White British</td>
<td>1</td>
</tr>
<tr>
<td>White Irish</td>
<td>2</td>
</tr>
<tr>
<td>Any other White background</td>
<td>3</td>
</tr>
<tr>
<td>Mixed - White and Black Caribbean</td>
<td>4</td>
</tr>
<tr>
<td>Mixed - White and Black African</td>
<td>5</td>
</tr>
<tr>
<td>Mixed - White and Asian</td>
<td>6</td>
</tr>
<tr>
<td>Any other Mixed background</td>
<td>7</td>
</tr>
<tr>
<td>Asian or Asian British - Indian</td>
<td>8</td>
</tr>
<tr>
<td>Asian or Asian British - Pakistani</td>
<td>9</td>
</tr>
<tr>
<td>Asian or Asian British - Bangladeshi</td>
<td>10</td>
</tr>
<tr>
<td>Any other Asian background</td>
<td>11</td>
</tr>
<tr>
<td>Black or Black British - Caribbean</td>
<td>12</td>
</tr>
<tr>
<td>Black or Black British - African</td>
<td>13</td>
</tr>
<tr>
<td>Any other Black background</td>
<td>14</td>
</tr>
<tr>
<td>Chinese</td>
<td>15</td>
</tr>
<tr>
<td>Any other</td>
<td>16</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Refused</td>
<td>Z</td>
</tr>
</tbody>
</table>

IF ETHNICITY (QA4) = Any other White background OR Any other Mixed background OR Any other Asian background OR Any other Black background OR Any other

THEN ASK: QA4othe
QA4oth

Please can you describe your ethnic group?

INTERVIEWER INSTRUCTION: ENTER DESCRIPTION OF ETHNIC GROUP (3528 - 3531)

Don't Know Y (3528)
Refused Z

End of Filter iA4oth

ASK ALL

QA5 SHOW CARD 2

Do you belong to any of these religious groups?

CODE ONE ONLY

None 1 (3532)
Christian - Catholic 2
Christian - Church of England 3
Christian - Other 4
Buddhist 5
Hindu 6
Jewish 7
Muslim 8
Sikh 9
Don't Know Y
Refused Z
Other 0

Other specify... (3533 - 3536)
IF RELIGION (QA5) ≠ None OR Don't Know OR Refused
THEN ASK: QA6

QA6 How important would you say your religion is to the way you live your life? Is it...

READ OUT

Very important 1 (3537)
Quite important 2
Not very important 3
Not at all important 4
Don't Know Y

End of Filter iA5

IF AGE OF RESPONDENT (QA3) < 16
THEN ASK: QA7

QA7 Can I check, are you at school during term-time?

Yes - at school 1 (3538)
No - home educated 2
No - other 3

End of Filter i10to15
IF AGE OF RESPONDENT (QA3) > 15 OR QA7 = No - other
THEN ASK: QA7b

QA7b SHOW CARD 3

What is your current situation

INTERVIEWER: IF MORE THAN ONE ACTIVITY, CODE MAIN ACTIVITY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>School (including school sixth form or on holiday)</td>
<td>1</td>
</tr>
<tr>
<td>College of FE or sixth form college (including on holiday)</td>
<td>2</td>
</tr>
<tr>
<td>Training paid for by the government, e.g. Apprenticeship</td>
<td>3</td>
</tr>
<tr>
<td>University (including on holiday)</td>
<td>4</td>
</tr>
<tr>
<td>In paid employment/self-employed (including temporary absence e.g. sick leave or holiday)</td>
<td>5</td>
</tr>
<tr>
<td>Looking after own children</td>
<td>6</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>0</td>
</tr>
</tbody>
</table>

Other specify... (3540 - 3543)

End of Filter QA7b

IF REPONDENT IS IN SCHOOL, COLLEGE, OR HOME-EDUCATED
(IF QA7b = School (including school sixth form or on holiday) OR QA7 = Yes - at school OR QA7 = No - home educated)
THEN ASK: QA8
QA8 What year group are you in?

IF NECESSARY READ OUT

<table>
<thead>
<tr>
<th>Year</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6</td>
<td>1</td>
</tr>
<tr>
<td>Year 7</td>
<td>2</td>
</tr>
<tr>
<td>Year 8</td>
<td>3</td>
</tr>
<tr>
<td>Year 9</td>
<td>4</td>
</tr>
<tr>
<td>Year 10</td>
<td>5</td>
</tr>
<tr>
<td>Year 11</td>
<td>6</td>
</tr>
<tr>
<td>Year 12</td>
<td>7</td>
</tr>
<tr>
<td>Year 13</td>
<td>8</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

(3545)
**ASK ALL**

**QA9 SHOWCARD 4**

Looking at this card, could you please tell me which adults you live with here at home?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mum and dad</td>
<td>1</td>
</tr>
<tr>
<td>Mum and step-dad</td>
<td>2</td>
</tr>
<tr>
<td>Dad and step-mum</td>
<td>3</td>
</tr>
<tr>
<td>Just my mum</td>
<td>4</td>
</tr>
<tr>
<td>Just my dad</td>
<td>5</td>
</tr>
<tr>
<td>Just my step-mum</td>
<td>6</td>
</tr>
<tr>
<td>Just my step-dad</td>
<td>7</td>
</tr>
<tr>
<td>Both foster parents</td>
<td>8</td>
</tr>
<tr>
<td>Foster mum</td>
<td>9</td>
</tr>
<tr>
<td>Foster dad</td>
<td>0</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>0</td>
</tr>
</tbody>
</table>

Other specify... (3548 - 3551)
**ASK ALL**

QqA11x When we visited your home before, we interviewed your [PARENT/GUARDIAN]. Can I check, what name do you usually use for [him/her]?

**INTERVIEWER:** IF YOU TYPE IN A NAME PLEASE ENSURE IT IS ACCURATE AS THIS WILL BE USED IN TEXT SUBSTITUTION LATER

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mum</td>
<td>1</td>
</tr>
<tr>
<td>Dad</td>
<td>2</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>0</td>
</tr>
</tbody>
</table>

Other specify... (3554 - 3557)
I would now like to ask you about the things you do in your spare time. By spare time I mean not during normal school hours but including break time, lunchtime, and after school, as well as weekends and school holidays.

End of Filter iqH1
Have you done any of the following in the last FOUR WEEKS?

You can read out the numbers which apply.

\[&Ospare&\]

- Played snooker, darts or pool \(1\) (3561)
- Taken part in any kind of sport (e.g. football / netball) or other physical activity (e.g. gymnastics / dance / karate) \(2\)
- Taken part in other activities such as drama / arts / crafts / photography / film-making etc. \(3\)
- Gone to see a football match or other sports event \(4\)
- Gone to an amusement arcade \(5\)
- Gone to a party, dance, nightclub or disco \(6\)
- Gone to a cinema, theatre or concert \(7\)
- Played a musical instrument \(8\)
- Gone to a political meeting, march, rally or demonstration \(9\)
- Done community work (such as helping elderly, disabled or other dependent people; cleaning up the environment; helping volunteer organisations or charities) \(10\)
- Gone to a youth club or something like it (including scouts or girl guides) \(11\)
- Attended a religious group (include attending religious services or church) \(12\)
- Just hung around / messed about near your home \(13\)
- Just hung around / messed about away from home \(14\)
- Don’t Know \(Y\) (3561)
- None of the above \(X\)
**ASK ALL**

QH2 In a normal week, about how many hours, if at all, do you spend doing or helping with the housework. For example, tidying your bedroom, cooking, cleaning, washing up or doing laundry?

**DO NOT READ OUT**

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't do any housework</td>
<td>1</td>
</tr>
<tr>
<td>Less than one hour a week</td>
<td>2</td>
</tr>
<tr>
<td>At least 1 hour, but less than 3 hours a week</td>
<td>3</td>
</tr>
<tr>
<td>At least 3 hours, but less than 6 hours a week</td>
<td>4</td>
</tr>
<tr>
<td>6 or more hours a week</td>
<td>5</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

(3563)
## QH3

Which of these sites have you visited in the last 4 weeks? You can read out the numbers which apply.

### SHOWCARD 6

<table>
<thead>
<tr>
<th>Website</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alta Vista</td>
<td>1</td>
</tr>
<tr>
<td>Amazon</td>
<td>2</td>
</tr>
<tr>
<td>AOL</td>
<td>3</td>
</tr>
<tr>
<td>Apple</td>
<td>4</td>
</tr>
<tr>
<td>Ask</td>
<td>5</td>
</tr>
<tr>
<td>BBC</td>
<td>6</td>
</tr>
<tr>
<td>BSKYB</td>
<td>7</td>
</tr>
<tr>
<td>Bebo</td>
<td>8</td>
</tr>
<tr>
<td>Ebay</td>
<td>9</td>
</tr>
<tr>
<td>Facebook</td>
<td>10</td>
</tr>
<tr>
<td>Flick R</td>
<td>11</td>
</tr>
<tr>
<td>Gameplay</td>
<td>12</td>
</tr>
<tr>
<td>Google</td>
<td>13</td>
</tr>
<tr>
<td>IMDB</td>
<td>14</td>
</tr>
<tr>
<td>Lycos</td>
<td>15</td>
</tr>
<tr>
<td>MSN</td>
<td>16</td>
</tr>
<tr>
<td>Myspace</td>
<td>17</td>
</tr>
<tr>
<td>Runescape</td>
<td>18</td>
</tr>
<tr>
<td>Tiscali</td>
<td>19</td>
</tr>
<tr>
<td>Virgin Media</td>
<td>20</td>
</tr>
<tr>
<td>Wanadoo/Orange</td>
<td>21</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>22</td>
</tr>
<tr>
<td>Windows Live</td>
<td>23</td>
</tr>
<tr>
<td>Yahoo.com</td>
<td>24</td>
</tr>
<tr>
<td>YouTube</td>
<td>25</td>
</tr>
<tr>
<td>Yahoo UK &amp; Ireland</td>
<td>26</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>None of these</td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Other specify...</td>
<td>(3567 - 3570)</td>
</tr>
</tbody>
</table>
ASK ALL

QH5 Have you looked at or read the last issue of any of these magazines?
   By looked at I mean looked at in ANY way even if it was someone else's copy, or you saw it in a bus or waiting room, or if you only glanced through and didn't read it.

SHOWCARD 7

Art Attack 1 (3571)
Beano 2
Bliss 3
Cosmopolitan 4
FHM 5
Games Master 6
Girl Talk 7
Kerrang 8
Match 9
More! 10 (3572)
Playstation 2 Official Magazine 11
Radio Times 12
Scooby-Doo 13
Shout 14
Sky the Magazine 15
Sugar 16
Top of the Pops - the Magazine 17
TV Hits! 18
TV Times 19
What's On TV 20 (3573)
Don't Know Y (3571)
None of these X
Other 0

Other specify... (3574 - 3577)
ASK ALL

QH6 Which of these TV channels do you watch?

SHOWCARD 8

<table>
<thead>
<tr>
<th>Channel</th>
<th>Number</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBC 1</td>
<td>1</td>
<td>(3578)</td>
</tr>
<tr>
<td>BBC 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Cartoon Network/Plus</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CBBC Channel</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Challenge TV</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Channel 4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CiTV</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Discovery</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>The Disney Channel</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>E4</td>
<td>10</td>
<td>(3579)</td>
</tr>
<tr>
<td>Five</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>The Hits</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>ITV1</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>ITV2</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>ITV3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Kerrang!</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Kiss</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>MTV</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>MTV2/Base</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Nickelodeon/Jr</td>
<td>20</td>
<td>(3580)</td>
</tr>
<tr>
<td>Sky Movies</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Sky One</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Sky Sports</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Smash Hits!</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>TMF</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>UKTV Gold</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
<td>(3578)</td>
</tr>
<tr>
<td>None of these</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
ASK ALL

Qh7 Do you listen to the radio?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

IF Qh7 = Yes
THEN ASK: Qh8
Qh8 Which radio stations do you listen to?

SHOWCARD 9

<table>
<thead>
<tr>
<th>Radio</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio 1</td>
<td>1</td>
</tr>
<tr>
<td>Radio 2</td>
<td>2</td>
</tr>
<tr>
<td>Radio 3</td>
<td>3</td>
</tr>
<tr>
<td>Radio 4</td>
<td>4</td>
</tr>
<tr>
<td>Radio 5 Live</td>
<td>5</td>
</tr>
<tr>
<td>Capital FM</td>
<td>6</td>
</tr>
<tr>
<td>Capital Gold</td>
<td>7</td>
</tr>
<tr>
<td>Classic FM</td>
<td>8</td>
</tr>
<tr>
<td>Galaxy9</td>
<td>9</td>
</tr>
<tr>
<td>Kiss FM</td>
<td>10</td>
</tr>
<tr>
<td>Virgin Radio</td>
<td>11</td>
</tr>
<tr>
<td>talkSPORT</td>
<td>12</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
<tr>
<td>None of these</td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

Other specify... (3615 - 3618)

End of Filter 1h7
The next questions are for you to answer yourself. Before you do this I will show you how to enter your answers into the computer.

For some questions you can choose one answer and for others you can choose more than one answer. You can choose your answers from those listed on the screen by pressing the numbers next to the answer you want to give.

QqSC INTERVIEWER: HAS THE RESPONDENT ACCEPTED THE SELF-COMPLETION?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-completion accepted</td>
<td>1</td>
</tr>
<tr>
<td>Self-completion refused</td>
<td>2</td>
</tr>
<tr>
<td>Completed by interviewer</td>
<td>3</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

(3619)

IF QqSC = Self-completion refused OR QqSC = Don't Know
THEN ASK: Qqyref
Qqyref  INTERVIEWER - CODE REASON(S) WHY RESPONDENT REFUSED OR WANTED INTERVIEWER TO COMPLETE.

Didn't like computer  1  
Eyesight problems  2  
Other disability  3  
Objected to study  4  
Worried about confidentiality  5  
Problems reading / writing  6  
Ran out of time  7  
Language problems  8  
Couldn't be bothered  9  
Children present/tending to children  10  
Other people present in room  11  
Don't Know  Y  
Refused  Z  

End of Filter iqnoSC

IF  QqSC = Self-completion accepted OR  QqSC = Completed by interviewer THEN ASK: Qcont, Qqprac1, Qqprac2, Qfini

Qcont  Here is an example of the type of question where you have to choose one answer.

INTERVIEWER: TURN SCREEN TO RESPONDENT AND LET THE RESPONDENT ENTER THEIR ANSWERS WHILE YOU OBSERVE AND HELP IF NECESSARY.

Continue  1  
Don't Know  2  

231
Qqprac1  PRESS THE NUMBER NEXT TO THE ANSWER YOU WANT TO GIVE. WHEN YOU HAVE DONE THIS PRESS THE KEY WITH THE RED STICKER TO MOVE TO THE NEXT QUESTION.

Have you used a computer before?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1 (3623)</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't Know</td>
<td>3</td>
</tr>
</tbody>
</table>

Qqprac2  THIS TIME YOU CAN CHOOSE MORE THAN ONE ANSWER IF YOU WANT. PRESS THE NUMBERS NEXT TO THE ANSWERS YOU WANT TO GIVE. AFTER EACH ANSWER YOU NEED TO PRESS THE SPACE BAR (THE LARGE BAR AT THE BOTTOM OF THE KEYBOARD). WHEN YOU HAVE GIVEN ALL YOUR ANSWERS, PRESS THE KEY WITH THE RED STICKER TO MOVE TO THE NEXT QUESTION.

Which of these types of food do you like?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>British</td>
<td>1 (3624)</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
</tr>
<tr>
<td>American</td>
<td>3</td>
</tr>
<tr>
<td>Italian</td>
<td>4</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
</tr>
<tr>
<td>Greek</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
</tr>
<tr>
<td>Chinese</td>
<td>8</td>
</tr>
</tbody>
</table>
You have now finished the practice questions. Please tell the interviewer you are ready to move on and hand the computer back for a moment.

End of Filter Isc1
The following questions are all about your family life and your relationship with your parents or guardians, especially [PARENT/GUARDIAN]. Please answer them honestly. The answers you give are completely confidential and no-one will find out what responses you have given.

If you press the wrong key the interviewer can tell you how to change the answer. Just ask if you want help.

Now press the key with the red sticker to continue.

**ASK ALL**

QqD1 Does [PARENT/GUARDIAN] know who your friends are?

No - none of them          1          (3626)
Yes - some of them          2
Yes - all of them           3
Can't say                   4
I don't want to answer      5

**ASK ALL**

QD2 Thinking back over the last 7 days, how many times have you had friends (including boyfriend or girlfriend) round to your home?

Not in the last 7 days      1          (3627)
1-2 times                   2
3-5 times                   3
6 times or more             4
Can't say                   5
I don't want to answer      6
ASK ALL

QD3a  Thinking back over the last 7 days, how many times have you gone out with friends (including girlfriend or boyfriend)?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not in the last 7 days</td>
<td>1</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
</tr>
<tr>
<td>3-5 times</td>
<td>3</td>
</tr>
<tr>
<td>6 times or more</td>
<td>4</td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>6</td>
</tr>
</tbody>
</table>

ASK ALL

QD3b  And thinking back over the last 7 days, how many times have you gone to a friend's house (including girlfriend/boyfriend)?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not in the last 7 days</td>
<td>1</td>
</tr>
<tr>
<td>1-2 times</td>
<td>2</td>
</tr>
<tr>
<td>3-5 times</td>
<td>3</td>
</tr>
<tr>
<td>6 times or more</td>
<td>4</td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>6</td>
</tr>
</tbody>
</table>
ASK ALL

QD4 How much do you agree or disagree that...

...  

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>1</th>
<th>(3630)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree a little</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Disagree a little</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Disagree a lot</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- I always obey the rules in this family
- I always know what [PARENT/GUARDIAN] will do when I have done something [he/she] is unhappy about

A total of 2 iterations occupying columns (3630) to (3631)
IF AGE OF RESPONDENT (QA3) < 18  
THEN ASK: QqD5, QqD6, QqD7

QqD5  If you go out, does [PARENT/GUARDIAN] usually set a time for you to be back by?

- Always  1 (3632)
- Most times  2
- Sometimes  3
- Never  4
- I'm not allowed out/I don't go out  5
- Can't say  6
- I don't want to answer  7

QqD6  When you go out, do you tell [PARENT/GUARDIAN] where you are going?

- Always/nearly always  1 (3633)
- Sometimes  2
- Hardly ever  3
- Never  4
- Can't say  5
- I don't want to answer  6
QqD7  Does [PARENT/GUARDIAN] ever stop you from watching a particular programme or film on TV because [he/she] doesn't think it's suitable?

<table>
<thead>
<tr>
<th>Option</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, often</td>
<td>1</td>
</tr>
<tr>
<td>Yes, sometimes</td>
<td>2</td>
</tr>
<tr>
<td>No, never</td>
<td>3</td>
</tr>
<tr>
<td>We don't have a TV at home</td>
<td>4</td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>6</td>
</tr>
</tbody>
</table>

End of Filter Id7x

IF  AGE OF RESPONDENT (QA3) < 18 THEN ASK: QqD8

QqD8  Who usually chooses what YOU eat at home?

You can choose more than one option if you want.

<table>
<thead>
<tr>
<th>Option</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do</td>
<td>1</td>
</tr>
<tr>
<td>[PARENT/GUARDIAN] does</td>
<td>2</td>
</tr>
<tr>
<td>Someone else</td>
<td>3</td>
</tr>
<tr>
<td>Can't say</td>
<td>4</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>5</td>
</tr>
</tbody>
</table>

End of Filter iqD8
IF   AGE OF RESPONDENT (QA3) < 18
THEN ASK: QqD9

QqD9   Who usually chooses what clothes you buy or are bought for you?

You can choose more than one option if you want.

I do  1  (3636)
[PARENT/GUARDIAN] does  2
Someone else  3
Can't say  4
I don't want to answer  5

End of Filter iD9

IF   AGE OF RESPONDENT (QA3) < 14
THEN ASK: QD11

QD11   If you wanted to play or hang out with your friends outside of the home, would [PARENT/GUARDIAN]...

Always think this was okay  1  (3637)
Sometimes think this was okay  2
Only think it was okay if there was an adult or older child with you  3
Can't say  4
I don't want to answer  5
ASK ALL

QD22  To what extent do you agree or disagree with the following statements?

...  

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree a lot</td>
<td>1</td>
</tr>
<tr>
<td>Agree a little</td>
<td>2</td>
</tr>
<tr>
<td>Disagree a little</td>
<td>3</td>
</tr>
<tr>
<td>Disagree a lot</td>
<td>4</td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>6</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- I think a husband should earn money and a wife should look after the home and family
- It's not good for a family when the mother has a full time job
- We often have fun together in this family
- Parents usually know best
- Parents can't really understand kids and young people

A total of 5 iterations occupying columns (3638) to (3642)
ASK ALL

QD13 And now a few more statements about you and [YOUR PARENT/GUARDIAN].

Agree a lot  1  (3645)
Agree a little  2
Disagree a little  3
Disagree a lot  4
Can't say  5
I don't want to answer  6

This question is repeated for the following loop values:

- There is no point in talking to [PARENT/GUARDIAN] about things that are important to me - [he/she] never listens
- [PARENT/GUARDIAN] is always putting me down in some way (e.g. how I talk or behave)
- [PARENT/GUARDIAN] is always pushing me to do better
- [PARENT/GUARDIAN] doesn't really care what I want to do with my life
- [IF RESPONDENT LIVES WITH TWO PARENTS] One of my parents is more fun than the other
- [IF RESPONDENT LIVES WITH TWO PARENTS] I am closer to my &DA2dad& than my &DA2mum&
- [PARENT/GUARDIAN] doesn't have to keep asking me to do things because I usually just do them
- [PARENT/GUARDIAN] thinks I'm useless
- Whatever I do, [PARENT/GUARDIAN] likes me to be the best at it
- [IF AGE OF RESPONDENT (QA3) > 10] When I am older I want to be like [PARENT/GUARDIAN]

A total of 10 iterations occupying columns (3645) to (3654)
Now some questions to answer about you and your family.

Press the key with the red sticker to go on.

ASK ALL

QB1 How much of your free time (that is when you are not at school) do you spend with [PARENT/GUARDIAN]? I mean any time you spend with [PARENT/GUARDIAN], including just being at home together.

All of my free time 1 (3656)
Most of my free time 2
Some of my free time 3
A little of my free time 4
None of my free time 5
Can't say 6
I don't want to answer 7

ASK ALL

QB2 Would you like to spend more or less time with [PARENT/GUARDIAN], or is it about right?

More time 1 (3657)
Less time 2
About right 3
Can't say 4
I don't want to answer 5
**ASK ALL**

QqB3 How well do you get on with [PARENT/GUARDIAN] most of the time?

- Very well 1 (3658)
- Fairly well 2
- Fairly badly 3
- Very badly 4
- I don't see [him/her] 5
- Can't say 6
- I don't want to answer 7

**ASK ALL**

QB6 In general, when you do or say things, how much do you care about what [PARENT/GUARDIAN] thinks?

- A lot 1 (3659)
- A little 2
- Not at all 3
- Can't say 4
- I don't want to answer 5

**ASK ALL**

QB7 How often do you talk to [PARENT/GUARDIAN] about things that matter to you?

- Most days 1 (3660)
- More than once a week 2
- Less than once a week 3
- Hardly ever 4
- Never/Not at all 5
- Can't say 6
- I don't want to answer 7
QB8a Which of the following have you talked to [PARENT/GUARDIAN] about in the last week or so?

Choose as many as you want

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your day in general</td>
<td>1</td>
</tr>
<tr>
<td>Your work or studies</td>
<td>2</td>
</tr>
<tr>
<td>Homework</td>
<td>3</td>
</tr>
<tr>
<td>Your friends</td>
<td>4</td>
</tr>
<tr>
<td>TV/music/films</td>
<td>5</td>
</tr>
<tr>
<td>Sports</td>
<td>6</td>
</tr>
<tr>
<td>What's in the news</td>
<td>7</td>
</tr>
<tr>
<td>Your interests or hobbies</td>
<td>8</td>
</tr>
<tr>
<td>Religion/your faith</td>
<td>9</td>
</tr>
<tr>
<td>None of these*</td>
<td>10</td>
</tr>
<tr>
<td>Don't Know*</td>
<td>11</td>
</tr>
</tbody>
</table>
**ASK ALL**

QB9 When you feel upset or worried about something, who do you usually talk to? You can choose more than one answer if you want to.

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mum</td>
<td>1</td>
</tr>
<tr>
<td>Step-mum</td>
<td>2</td>
</tr>
<tr>
<td>Dad</td>
<td>3</td>
</tr>
<tr>
<td>Step-dad</td>
<td>4</td>
</tr>
<tr>
<td>Boyfriend/girlfriend</td>
<td>5</td>
</tr>
<tr>
<td>Friend</td>
<td>6</td>
</tr>
<tr>
<td>Brother/sister</td>
<td>7</td>
</tr>
<tr>
<td>Other family members e.g. aunt, uncle, cousin</td>
<td>8</td>
</tr>
<tr>
<td>Teacher</td>
<td>9</td>
</tr>
<tr>
<td>Other adult acting as guardian/carer</td>
<td>10</td>
</tr>
<tr>
<td>Other adult (not including relatives or family members)</td>
<td>11</td>
</tr>
<tr>
<td>Other young person (not including relatives or family members)</td>
<td>12</td>
</tr>
<tr>
<td>Can't say</td>
<td>13</td>
</tr>
<tr>
<td>I don't want to say</td>
<td>14</td>
</tr>
</tbody>
</table>
ASK ALL

QB10 Some families are very close and others not so close. How much do you agree or disagree with the following statements?

[+ofamrel+]

| Agree a lot | 1 | (3664) |
| Agree a little | 2 |
| Disagree a little | 3 |
| Disagree a lot | 4 |
| Can't say | 5 |
| I don't want to answer | 6 |

This question is repeated for the following loop values:

- I really enjoy spending time with my family
- [PARENT/GUARDIAN] hugs me a lot and tells me that [he/she] loves me
- I get on easier with adults outside my home than I do with [PARENT/GUARDIAN]
- I have more fun with my family than I do with my friends
- I wish my family was as close as other families I know

A total of 5 iterations occupying columns (3664) to (3668)

ASK ALL

QqC1 Most young people argue or disagree with their parents now and then. How often would you say this happens with [PARENT/GUARDIAN]?

| Most days | 1 | (3669) |
| More than once a week | 2 |
| Less than once a week | 3 |
| Hardly ever | 4 |
| Never/Not at all | 5 |
| Can't say | 6 |
| I don't want to answer | 7 |
IF FREQUENCY OF ARGUING (QqC1) = Most days OR More than once a week OR Less than once a week
THEN ASK: QqC2

QqC2 When you have done or said something [PARENT/GUARDIAN]is very unhappy about, what usually happens?

1. We end up having a big argument
2. We talk about it and maybe have a bit of an argument or discussion
3. We neither discuss it nor argue about it - it's usually just left
4. It can vary
5. Can't say
6. I don't want to answer

(3670)
QqC3  What sorts of things do you argue or disagree about with [PARENT/GUARDIAN]?

You can choose as many answers as you want.

Your friends  1  (3671)
Your girlfriend/boyfriend  2
How you are doing at school  3
Your job (if you have one)  4
Homework  5
What you watch on TV/how much time you spend watching TV  6
Using the computer/internet  7
Going out/what time you get back  8
Tidying your bedroom  9
Can't say  10  (3672)
I don't want to answer  11
Other things (Please write in)  0  (3671)

Other specify...  (3673 - 3675)

QqC4  And when you disagree would you say that usually...

[PARENT/GUARDIAN] allows you to say what you really think, even if [he/she] disagrees  1  (3676)
Or, does [PARENT/GUARDIAN] always think [he/she] is in the right - [he/she] is not prepared to listen to what you feel  2
Can't say  3
I don't want to answer  4
End of Filter iC3

End of Filter iC2
ASK ALL

QqC5  How strict would you say [PARENT/GUARDIAN]is? Is [he/she]...

- Very strict 1 (3677)
- Quite strict 2
- Not very strict 3
- Not at all strict 4
- Can't say 5
- I don't want to answer 6

ASK ALL

QqC7  Thinking about how much freedom you get to do things. Would you say...

- [PARENT/GUARDIAN]likes you to make your own decisions 1 (3678)
- [PARENT/GUARDIAN]likes to decide most things for you, even if you'd rather [he/she] didn't sometimes 2
- OR [PARENT/GUARDIAN]generally likes you to make your own decisions but helps you if you need it 3
- Can't say 4
- I don't want to answer 5

IF  QqC7 = [PARENT/GUARDIAN]likes to decide most things for you, even if you'd rather [he/she] didn't sometimes
THEN ASK: QqC8

QqC8  Why do you think this is?
You can choose as many answers as you want

- [PARENT/GUARDIAN] doesn't trust you 1 (3679)
- [PARENT/GUARDIAN] thinks you are too young 2
- [PARENT/GUARDIAN] doesn't think you know how even if you do 3
- Can't say 4
- I don't want to answer 5
- Other (Please write in) 0
| Other specify... | (3708 - 3711) |

End of Filter iQC8
IF CURRENT SITUATION (QA7b) = School (including school sixth form or on holiday) OR College of FE or sixth form college (including on holiday) OR QA7 = No - home educated OR QA7 = Yes - at school
THEN ASK: QqC9, QqC10

QqC9  Which statement best describes the way [PARENT/GUARDIAN] thinks about rules and routine? For example, what time you go to bed, when you should do your homework.

[PARENT/GUARDIAN] has a strict routine about things like this 1 (3712)
[PARENT/GUARDIAN] likes to have a routine but doesn't always stick to it 2
There are no fixed rules - it depends on how [PARENT/GUARDIAN] feels 3
There are no fixed rules - [PARENT/GUARDIAN] gives you a lot of freedom 4
Can't say 5
I don't want to answer 6

QqC10 Are you happy about this or would you prefer it if [PARENT/GUARDIAN] was more strict or less strict about rules and routine?

Would prefer stricter rules/routine 1 (3713)
Would prefer less strict rules/routine 2
Happy with things as they are 3
Can't say 4
I don't want to answer 5

End of Filter lqc9
IF AGE OF RESPONDENT (QA3) < 17
THEN ASK: ofair

The next few questions are about how often things happen with you and [+a11your+] So, firstly...

Press key with red sticker to continue.

QC11 How often does [+a11your+]...

[ofair]

<table>
<thead>
<tr>
<th>All of the time</th>
<th>1</th>
<th>(3715)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the time</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Some of the time</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hardly ever or never</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- praise you when you have done well - for example at playing sport
- treat you fairly when you have done something wrong
- [IF RESPONDENT IN SCHOOL OR COLLEGE] make sure you do your homework
- [IF RESPONDENT IN SCHOOL OR COLLEGE] help you with your homework

A total of 4 iterations occupying columns (3715) to (3718)

End of Filter iC11
IF ADULTS RESPONDENT LIVES WITH (QA9) = Mum and dad OR Mum and step-dad OR Dad and step-mum OR Both foster parents
THEN ASK: QC12

QC12 Parents often have arguments or rows. How much do [YOUR PARENTS] argue or row with each other?

- A lot 1 (3720)
- Sometimes 2
- Not very often 3
- Never 4
- Can't say 5
- I don't want to answer 6

End of Filter iC12

IF AGE OF RESPONDENT (QA3) > 10
THEN ASK: QC13

QC13 If you needed to talk to someone about drugs, how easy would you find it to talk to [PARENT/GUARDIAN]?

- Very easy 1 (3721)
- Quite easy 2
- Quite difficult 3
- Very difficult 4
- Can't say 5
- I don't want to answer 6

End of Filter iC13
IF AGE OF RESPONDENT (QA3) > 13
THEN ASK: QC14

QC14  And what about sex or contraception? How easy would you find it to talk to [PARENT/GUARDIAN]?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>1</td>
</tr>
<tr>
<td>Quite easy</td>
<td>2</td>
</tr>
<tr>
<td>Quite difficult</td>
<td>3</td>
</tr>
<tr>
<td>Very difficult</td>
<td>4</td>
</tr>
<tr>
<td>Can't say</td>
<td>5</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>6</td>
</tr>
</tbody>
</table>

End of Filter iC14

IF RESPONDENT IS IN SCHOOL
Now thinking about your plans for the future - for example, what to do when you leave school, what jobs or career you may want to do, whether to do any further study or training.

Press the key with the red sticker to go on

End of Filter iC15

IF RESPONDENT IS HOME-EDUCATED OR IN COLLEGE OR DOING TRAINING OR IN UNIVERSITY
Now thinking about your plans for the future - for example, what jobs or career you may want to do, whether to do any further study or training...

Press the key with the red sticker to go on

End of Filter ic15b
IF RESPONDENT IS IN PAID EMPLOYMENT OR LOOKING AFTER OWN CHILDREN OR DOING SOMETHING ELSE OR ANSWERED DK AT QA7b
Now thinking about your plans for the future - for example, whether to do any further study or training...

Press the key with the red sticker to go on

End of Filter ic15c

ASK ALL

QC15  How often do you talk about your plans for the future with [PARENT/GUARDIAN]?

Not at all  1  (3723)
Not very often  2
Quite a lot  3
A lot  4
Can't say  5
I don't want to answer  6
IF RESPONDENT'S SCHOOL YEAR (QA8) = Year 10 OR Year 11 OR Year 12 OR Year 13, OR RESPONDENT'S SITUATION (QA7b) = Don't Know OR University (including on holiday)
THEN ASK: QC16

QC16 How did you decide which subjects you would be studying in Year 10?

I made the decision completely by myself 1 (3724)
I made the decision with [PARENT/GUARDIAN] 2
[PARENT/GUARDIAN] decided for me 3
I made the decision with my teachers 4
[PARENT/GUARDIAN] and teachers decided for me 5
Can't say 6
I don't want to answer 7
Other (Please write in) 0

Other specify... (3725 - 3728)

End of Filter iC16

ASK ALL

QC17 When you really want something bought for you that's quite expensive, does...

[PARENT/GUARDIAN] usually buy it for you 1 (3729)
sometimes buy it for you 2
or does [he/she] usually say no 3
Not applicable as you only spend your own money 4
Can't say 5
I don't want to answer 6
IF AGE OF RESPONDENT (QA3) < 18
THEN ASK: QC18, QC19

QC18 Is [PARENT/GUARDIAN] strict about making your do household chores? For example, washing up or tidying your room?

- Yes, very strict 1 (3730)
- Yes, quite strict 2
- No, not very strict 3
- Not strict at all 4
- Can’t say 5
- I don’t want to answer 6

QC19 Do you think you are asked to do...

- too much 1 (3731)
- too little 2
- or is it about right? 3
- Can’t say 4
- I don’t want to answer 5

End of Filter Ihhd
ASK ALL

QC24 For each of the following, please say whether you think it is mostly true, partly true, or not true.

Mostly true  1  (3732)
Partly true  2
Not true  3
Can't say  4
I don't want to answer  5

This question is repeated for the following loop values:

- I see [PARENT/GUARDIAN] as a friend
- I enjoy spending time with [PARENT/GUARDIAN]
- [PARENT/GUARDIAN] doesn't mind it if I tease [him/her] a bit as a joke
- I have a lot of respect for [PARENT/GUARDIAN]
- [PARENT/GUARDIAN][+caretxt+] more about how well I [+dotxt+] at school/ college than whether or not I [+amtxt+] happy
- [PARENT/GUARDIAN][+caretxt+] more about how well I [+dotxt+] at school/ college than whether or not I [+amtxt+] happy
- I always know without asking what I can and cannot do
- My friends who know [PARENT/GUARDIAN] get on well with [him/her]

A total of 8 iterations occupying columns (3732) to (3739)
I am now going to ask you to imagine you have done various things, and how [PARENT/GUARDIAN] might feel about them.

Press the key with the red sticker to continue.

**ASK ALL**

Qqe1  ...

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, a lot</td>
<td>1</td>
</tr>
<tr>
<td>Yes, a little</td>
<td>2</td>
</tr>
<tr>
<td>No, not at all</td>
<td>3</td>
</tr>
<tr>
<td>Can't say</td>
<td>4</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>5</td>
</tr>
</tbody>
</table>

(3741)

This question is repeated for the following loop values:

- Firstly, imagine [YOUR PARENT/GUARDIAN] found out you had started a fight with someone. Would [he/she] mind?
- And what about if you wrote things or sprayed paint on a building. Would [he/she] mind?
- And if you smoked cannabis. Would [he/she] mind?
- And what about if you skipped school without permission? Would [he/she] mind?

A total of 4 iterations occupying columns (3741) to (3744)
ASK ALL

Qqe2   In the last 12 months have you done any of the following?
Choose all the things that you have done.
Please remember no one will see the answers you give so please try to be as honest as possible.

- Started a fight with someone  1  (3745)
- Written things or sprayed paint on a building  2  
- Taken an illegal drug (e.g. cannabis)  3  
- Picked on or bullied someone  4  
- Stolen something  5  
- Run away from home  6  
- Skipped school or college without permission  7  
- Been expelled from school/college  8  
- Got into trouble at school  9  
- Been drunk  10  (3746)
- Smoked cigarettes  11  
- None of these^s  12  

261
IF AGE OF RESPONDENT (QA3) > 13
THEN ASK: df1

QqF1 Here are some things, both good and bad, which people have said about school. We would like to know what you think.

&OqF1&

<table>
<thead>
<tr>
<th>Mostly true</th>
<th>1 (3748)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partly true</td>
<td>2</td>
</tr>
<tr>
<td>Not true</td>
<td>3</td>
</tr>
<tr>
<td>Can't say</td>
<td>4</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>5</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- School/college has helped give me confidence to make decisions
- School/college has not done much to prepare me for life when I leave
- It's no big deal whether I get good marks in school/college work, tests and exams
- It's more important to me to study subjects I enjoy rather than subjects that might help me get a job later on in life
- I don't have much control over how successful I will be in life
- School did not do much to prepare me for life when I left
- It was no big deal whether I got good marks in school/college work, tests and exams
- It was more important to me to study subjects I enjoyed rather than subjects that might have helped me get a job later on

A total of 8 iterations occupying columns (3748) to (3755)

End of Filter IF1
IF AGE OF RESPONDENT (QA3) < 18
THEN ASK: QF2

QF2 What do you want to do when you are old enough to be able to stop full-time learning?
   You can choose more than one if you want to.

   Carry on studying                       1  (3756)
   Start learning a trade / start an apprenticeship 2
   Get a job 3
   Have time off / a 'gap year' / time to travel 4
   Look after your home or family full-time 5
   Get away from home / move away from [YOUR PARENT/GUARDIAN] 6
   I don't want to answer 7
   I haven't thought about it yet 8
   Other (Please write in) 0

<table>
<thead>
<tr>
<th>Other specify...</th>
<th>(3757 - 3760)</th>
</tr>
</thead>
</table>

End of Filter IF2
ASK ALL

QF3 For each of the following, how likely do you think it is that it will happen by the time you are in your mid 20s?

...  

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>1</td>
</tr>
<tr>
<td>Quite likely</td>
<td>2</td>
</tr>
<tr>
<td>Not very likely</td>
<td>3</td>
</tr>
<tr>
<td>Not at all likely</td>
<td>4</td>
</tr>
<tr>
<td>Already done this</td>
<td>5</td>
</tr>
<tr>
<td>Can't say</td>
<td>6</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>7</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:

- Gone to university/got a degree
- Begun a job or career
- Had a child
- Left home
- Got married

A total of 5 iterations occupying columns (3761) to (3765)
**ASK ALL**

Qf4  And which of these do you think [PARENT/GUARDIAN] would ideally want you to have done by the time you reach your mid-20s?

Choose as many as you want.

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gone to university/got a degree</td>
<td>1</td>
</tr>
<tr>
<td>Begun a job or career</td>
<td>2</td>
</tr>
<tr>
<td>Had a child</td>
<td>3</td>
</tr>
<tr>
<td>Left home</td>
<td>4</td>
</tr>
<tr>
<td>Got married</td>
<td>5</td>
</tr>
<tr>
<td>Can’t say’s</td>
<td>6</td>
</tr>
<tr>
<td>I don’t want to answer’s</td>
<td>7</td>
</tr>
</tbody>
</table>

**ASK ALL**

Qf5  How much do you agree or disagree that...

| Agree a lot                                     | 1     |
| Agree a little                                  | 2     |
| Disagree a little                              | 3     |
| Disagree a lot                                 | 4     |
| Can’t say’s                                     | 5     |
| I don’t want to answer’s                        | 6     |

This question is repeated for the following loop values:

- Doing well at school/college will help me get on later on in life
- People like me don’t have much of a chance in life

A total of 2 iterations occupying columns (3769) to (3770)
We are nearly at the end now. Just a few more questions
ASK ALL

Qf6 And now some statements about your feelings towards your health and your life in general.
How much do you agree or disagree that:

... 

Agree a lot 1 (3771)
Agree a little 2
Disagree a little 3
Disagree a lot 4
Can't say 5
I don't want to answer 6

This question is repeated for the following loop values:

- I'm too young to worry about my health
- I sometimes feel I can't be as good at everything as [MY PARENT/GUARDIAN] wants me to be
- I certainly feel useless at times
- I often worry about [PARENT/GUARDIAN]'s health or happiness
- I am a likeable person
- I like taking risks in life
- I can usually solve my own problems
- I haven't done much that I can be proud of
- I really worry about how I look

A total of 9 iterations occupying columns (3771) to (3779)

ASK ALL

Qf7 Children and young people develop at different speeds. Compared with most other children in your school year group, how are you doing / how did you do?

Much better than others 1 (3780)
A bit better 2
About the same as others 3
A bit worse 4
<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much worse - I really struggle/struggled at school</td>
<td>5</td>
</tr>
<tr>
<td>Can't say</td>
<td>6</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>7</td>
</tr>
</tbody>
</table>

**IF** CURRENT SITUATION (QA7b) = School (including school sixth form or on holiday) **OR** College of FE or sixth form college (including on holiday) **OR** QA7 = Yes - at school 
**THEN ASK:** QG4, QG4b

QG4 In the last 12 months, has any of the following happened to you at school/college?

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Can't say</td>
<td>3</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>4</td>
</tr>
</tbody>
</table>

This question is repeated for the following loop values:
- You have been upset by being called hurtful names by other students, including getting text messages or emails from them
- You have been excluded from a group of friends or from joining in activities
- Other students at your [school/college] made you give them money or personal belongings
- Other students THREATENED to hit you, kick you or use any other form of violence against you
- Other students have ACTUALLY hit you, kicked you or used any form of violence against you

A total of 5 iterations occupying columns (3808) to (3812)
QG4b  How much do you worry about being bullied at [school/college]? Is it...

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>1</td>
</tr>
<tr>
<td>A bit</td>
<td>2</td>
</tr>
<tr>
<td>or not at all</td>
<td>3</td>
</tr>
<tr>
<td>Can't say</td>
<td>4</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>5</td>
</tr>
</tbody>
</table>

(3813)

End of Filter iG4
IF CURRENT SITUATION (QA7b) = School (including school sixth form or on holiday) OR QA7b = College of FE or sixth form college (including on holiday) OR QA7 = Yes - at school OR QA7 = No - home educated

QqG1 How true is it for you that...

Not true 1 (3815)
Sort of true 2
Definitely true 3
Can't say 4
I don't want to answer 5

This question is repeated for the following loop values:

- Learning about new things is enjoyable
- [IF AGE OF RESPONDENT > 13] A degree is a waste of time when you could be getting work experience instead
- I hate school/ college
- I get good marks for my work
- I find it easy to make friends at school/ college
- I like it when we do something challenging at school/ college, even if it is difficult at first
- I don't feel there is anyone at school/ college who really understands me

A total of 7 iterations occupying columns (3815) to (3821)

End of Filter iqG1
IF  QA7 = Yes - at school OR  CURRENT SITUATION (QA7b) = School (including school sixth form or on holiday) OR  QA7b = College of FE or sixth form college (including on holiday)
THEN ASK: QqG2, QqG3

QqG2  How much would you say [YOUR PARENT/GUARDIAN] knows about how you are getting on at [school/college]? Would you say [he/she] knows.....

A lot - [he/she] takes a keen interest in how you are getting on  1  (3822)
A little  2
Not very much  3
Nothing at all - [he/she] takes no interest in how you are doing  4
Can't say  5
I don't want to answer  6

QqG3  And how often would you say you yourself misbehave or cause trouble in your classes?

In most or all of your classes  1  (3823)
Less often but in more than half of them  2
In about half of your classes  3
Now and then  4
or has this not been a problem at all  5
Can't say  6
I don't want to answer  7

End of Filter ig2
ASK ALL

QC20  Do you get regular pocket-money or an allowance from [PARENT/GUARDIAN]?

You can choose both 1 and 2 if you want.

Yes - [PARENT/GUARDIAN] gives me money  1  (3824)
I earn my own money  2
I don't get any regular money of my own  3
Can't say  4
I don't want to answer  5

IF  QC20 = Yes - [PARENT/GUARDIAN]gives me money
THEN ASK: QC21

QC21  Which of the following is most true for you?

[PARENT/GUARDIAN] doesn't mind how I spend my money  1  (3825)
I can usually spend it how I like but [MY PARENT/GUARDIAN] likes to know what I've bought  2
[PARENT/GUARDIAN] likes to keep a close check on how I spend my money  3
Can't say  4
I don't want to answer  5
End of Filter iC21

IF QC20 = Yes - [PARENT/GUARDIAN]gives me money OR QC20 = I earn my own money
THEN ASK: QC22

QC22 And do you save any money, or do you spend money as soon as you get it?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I save all my money</td>
<td>1</td>
</tr>
<tr>
<td>I put some money aside but spend the rest</td>
<td>2</td>
</tr>
<tr>
<td>I spend all my money straight away</td>
<td>3</td>
</tr>
<tr>
<td>Can't say</td>
<td>4</td>
</tr>
<tr>
<td>I don't want to answer</td>
<td>5</td>
</tr>
</tbody>
</table>

(3826)  

End of Filter Ic22

Please now hand the computer back to the interviewer.

IF QqSC = Self-completion accepted OR QqSC = Completed by interviewer
THEN ASK: Qqothpr

273
**Qqothpr**  WAS ANYBODY ELSE PRESENT IN THE ROOM WHILST RESPONDENT WAS COMPLETING SELF-COMPLETION SECTION?

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - spouse / partner / boyfriend/girlfriend was present</td>
<td>1</td>
</tr>
<tr>
<td>Yes - another adult household member was present</td>
<td>2</td>
</tr>
<tr>
<td>Yes - a child household member was present</td>
<td>3</td>
</tr>
<tr>
<td>Yes - a non-household member was present</td>
<td>4</td>
</tr>
<tr>
<td>Yes - someone present but don't know who they were</td>
<td>5</td>
</tr>
<tr>
<td>Nobody else present*^s</td>
<td>6</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

IF NOT  Qqothpr = Nobody else present*^s
THEN ASK: Qqoth2

**Qqoth2** DID ANYONE ELSE LOOK AT OR DISCUSS ANY PART OF THE SELF-COMPLETION SECTIONS DURING COMPLETION?

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - looked at / read / filled in together</td>
<td>1</td>
</tr>
<tr>
<td>Yes - discussed only</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Don't Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

End of Filter iqelse
End of Filter iqsc2

IF  QqSC = Self-completion accepted
THEN ASK: qqntHel
qquantHel DID RESPONDENT DO THE WHOLE OF THE SELF-COMPLETION ON THEIR OWN OR DID THEY REQUIRE ANY HELP?

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole self-completion done by respondent</td>
<td>1</td>
</tr>
<tr>
<td>Respondent required help with one or two questions</td>
<td>2</td>
</tr>
<tr>
<td>Respondent required help with more than one or two questions but less than half</td>
<td>3</td>
</tr>
<tr>
<td>Respondent required help with more than half the questions but not all</td>
<td>4</td>
</tr>
<tr>
<td>Respondent required help with all or nearly all of the questions</td>
<td>5</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>Y</td>
</tr>
</tbody>
</table>

End of Filter iqsc3

IF NOT  vSCCkey = 4

End of Filter iqSCkey

IF ( QqSC = Self-completion accepted OR QqSC = Completed by interviewer ) AND vSCCkey = 2
THEN ASK: QqSCkey

End of Filter iqsc
# Appendix D – Address Contact Sheet

## National Survey of Parents and Children

### ADDRESS CONTACT SHEET (ACS)  JN 45106607

**ADDRESS DETAILS**

<table>
<thead>
<tr>
<th>Selection Box</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>No of DUs / PUs/parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SELECT</td>
</tr>
</tbody>
</table>

**Police Station**

**Telephone No**

**Selected Parent Name**

<table>
<thead>
<tr>
<th>FIRST</th>
<th>LAST</th>
</tr>
</thead>
</table>

**If relevant:**

**Selected Child Name (please include middle name)**

<table>
<thead>
<tr>
<th>FIRST</th>
<th>MIDDLE</th>
<th>LAST</th>
</tr>
</thead>
</table>

**If relevant:**

**Selected Child Age (in years)**

<table>
<thead>
<tr>
<th>YEARS</th>
</tr>
</thead>
</table>

**Area Code**

**Interviewer Code**

**Serial Number**

**Interviewer Name**

**CHECK DIGIT**

**Supervisor**

**Screen number: Parent = 0  Child = 9**

**Date accompanied**

**CAPI**

TBCA

**Incentive Type**

Conditional £7 voucher Parent

Conditional £7 voucher Young Person

**NOTE:** IF YOU ARE DOING A REISSUE ASSIGNMENT RECORD YOUR DETAILS ON PAGE 8 OF THE ACS

### CALLS RECORD (note all contacts and attempts to contact household & respondents in person or by ‘phone even if no reply)

<table>
<thead>
<tr>
<th>CALL NO.</th>
<th>DAY</th>
<th>DATE DD / MM</th>
<th>TIME</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If more than 8 calls please record details on page 8

<table>
<thead>
<tr>
<th>Total no. calls</th>
<th>Date of final visit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is the property of Kantar Operations, Ealing Gateway, 26-30 Uxbridge Road, Ealing, London W5 2BF and is CONFIDENTIAL
1. Establish whether address is eligible

<table>
<thead>
<tr>
<th>C1</th>
<th>IS ADDRESS TRACEABLE, RESIDENTIAL AND OCCUPIED AS A MAIN RESIDENCE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>A GO TO C2</td>
</tr>
<tr>
<td>No</td>
<td>B CODE FINAL OUTCOME (code 1 - 6, 12, 13) AT SECTION 9, PAGE 5, COLUMN 1</td>
</tr>
</tbody>
</table>

IF ‘YES’ AT C1

2. Establish number of Dwelling Units (DUs) occupied

C2 Make contact with any adult at address

IF NECESSARY ASK: Can I just check, is this house/bungalow/building occupied as a single dwelling or is it split up into separate units?

How many units are occupied at present? (If don’t know, treat a dwelling unit as occupied)

WRITE IN: ENTER TOTAL NO OF OCCUPIED DWELLING UNITS AT ADDRESS

e.g.: 2

AND CODE: NO. OF OCCUPIED DWELLING UNITS

1 only A GO TO C4

2 or more B GO TO C3a

Number of DUs not established C CODE OUTCOMES (14/ 15/ 19/ 20) AT SECTION 9, COLUMN 1

3. Multi-DU addresses – select one DU for interview

C3a IF 2 OR MORE OCCUPIED UNITS, LIST ALL IN GRID BELOW:

- in flat/room number order
- from bottom to top of building, left to right, front to back

(SEE INSTRUCTIONS FOR MORE DETAILS)

<table>
<thead>
<tr>
<th>OCCUPIED UNIT</th>
<th>DWELLING NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

C3b LOOK AT SELECTION BOX ON FRONT PAGE TO SELECT DWELLING UNIT FOR INTERVIEW

- “No. of DUs/PUs/parents” row – Find number corresponding to total number of dwelling units
- “SELECT” row – number beneath total number of dwelling units is SELECTED DWELLING UNIT.
- RING ON GRID ABOVE.

ENTER DWELLING NO. OF SELECTED DWELLING UNIT:

RECORD FLAT OR ROOM NUMBERDETAILS OF LOCATION OF SELECTED UNIT BELOW:

NOW GO TO C4
4. Establish number of eligible parents at (selected) DU

C4 CONTACT RESPONSIBLE ADULT AT DWELLING UNIT AND INTRODUCE SURVEY

Good afternoon/evening. My name is … and I’m calling on behalf of BMRB Social Research. I am carrying out a survey on behalf of the Department for Children, Schools and Families about experiences of family life and parenting.

SHOW COPY OF ADULT LETTER AND MENTION £7 VOUCHER

For this survey we are only interviewing people with children in their care aged between 0-19 years. Can I just ask, is there anyone in this household who is a parent, step-parent, foster parent or legal guardian of a child aged from birth to 19 years?

Yes A GO TO C5a
No B CODE FINAL OUTCOME 32 AT SECTION 9, COLUMN 1, ON PAGE 5

5. Establish number of “parenting units” at (selected) DU

C5a IN MOST CASES, THERE WILL ONLY BE ONE PARENTING UNIT (PU). CASES OF MULTIPLE PARENTING UNITS MAY OCCUR IF:

• Multiple generations living at address: e.g. parent of children aged 0-19 who has a teenage/older child living at address with his/her own children
• Two or more parenting units resident at the same address e.g. two sisters both with children aged 0-19

CODE: NO. OF PARENTING UNITS OF 0-19s

1 only A GO TO C6
2 or more B GO TO C5b

If no. of parenting units in household not obtained C CODE OUTCOME AT SECTION 9 COL. 1, ON PAGE 5 (Code 16/17/18)

C5b Ask for the FIRST names in each unit, listing both names (if two). List in alphabetical order, putting mother first, UNLESS unit consists of a single father in which case use father’s name.

LIST IN ALPHABETICAL ORDER IN GRID BELOW

<table>
<thead>
<tr>
<th>NAMES IN PARENTING UNIT (MOTHER FIRST)</th>
<th>PU NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Claire &amp; Peter</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

C5c LOOK AT SELECTION BOX ON FRONT PAGE TO SELECT PARENTING UNIT FOR INTERVIEW.

• “No. of DUs/PUs/parents” row – Find number corresponding to total number of units.
• “SELECT” row – number beneath total number of parenting units is SELECTED PARENT UNIT.
• RING ON GRID ABOVE.

NOW GO TO C6 OVERPAGE
6. Establish number of eligible parents at (selected) DU (or in selected PU)

If necessary: reintroduce survey

Write in: number of eligible parents/carers/guardians of 0-19s

(IF HAD TO SELECT A PU, ONLY RECORD NUMBER IN SELECTED PU)

**Include**
- People who normally live at address who are away for under 6 months

**Exclude**
- Spouses who are separated and no longer resident
- People away continuously for 6 months or more

Code: No. of parents eligible

<table>
<thead>
<tr>
<th>No. of Parents Eligible</th>
<th>1 only A</th>
<th>Go to C8a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 or more B</td>
<td>Go to C7a</td>
</tr>
</tbody>
</table>

If no. of eligible parents (in selected PU) in household not obtained

C C C CODE OUTCOME AT SECTION 9, COLUMN 1, ON PAGE 5 (Code 16/17/18)

7. List eligible parents for interview and select one

Ask for the first name of each person who has a child aged between 0 and 19 in their care and living at this address.

List in alphabetical order in grid below

<table>
<thead>
<tr>
<th>First Name of Parent/Carer</th>
<th>Parent Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

C7b Look at selection box on front page to select parent for interview.

- "No. of DUs/PUs/parents" row – Find number corresponding to total number of parents
- "SELECT" row – number beneath total number of parenting units is SELECTED PARENT.
- Ring on grid above.

8. Details of selected parent

C8a Enter name of selected parent and, if possible, telephone number on front page.

At tempt interview or record appointment time on front page.

C8b Is selected parent aged under 18 and living with parents? (circle code)

- No A Attempt interview & record outcome at section 9, column 1
- Yes B Go to C8c

C8c If yes, has parental permission been obtained? (circle code)

- Yes A Attempt interview & record outcome at section 9, column 1
- No – parent / guardians refused C Code final outcome 34 at section 9, col 1
- No – parents / guardians not contacted B Code final outcome 33 at section 9, col 1

Note: For teenage (<18) parents, verbal consent is sufficient.
<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Interview Final Outcome - screen 0</td>
<td>Child Interview Final Outcome - screen 9</td>
</tr>
<tr>
<td>Final Outcome</td>
<td>For Re-Issues ONLY</td>
</tr>
<tr>
<td>ADDRESS INELIGIBLE</td>
<td>1st</td>
</tr>
<tr>
<td>1. Not yet built/under construction</td>
<td>1</td>
</tr>
<tr>
<td>2. Derelict / demolished</td>
<td>2</td>
</tr>
<tr>
<td>3. Vacant/empty housing unit</td>
<td>3</td>
</tr>
<tr>
<td>4. Non-residential address (e.g. business, school) – no private dwellings</td>
<td>4</td>
</tr>
<tr>
<td>5. Communal establishment / institution – no private dwellings</td>
<td>5</td>
</tr>
<tr>
<td>6. Address residential and occupied but not main residence (e.g. second home/holiday home)</td>
<td>6</td>
</tr>
<tr>
<td>RESIDENTIAL ADDRESS BUT HOUSEHOLD INELIGIBLE</td>
<td></td>
</tr>
<tr>
<td>32. Adults Ineligible – no children aged 0-19 in household</td>
<td>32</td>
</tr>
<tr>
<td>UNKNOWN WHETHER HOUSEHOLD IS ELIGIBLE</td>
<td></td>
</tr>
<tr>
<td>12. Inaccessible – OFFICE APPROVAL ONLY</td>
<td>12</td>
</tr>
<tr>
<td>13. Unable to locate address</td>
<td>13</td>
</tr>
<tr>
<td>14. Residential address but unknown whether eligible because no contact with anyone at address/DU (after 8+ calls)</td>
<td>14</td>
</tr>
<tr>
<td>15. Contact made at residential address but unknown whether eligible because information refused</td>
<td>15</td>
</tr>
<tr>
<td>19. Contact made at residential address but unknown whether eligible because of inadequate English</td>
<td>19</td>
</tr>
<tr>
<td>20. Other unknown eligibility (RECORD DETAILS AT SECTION 13)</td>
<td>20</td>
</tr>
<tr>
<td>ELIGIBILITY ESTABLISHED BUT NOT ABLE TO MAKE SELECTION</td>
<td></td>
</tr>
<tr>
<td>16. Established that address is eligible but no contact with anyone at address / DU (after 8+ calls)</td>
<td>16</td>
</tr>
<tr>
<td>17. Established that address is eligible but information about DU / occupants refused</td>
<td>17</td>
</tr>
<tr>
<td>18. Established that address is eligible but not able to make selection for other reason</td>
<td>18</td>
</tr>
</tbody>
</table>

TABLE CONTINUES OVERPAGE
9. Final outcome for main Parent interview and Child interview (page 2 of 2)

(Ring relevant outcome codes)

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Interview</strong></td>
<td><strong>Child Interview</strong></td>
</tr>
<tr>
<td><strong>Final Outcome</strong></td>
<td><strong>Final Outcome</strong></td>
</tr>
<tr>
<td><strong>For Re-Issues ONLY</strong></td>
<td><strong>For Re-Issues ONLY</strong></td>
</tr>
<tr>
<td><strong>COLUMN 1</strong></td>
<td><strong>COLUMN 2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No Contact with Selected Person</strong></td>
<td></td>
</tr>
<tr>
<td>33. Selected person needed parental permission but no contact with parent</td>
<td>33 33 33 33</td>
</tr>
<tr>
<td>35. Person selected but no contact with selected person (after 8+ calls)</td>
<td>35 35 35 35</td>
</tr>
<tr>
<td><strong>Refusal from Selected Person</strong></td>
<td></td>
</tr>
<tr>
<td>(COMPLETE SECTION 13 ON PAGE 9)</td>
<td></td>
</tr>
<tr>
<td>31. Office refusal – OFFICE APPROVAL ONLY</td>
<td>31 31 31 31</td>
</tr>
<tr>
<td>34. Selected person needed parental permission but parental permission refused</td>
<td>34 34 34 34</td>
</tr>
<tr>
<td>36. Refusal by selected person before interview</td>
<td>36 36 36 36</td>
</tr>
<tr>
<td>37. Proxy refusal (other than by parent/guardian)</td>
<td>37 37 37 37</td>
</tr>
<tr>
<td><strong>Other Unproductive</strong></td>
<td></td>
</tr>
<tr>
<td>(COMPLETE SECTION 13 ON PAGE 9)</td>
<td></td>
</tr>
<tr>
<td>40. Selected person ill at home during survey period</td>
<td>40 40 40 40</td>
</tr>
<tr>
<td>41. Selected person away or in hospital all survey period</td>
<td>41 41 41 41</td>
</tr>
<tr>
<td>42. Selected person physically or mentally unable to be interviewed</td>
<td>42 42 42 42</td>
</tr>
<tr>
<td>43. Selected person has inadequate English</td>
<td>43 43 43 43</td>
</tr>
<tr>
<td>44. Other unproductive</td>
<td>44 44 44 44</td>
</tr>
<tr>
<td><strong>25. Interim Code</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Productive Outcome</strong></td>
<td></td>
</tr>
<tr>
<td>51. Full interview</td>
<td>51 51 51 51</td>
</tr>
<tr>
<td>52. Partial interview</td>
<td>52 52 52 52</td>
</tr>
</tbody>
</table>

**If Code 51/52 for Parent:**

**C9b** Has CAPI selected an eligible child aged 10-19?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Write child’s full name and age on front of ACS, get signed consent if necessary (SECTION 10), seek interview and record final outcome in COLUMN 2.</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Ensure adult incentive handed over and CLOSE</strong></td>
<td></td>
</tr>
</tbody>
</table>
10. Parental/guardian permission for 10-17s (Child interview)

C10a  ASK PARENT/GUARDIAN FOR CONSENT AND ASK THEM TO SIGN IN THE BOX BELOW BEFORE APPROACHING THE CHILD FOR INTERVIEW

SHOW PARENTAL PERMISSION CARD

The nature and purpose of the research has been explained to me and as the parent or guardian of ________________________________________(enter name), I give permission for him/her to be approached to take part in the survey.

Signature ___________________________________ Print Name ____________________________________

Relationship to child __________________________ Date __________

C10b  HAS PARENTAL PERMISSION FOR CHILD AGED 10-17 BEEN OBTAINED?

<table>
<thead>
<tr>
<th>Yes</th>
<th>A</th>
<th>APPROACH CHILD AND ATTEMPT INTERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>No – parent(s) not contacted</td>
<td>B</td>
<td>CODE OUTCOME AT SECTION 9, COLUMN 2 (CODE 33)</td>
</tr>
<tr>
<td>No - parents(s) refused</td>
<td>C</td>
<td>CODE OUTCOME AT SECTION 9, COLUMN 2 (CODE 34) AND GOT TO C10c.</td>
</tr>
</tbody>
</table>

C10c  ENTER REASON WHY PERMISSION NOT GIVEN BELOW

---

Electronic Report sent

- Original
- 1st re-issue
- 2nd re-issue
- 3rd re-issue

Adult Screen Code 0

- Original
- 1st re-issue
- 2nd re-issue
- 3rd re-issue

Child Screen Code 9

- Original
- 1st re-issue
- 2nd re-issue
- 3rd re-issue
11. Re-issue information

If you believe there is a reason not to reissue this address please clearly mark this by placing a cross in the box opposite. If you mark an address as unsuitable for reissue you MUST give your reasons for this in the box at the bottom of the Notes page (p. 9)

<table>
<thead>
<tr>
<th>Name of interviewer</th>
<th>Interviewer No.</th>
<th>Total no. calls</th>
<th>Date of final visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE-ISSUE 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewer No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day Day Mth Mth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(01 – 31) (01 – 12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of interviewer</td>
<td>Interviewer No.</td>
<td>Total no. calls</td>
<td>Date of final visit</td>
</tr>
<tr>
<td>RE-ISSUE 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewer No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day Day Mth Mth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(01 – 31) (01 – 12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of interviewer</td>
<td>Interviewer No.</td>
<td>Total no. calls</td>
<td>Date of final visit</td>
</tr>
<tr>
<td>RE-ISSUE 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewer No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day Day Mth Mth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(01 – 31) (01 – 12)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Additional calls record

(Note all contacts and attempts to contact household & respondent in person or by ‘phone even if no reply)

<table>
<thead>
<tr>
<th>CALL NO.</th>
<th>DAY</th>
<th>DATE</th>
<th>TIME</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For any unproductive interviews, please give us as much information as you can about the reason no interview was obtained. This information will help if the address is re-issued. For example:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>If refusal, or other unsuccessful, please give full explanation for outcome</td>
<td>If the address was difficult to find, any helpful directions and any methods used to find address</td>
</tr>
<tr>
<td>Best time to call to get someone in</td>
<td>Information on respondent e.g. disabilities, whether work shifts</td>
</tr>
<tr>
<td>Any other reasons why you haven’t got an interview yet</td>
<td>If unable to locate address you MUST record methods used to try and find the address,</td>
</tr>
</tbody>
</table>

If unable to locate address you MUST record methods used to try and find the address.
### 14. Adult Interview Incentive receipt

I, (name) ________________________________ (PLEASE WRITE IN BLOCK CAPITALS) confirm that I have received a £7 voucher as a token of appreciation for my participation in the National Survey of Parents and Children.

<table>
<thead>
<tr>
<th>Signed:</th>
<th>Date:</th>
</tr>
</thead>
</table>

### 15. Young Person Interview Incentive receipt

I, (name) ________________________________ (PLEASE WRITE IN BLOCK CAPITALS) confirm that I have received a £7 voucher as a token of appreciation for my participation in the National Survey of Parents and Children.

<table>
<thead>
<tr>
<th>Signed:</th>
<th>Date:</th>
</tr>
</thead>
</table>
Dear Sir/Madam

National Survey of Parents and Children

The government’s Department for Children, Schools and Families (DCSF) is conducting a major new survey in order to better understand the characteristics of family life. We will be interviewing around 4,500 parents and young people across England. The survey will help the government to improve the support and services parents and young people need. Your address has been selected at random from the Post Office’s national list of addresses. The survey leaflet gives you more information about the survey.

If you have any children aged between 0 and 19 who live here, we would like to interview one parent. If you also have a child aged between 10 and 19, we may want to interview one of your children too. For children aged under 18 we will need to seek your permission (as well as theirs) to carry out the interview.

We are offering a £7 high street voucher to each adult and each child or young person who participates to show our appreciation for your time.

We have asked BMRB Social Research, a respected research organisation, to conduct the interviews on our behalf. A representative from Kantar Operations, working on behalf of BMRB, will call at your address to arrange an interview. They will provide identification when they call. All interviewers on this survey have been through Government clearance procedures.

All your answers will be strictly confidential. No-one will ever be able to identify your household from what you tell us. Your answers are securely stored on a computer and personal details – such as names and address – are kept separately from the answers to the questions.

We thank you for your help. If you have any questions the interviewer will be happy to answer them or you can contact [name] at BMRB on 020 8433 xxxx. If you are concerned about the authenticity of the survey, please give me a call on [number].

Yours sincerely,

[Name]
Strategic Analysis
Department for Children, Schools and Families
National Survey of Parents and Children

You have been selected to take part in an important new survey about family life – for example what you do at home, at school/college (if relevant), and what you do in your spare time.

This survey is being carried out for the government’s Department for Children, Schools and Families (DCSF) and will help them to understand what services and support might help families and children in the future. We will be interviewing around 4,500 parents and young people across England. The survey leaflet will give you more information about the survey.

We are offering a £7 high street voucher to all young people who take part to thank them for their time.

One of your parents has already taken part in the first stage of the survey. Now we want to know more about what YOU think.

If you are aged under 18 the interviewer will ask your parent(s) or guardian(s) if it’s ok for you to take part. Even if your parent(s) or guardian(s) say it’s OK, you can still refuse to take part if you wish and do not have to answer any questions you don’t want to answer. You will be asked to answer questions using a laptop and the interview will take about half an hour to complete.

All your answers will be strictly private. No-one will ever be able to identify you from what you tell us. Your answers are securely stored on a computer and personal details – such as names and address – are kept separately from the answers to the questions.

BMRB Social Research will be conducting the interviews on our behalf. A representative from Kantar Operations, working on behalf of BMRB, will arrange an interview with you at a time suitable for you. Interviewers will provide identification when they call.

We thank you for your help. If you have any questions the interviewer will be happy to answer them. Or you or your parent(s) or guardian(s) can contact Eleni Romanou on 020 8433 4429.

Yours sincerely,

[Name]
Strategic Analysis
Department for Children, Schools and Families
Who are we interviewing?
At each address where families live, one parent will be randomly selected and asked to participate. In addition, if there are children aged between 10 and 19 resident, we may also randomly select one child in this age range for a follow-up interview.

If the person selected is aged 10 to 17, we will need their parent’s permission before we approach them for an interview. Of course, your child is still free to refuse if they wish.

Why are we interviewing children and young people?
As the survey is about families and not just parents, the issues we cover affect children and young people as much as adults. By speaking to both, we build up a more complete picture of family life in England.

What will happen to the information I give you?
The information you give will only be used for research purposes only.

For young people aged under 20: if you have ever been a pupil in a state school, the research team may add information to your answers from something called the National Pupil Database. This is mainly about your exam results. We are doing this so we don’t have to ask you detailed questions about exams you may have done in the past.

Why should YOU take part?
Without your unique opinions and experiences, we will not be able to gain a true picture of parents and carers and young people in England.

Further information
For further information about the survey, please refer to the survey letter which gives contact details for researchers at BMRB and DCSF head offices.

This is a major new survey carried out for the Department for Children, Schools and Families (DCSF) - the government department responsible for enabling children and young people to reach their potential.

What is the survey about?
The DCSF want to get a better understanding of what services and support might help to make family life easier for parents, carers, children and young people in the future.

The survey will ask questions about attitudes to parenting and family, and expectations and experiences of education and services such as schools. Young people will be asked about what they think (or thought) about school/college, what they are doing now, and what they want to do in the future.

Why have you been chosen?
Your address was selected at random from the Post Office’s list of all the addresses in England.

The aim is to interview around 4,500 parents and young people across the whole of England.

Who is conducting the interviews?
The DCSF has asked BMRB Social Research and their associated interview firm, Kantar Operations, to conduct the interviews. BMRB is a highly respected organisation which carries out many surveys and research projects for the Government.

How can you check that it is one of our interviewers?
All interviewers work for Kantar Operations on behalf of BMRB and carry the Market Research Society Interviewer Identity Card (as shown).

You can also contact Kantar Operations or BMRB directly to check that the interviewer is one of our interviewers working in your area.

If you would like to check the identity of an interviewer or get some further information on the survey, please call:

BMRB: 020 8433 4429
Interviewer ID check (office hours): 020 8433 4214

Is the information you give confidential?
Yes. All your answers will be treated as strictly confidential by the research team at DCSF and BMRB. When you finish your interview the answers will be securely stored on a password protected computer at all times. The results of the study will then be written up in published reports in which it will be impossible to identify you.

Details which could be used to identify you will not be passed on to any outside organisations, they will only be seen by the research team at BMRB and DCSF.