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Growing Up In Scotland Sweep 10 – 2019/20

Data Documentation

Sweep 10 GUS BC1 sweep 10 face-to-face project
instructions_phase 2

GUS BC1 sweep 10 webCATI project instructions

Sweep 10 CAPI Edit Specification

Sweep 10 PAPI Edit Specification



Growing Up in Scotland

Birth Cohort 1 Sweep 10

Mainstage Phase 2

Full Project Instructions

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1 About Growing up in Scotland

1.1 Background and introduction to the study

Welcome to Growing up in Scotland (GUS)! GUS is a major cohort study funded by the Scottish Government. It follows three groups of children through their early years, into childhood, adolescence and, possibly, beyond into adulthood. The main aim of the study is to describe the characteristics, circumstances and experiences of children in Scotland and to improve our understanding of how experiences and conditions in early childhood might affect people's chances later in life.

GUS is a unique source of information on children and their families in Scotland and is used by a wide range of bodies including the Scottish Government, Local Authorities, Health Boards, Education Scotland, a wide range of voluntary organisations such as Save the Children and NSPCC, as well as academics and other researchers. Results are used to:

- Find out about the important issues facing families in Scotland today and to find out about the needs and priorities of those families.
- Track how issues and priorities change over time as children get older.
- Develop policies and services to address these needs and priorities.
- Check that policies are working well and if not, how they can be changed for the better.

Examples of how the study data has been used are provided in section 3.4.1. There is also information on the laminate in your pack.

GUS has been running since 2005 and currently consists of one birth cohort, whom we usually refer to as Birth Cohort 1 (BC1). There are currently no further plans to visit families in Birth Cohort 2, who were recruited to the study in 2011. Most families in BC1 have taken part in the study since the children were 10 months old and were first interviewed in 2005. Since then, these families have taken part in up to nine face-to-face interviews and up to two short online or telephone surveys. Families who have taken part in the study since the children were babies are referred to as the 'main' sample. In addition, as part of sweep 9 fieldwork (in spring/summer 2018), an additional c.500 families were recruited to the study – these families are referred to as the 'Boost' sample. At sweep 10, processes for families in the boost sample mirror those of families in the main sample.

1.2 Sweep 10: Overview of elements and procedures

At sweep 10, we are conducting interviews with young people and their main carers at the time the cohort children in the oldest birth cohort (BC1) are around 14-15 years old and most will be in their second term of S3 (third year of secondary school). The table below gives an overview of the main elements included at Sweep 10.

Table 1: Sweep 10 elements

Element	Method of administration	Length
Main carer interview	CAPI/CASI	c.35 mins
Young person interview	CAPI/CASI	c.35 mins
Young person cognitive exercises	CAPI	c.10 mins
Young person height and weight	Direct measurements	c.5 mins
Partner questionnaire with resident partner (if applicable)	Paper self-completion (PAPI)	N/A

1.3 Summary of your tasks

In summary, Growing Up in Scotland sweep 10 Mainstage Phase 2 involves the following procedures:

- Identifying households eligible to receive a partner paper questionnaire
- Sending out an advance mailing pack with the following:
 - Advance letter for the main adult respondent
 - Advance letter for the young person
 - Survey leaflet
 - Partner paper self-completion questionnaire (where applicable) and blank envelope
- Making contact with the named adult respondent. In most cases, this will be the cohort child's mother (but in certain cases may be another adult with responsibilities for the young person). **Always carry spare sets of advance materials with you when you go to households.**
- If the family/cohort child has moved, attempting to find where they have moved to using all means available to you. Further details are provided in section 3.3.
- Conducting a CAPI interview with the child's main carer, and introducing a self-completion (CASI) element
- Conducting a short CAPI interview with the young person and introducing, gaining consent, and introducing a CASI element to the young person. (You will also give out a GUS-branded water bottle.)
- In households where there is a resident partner:
 - Sending/handing out and collecting the partner paper questionnaire and/or reminding the partner to complete this
 - Return completed partner paper questionnaires to Brentwood (using your NatCen Return Of Work envelopes)
- Gaining consent to and taking the young person's height and weight measurements
- Gaining consent and administering the cognitive exercises with the young person
- Completing a paper ARF for all addresses and entering this information into the CAPI admin block

Details on administering all of the elements are provided below. **Ensure you read these instructions fully before commencing work.**

Please hold on to all your study materials until the end of fieldwork and return it all to Brentwood once requested to do so.

2 The sample

For every address in your assignment you will have an ARF which includes details of the adult respondent who took part at the previous sweep, their resident partner (where applicable) and the cohort member (also referred to throughout these instructions as the 'cohort young person' or just 'young person'). At sweep 10, the cohort member will be around 14-15 years old.

The adult named on the ARF is the adult who completed the last face-to-face interview. Families in the **main sample** have been involved in GUS since 2005 and will have taken part in up to nine face-to-face interviews over the years. The last CAPI interview for these families took place in spring 2017 when the cohort child was around 12 and in S1. Note that not all families will necessarily have taken part at every sweep, or even at the last sweep. Families in the **boost sample** were all recruited to the study as part of sweep 9 fieldwork and were last interviewed in spring/summer 2018.

As in previous sweeps, we will trace all families who move **within Scotland**, irrespective of where in Scotland they have moved to. Families who move away from Scotland are dropped from the study. There are more details on tracing in section 3.3.2, and a tracing and eligibility diagram is provided in appendix A.

2.1 ARF labels

There are two main labels on the ARF. The first, on the front page, is a standard name and address label which has the name of the adult respondent and information about the case such as the fieldwork phase, wave, point, whether a financial incentive is offered, and whether there was a partner in the household at the previous sweep.

Serial number	Phase	Wave	Point	Incentive	Partner in HHold
1010101K	2	4	1234	No	Yes
MRS JANET JONES 23 MACDONALD DRIVE SHIELDHILL FALKIRK FK1 2EA					

The second main label, on the 2nd page, is an information label, which gives details of the cohort child - their name, date of birth and gender. On this label you can also find the child's Young Scot Reward code which is also printed on the child advance letter.

Serial number 1051001	Phase 1	Young Scot code WKNXC4	YOUNG SCOT CODE DISPLAYED ON YOUNG PERSON ADVANCE LETTER (TO GIVE OUT IN CASE LETTER NOT RECEIVED)
Young person: MISS KATIE JONES DoB : 16/07/2004 Gender : F		COHORT MEMBER (YOUNG PERSON) DETAILS	

2.2 ARF instructions

REMEMBER: You must record any information related to contacting the family at a future sweep – including changes to contact details – in the CAPI admin block.

Please shred all pages with adult respondent, partner, young person or stable contact information once CAPI admin has been completed. Remaining non-confidential pages should be recycled.

2.2.1 Pages 1 and 2

The standard calls record forms for you to keep a note of the times, dates and results of all your visits and telephone calls to the household are on pages 1 and 2. Record phone calls or visits that you make to the stable contact on the calls record form. You will be asked to record your visits and telephone calls in the CAPI Admin block. Use the box in the top right hand corner on the front page to record the final outcome code.

2.2.2 Sections A and B

In this section you record the outcome of your attempt(s) to make contact at the original address listed on the ARF and to find out if the named young person is still resident there. In most cases the young person will be resident and you will be directed to Section C.

If the young person is *not* resident at the listed address, code this at A1 and follow instructions on the ARF. Record the tracing methods you use to trace the young person's new address at question B1. Please make sure you use all appropriate methods to try and trace the family. Tracing methods are also recorded in the CAPI Admin block. If you need to make contact with neighbours or other people when tracing the young person, please remember to show your NatGen ID. **When tracing, first try to trace the adult named on the ARF. Do not mention the name of the study.**

Record successful attempts at obtaining follow-up addresses at A1 and/or B2 and B4. If the address is in the area you are working then please follow it up yourself; otherwise check with your Field Performance Manager (FPM) who will decide whether it needs to be re-allocated to another interviewer. **Please note that if the address needs to be re-allocated then the sooner we find out the better.** Note also that we are only interviewing families who live in Scotland. If you have an address outside Scotland, please complete the ARF as outcome 782 and do not attempt to contact the family.

If you cannot establish whether the named young person is resident at the address or not, record the reason for this (i.e. address inaccessible, or information about the young person refused) at A1 and the appropriate outcome code in Section D. **Please make sure to discuss these cases with your FPM.**

2.2.3 Section C

If, and when, you have established where the named young person lives, or if you are unsure if the young person is resident at a given address, you will be directed to Section C. At C2 you will find a list of the contact attempts we would like you to make. Please ensure you have made **all** the contact attempts listed before returning a case as a 'non-contact'. Please discuss all non-contact cases with your FPM.

2.2.4 Section D

The final outcome code for the address is coded here and computed in CAPI Admin block.

Productive outcome codes

The productive outcome codes which take into account the completion of the adult *and* child interview are as follows:

- 110 Full respondent (adult) interview and young person interview
- 210 Partial respondent (adult) interview and young person interview
- 111 Full respondent (adult) interview and **no** young person interview
- 211 Partial respondent (adult) interview and **no** young person interview
- 212 Young person interview only (no adult respondent interview)

Unproductive outcome codes

The final outcome code for a case is used – along with other information - to determine whether the case remains in the study at the next sweep. It is therefore very important that the correct outcome code is assigned.

All unproductive cases must be discussed with your FPM before returning them.

For all unproductive cases, make a note (at D10 on the ARF and subsequently in the CAPI Admin) of anything you think might be useful for another interviewer to know, either at re-issue or at a subsequent sweep.

The following table provides some notes to accompany the various unproductive outcome codes. These are intended to assist you in selecting the correct code for your unproductive cases. If you are uncertain which code to use, please contact your FPM or the Research team to discuss.

Non-contact

No.	Description	Notes
311	No face to face contact with <i>anyone</i> at address after 6+ visits	Assumes young person is still resident at address.
322	Contact made, but not with responsible adult	Including where contact is only with young person. Assumes young person is still resident.
323	No face to face contact with any eligible respondent after 6+ visits	This will usually be where there has been no contact with the young person's main carer.
612	Issued but not attempted (OFFICE APPROVAL ONLY)	Not to be used unless asked to by Research
620	Inaccessible	This will be extremely rare on GUS. Please try to verify address before assigning this outcome code
630	Unable to locate address	This will be extremely rare on GUS. Please try to verify address before assigning this outcome code
Refusal		
410	Office refusal	Only use when you are informed directly by the office. Should not be used if respondent tells you they contacted the office.
425	Main carer refused for this sweep only	
431	Refusal by main carer before interview	
432	Proxy refusal (including from the young person or the partner)	Only from members of the household, i.e. not stable contacts over the phone
440	Refusal during interview (unproductive partial)	This will be extremely rare on GUS. Includes cases where the respondent stopped the interview and refused to continue at another time.
450	Broken appointment – no recontact	
Other unproductives		
510	Ill at home during survey period	
520	Away during survey period (i.e. hospital, vacation etc)	
530	Main carer physically or mentally unable/incompetent	If young person physically or mentally unable/incompetent please interview main carer. If no-one eligible is willing to participate, please code it as 431.
541	Language difficulties with address as a whole	This will be extremely rare in GUS. Please contact Brentwood to arrange for interpreter before assigning this outcome code
542	Language difficulties with responsible adult	This will be extremely rare in GUS please contact Brentwood to arrange for interpreter before assigning this outcome code
599	Other unproductive (OFFICE APPROVAL ONLY)	Not to be used unless asked to by Research
Respondent moved		
671	Mover – follow-up address not found/not given	Please use this even if respondent refused new address over the phone

672	Mover – follow up address found but unable to attempt	Please provide details on why it was not attempted
673	Mover - follow-up address obtained, is in Scotland BUT is outside area	
Ineligible		
781	Cohort young person has died	
782	Mover - follow up address obtained, but is NOT in Scotland	Please make sure that this is definitely the case and is not a short-term situation before assigning this outcome
Eligibility unconfirmed (contact made)		
830	Information refused about whether any resident(s) are eligible	E.g. where you <i>believe</i> the entire family may have moved (if you are <i>certain</i> they have moved please use 671). This could include cases where the stable contact refuses to confirm whether the family has moved.
850	Unable to confirm eligibility of resident(s) - language barrier	This will be extremely rare on GUS. Please contact Brentwood to arrange for interpreter before assigning this outcome code
860	Unsure if cohort young person is resident as information refused	This is in cases where the family/main carer is still resident but it's not clear if young person is too
890	Other unknown eligibility	This will be extremely rare on GUS. Please leave comments explaining the circumstances.

2.2.5 Section E

At the end of the interview with the adult respondent you will be prompted to record details of the cohort young person, the main adult respondent and their resident partner (where applicable) on the ARF at questions E1, E2 and E3.

2.2.6 Section F

You will be prompted to check 'stable contact' details (see section 3.3.2 for more information about stable contacts). If stable contact¹ details have changed, or if no stable contact details were originally recorded on the information sheet, please **record all new or amended** details at F1 or F2.

CAPI will also prompt for details of any planned house moves. Use the space provided to record a new address and any planned moving dates. See section 2.3.1 for details on how to record this in CAPI admin.

Use the space at F4 to record any other information that might be useful for recontact – either at reissue or at a future sweep. This could include extra telephone numbers (such as work numbers) and/or additional e-mail addresses, or details that may be helpful on the doorstep.

¹ Adult respondents have been asked to provide details of up to two 'stable contacts'. A stable contact was described as someone who would be likely to know their whereabouts in case they had moved house between sweeps, and that we could contact to obtain their new details.

2.3 Information sheet

Each ARF has an 'information sheet' attached to the back. This sheet provides additional information about the family which may assist you in establishing initial contact and/or with tracing.

Please note the 'Comments' section at the bottom. This contains important information either recorded by interviewers at previous sweeps or added by the Research team between sweeps. In some cases this may contain details which could be considered 'sensitive', for example if there is a particular issue about the family which makes contact difficult. Rather than print this type of data onto the information sheet, the symbol '**CONTACT BRENTWOOD BEFORE PROCEEDING**' will be displayed.

If you see this symbol (CONTACT BRENTWOOD BEFORE PROCEEDING**) on your information sheet, call Brentwood (01277 200600) and ask to speak to Sharon Evans or Rita Vaughan who will provide this information over the telephone. Always ensure you do this BEFORE making contact with the family.**

Any updates noted on the ARF or Information Sheet must be recorded in the CAPI admin block.

2.3.1 Note on recording address changes in the CAPI admin block

On GUS, you are able to record two different types of address changes in the CAPI admin block:

- 1) **A move that took place BEFORE the interview** – Here you will have traced the respondent to their new address and will most likely have conducted the interview at this new address. In which case the address on the ARF will be incorrect and you should record this when prompted to do so in the admin block (i.e. code 'No' when asked (at OrigAdd): 'Was the address (on the ARF label) correct and complete?'). You should then enter the new address details on the next screen.
- 2) **A FUTURE move** – Here the respondent will have told you that they may/will be moving to a different address sometime in the future. In which case, code 'yes' when prompted (at FMove): 'Did respondent supply details of possible future moving?' in the admin block and enter address details on the next screen. Please only record future address details in cases where you know WHEN the respondent will be moving (e.g. on or around a certain date) and/or if you are able to obtain address details of WHERE they are likely to be moving to.

Before starting work, always make sure you know where to record both new address details and future moves on the ARF and in the CAPI admin block.

3 Fieldwork

3.1 Timetable

Sweep 10 mainstage phase 2 fieldwork will take place between January and June 2019. Waves 1 to 3 were conducted in Phase 1 whilst waves 4 to 6 are being conducted in Phase 2.

First issue fieldwork dates for Phase 2 are as follows:

- **Wave 4:** 27th January to 8th March
- **Wave 5:** 9th March to 19th April
- **Wave 6:** 20th April to 31st May

First issue fieldwork will be followed by a reissue period 01/06 – 12/08. **Cases will NOT be reissued to the same interviewer under any circumstances.** If you believe that you are likely to obtain an interview if given more time, please contact your FPM for advice. Do not return the case requesting that it is re-issued to you.

3.2 Survey materials

Table 3: List of materials provided for GUS Sweep 10 Mainstage

Materials	Notes
Full project instructions Summary instructions	
Address Record Form (ARF) with information sheet attached	<u>Always</u> check the 'Comments' field on the ARF information sheet before making contact.
GUS calling card	To leave at address where no contact made. Note space to write in your NatGen mobile number and email address.
Tracing letter for stable contact/neighbour etc. (and pre-paid envelope)	To send or give to stable contacts/others to pass on to the adult named on the ARF. Fill in details and insert into sealed envelope before passing on/posting.
School tracing letter (and envelope with ScotGen and Scottish Government logos)	To give to administrative staff at young person's school for them to pass on to the young person's parent or carer. See details in section 3.3.2
Impact laminate to use on the doorstep Conversion laminate to use on doorstep	Ensure you take a look at the 'conversion' laminate before starting fieldwork as this contains tips from experienced GUS interviewers on how to deal with refusals and reluctant respondents

Materials (contd.)	Notes (contd.)
<p>Advance letter for adult respondent</p> <p>Advance letter for the young person A5-size envelope with GUS logo for young person advance letter</p> <p>Survey leaflet</p> <p>Paper questionnaire for resident partners*</p> <p>Blank envelope for partner questionnaire (to ensure confidentiality)*</p>	<p>These materials to go in advance mailing pack (to send out before contacting the family). Remember to write your name and NatCen mobile number in the spaces provided.</p> <p>Note that some families will receive a slightly different version of the adult advance letter – copies of the adult advance letters are provided in appendices E and F.</p> <p>Insert the young person advance letter into the A5-sized envelope with the GUS logo. Write the young person’s name on the envelope and place this inside the envelope addressed to the parent/carer.</p> <p>Enclose partner questionnaire and blank A4 envelope in advance mailing pack where ‘PartnerinHhold’=‘Yes’ (on front page of ARF).</p> <p><u>Always</u> fill in the details on the front page of the partner questionnaire before sending out.</p>
<p>Orange helpline leaflet to leave with adult respondent</p> <p>Purple helpline leaflet to leave with young person</p> <p>GUS-branded bottle for young person</p> <p>Showcards</p> <p>Cognitive exercise equipment (WIATT-II booklet)</p> <p>- Height and weight measurement cards</p> <p>- Scales and stadiometer</p>	<p>Materials to use in the household.</p> <p>You <u>must</u> give out an adult and a young person helpline leaflet when doing an interview.</p> <p>Please <u>only</u> give out a water bottle to the cohort young person. We do not have any spares to offer siblings etc.</p>

To order further copies of material, please contact the office in Brentwood. **To help ensure you order the correct item, please refer to the document list in appendix H.**

3.3 Tracing families who have moved

Keeping in touch with cohort members is crucial for the success of any longitudinal study. We will be attempting to trace all cohort members who have moved within Scotland. Some tracing takes place outside of fieldwork but when a case has been issued to field, tracing is the responsibility of the interviewer.

3.3.1 Pre-field tracing and cohort maintenance

We maintain and update a confidential database containing names, addresses and other contact information (e.g. phone numbers and email addresses) for families in the study. The database is updated and maintained using information we obtain through various methods, including the main data collection/interviews and postal mailouts (e.g. newsletters).

Outside of live fieldwork periods, any mail that is returned as 'undelivered' (including the pre-notification letter, cf. below) is traced from the office in an attempt to get a new address before fieldwork. We also keep in touch with families through the study website (growingupinScotland.org.uk) and dedicated Freephone number and email address for the study.

All adult respondents are sent a pre-notification letter and an email two months prior to fieldwork starting. A copy of the letter is shown in appendix C.

3.3.2 In-field tracing

Our pre-field tracing exercise is by no means fool proof and there will be some cases which slip through the net. Furthermore, once a case has been issued to field, responsibility for tracing lies with the interviewer.

Therefore, if you cannot find an address or discover that the named young person is no longer living at the address provided, **please make a reasonable attempt to find or establish their current address**. At a minimum, we expect you to make use of all the means of tracing available for that case – e.g. phoning mobile numbers, emailing respondents, contacting stable contacts and speaking to neighbours.

Your objective is **to locate the young person named on the ARF**. Despite this you should always first attempt to trace the adult named on the ARF. Trace other adults only when you know that they now live with the cohort young person.

Remember, for reasons of confidentiality, when trying to trace the respondent named on the ARF label, you must never mention to anyone other than the main adult respondent, their resident partner (where named on the ARF) or the cohort young person themselves the name or content of the study.

A list of suggested methods for tracing families who have moved is listed in **section B.1 of the ARF** and also shown below. The methods listed are *suggestions* which may help with tracing the family but not all methods will be suitable for all cases. If in doubt about which methods to use, please speak to your FPM. Where methods are suitable, we would encourage you to employ as many as reasonably possible.

Suggested tracing methods to use to locate families who have moved:

- Phone all contact landline/mobile/home/work numbers provided

- Email respondent
- Text respondent
- Speak to current occupiers
- Contact neighbours
- Visit stable contact(s)
- Phone stable contact(s)
- Email stable contact(s)
- Give out tracing letter to stable contact/neighbours etc. for them to pass on to the adult GUS respondent (see appendix C). Extra copies can be ordered by contacting Brentwood
- Give out school tracing letter to young person's school (see appendix D). Extra copies can be ordered by contacting Brentwood.
- Contact letting agency/landlord
- Search the electoral register

If you establish a new address, enter these at section B1 on your ARF and follow instructions.

Stable contacts

Adult respondents have been asked to provide details of up to two 'stable contacts'. A stable contact is someone likely to know the whereabouts of the GUS family should they move houses between sweeps, and who we could contact to obtain the family's new details.

Where stable contact details have been provided, they are listed on the information sheet. You should get in touch with the stable contact to determine the adult respondent's whereabouts. Please use **all** stable contacts that are provided on the information sheet.

You can make contact either:

- By telephone (use your NatCen mobile)
- In person (where the stable contact is local to you)
- Email using the template below (use your Natcen email address)

You should attempt to make contact by phone or in person (if a visit is convenient) in the first instance before resorting to email.

When visiting or calling a stable contact, remember not to name the project. Do not mention the young person, simply say that:

- You are interviewer working for ScotCen Social Research.
- You are trying to get contact details for the respondent (mention relationship between stable contact and respondent) who is involved in a research project funded by the Scottish Government.
- The respondent completed an interview a couple of years ago but you understand he or she has moved since that time.
- Last time they were interviewed, the respondent gave your name to get in touch should they move.

If the stable contact is unwilling to pass on the GUS respondent's details, you can issue a tracing letter for them to pass on (see appendix C).

The template below should be used when contacting stable contacts via email. Please adapt the templates as necessary (the < > indicate information that needs to be entered). Please keep the email short and formal.

Email subject: ScotCen Social Research

Dear <Stable contact name>,

I work as an interviewer at ScotCen Social Research. As part of an on-going research study funded by the Scottish Government, we are trying to get in touch with <name of **previous adult respondent**>.

At the last interview, <name of **previous adult respondent**> gave us your details in case we were unable to get in touch with <him/her> at the next interview.

We would be grateful if you could help us by passing on any current contact details you have for <name of **previous adult respondent**> such as <his/her> telephone number or address.

If you have any questions, please don't hesitate to contact me either by replying to this email or by giving me a call on <NATCEN mobile number>.

I look forward to hearing from you.

Kind regards,
<Interviewer name>

Tracing via the young person's school

When tracing a family who has moved, at sweep 10 you may also contact the young person's school. If doing so you **must** observe the following procedure:

- Hand a copy of the 'school tracing letter' in a sealed envelope to the young person's school office and ask them to pass on.
- Ensure you use the envelope with ScotCen and Scottish Government logos (provided in your pack)
- Where we have details of the young person's school, you can find these on the information sheet on the last page of the ARF.
- The envelope should be addressed to 'The parent/carer of [insert cohort young person's full name]'
- Do not mention the name of the study – simply explain that the young person has been taking part in a research project funded by the Scottish Government and that you're trying to contact them about this, but that you believe they have moved since we last spoke to them.

Children who are now 'looked after'

Occasionally, you may find that a cohort young person has been taken into care since we last visited the family – that they are now 'looked after away from home'. In this case, please try to obtain as much information as possible and contact your FPM for advice before making any further contact. These cases are assessed by the Research team on a case-by-case basis.

Incomplete and 'hard-to-find' addresses

Although rare on GUS, occasionally you may find an address is wrong or incomplete. If you have been given an incomplete address, have you...

- checked with the post office to get a full address?

- checked in telephone directories?
- checked for roads or streets with a similar name in the local area?
- phoned Brentwood who may be able to help you by accessing their postcode look-up system?

In some cases, correct addresses can still be difficult to find. If this is the case, then check the 'comments' field at the bottom of the information sheet and remember to also:

- use google maps or checked the internet to find a grid reference?
- check the telephone directory?
- look in local street maps?
- consult the post office?
- consult the police?
- ask local shops such as a newsagent or florists?
- ask people who live in the local area?

3.4 Contacting respondents

3.4.1 Advance mailing pack

Once you receive your workpack the first thing to do is to prepare and send out an advance mailing pack to all the families in your assignment. The pack should be sent out before you contact the family, ideally a few days before you do so.

Advance mailing packs should contain the following:

- **Advance letter – adult:** Adult advance letters will have the main carer's name and address mail-merged onto the top, ready to put in the envelope. This will be the name of the adult who took part in the CAPI interview at the last sweep.
- **Advance letter – young person:** This will have the young person's name mail-merged onto the top. Please check that the name matches the young person's name on the 2nd page of the ARF.
 - Insert the young person advance letter into the GUS-branded envelope provided in your pack
 - Write the young person's name on the envelope.
 - Insert this envelope into the main envelope addressed to the parent/carer.
- **Partner** questionnaire and blank envelope - *for cases marked with a 'Yes' in the 'Partner in Hold' field on the front page of the ARF only.* You **MUST** fill in the fields at the top of the front page of the partner paper questionnaire before including it in the advance mailing pack. (Make sure you read Section 5 of these instructions before sending out any advance mailing packs.)

Before sending out the advance mailing pack, always check that serial numbers and names of the mail-merged documents match details on the ARF and check that you have filled in details on the front of the partner questionnaire.

RE-ISSUES: For re-issues you will not be required to send out an advance mailing pack. Instead, a dedicated re-issue letter will be sent from Brentwood and you will be asked to bring the advance materials with you when you first make contact with the family. Further details about procedures at re-issue will be provided in your re-issue pack.

3.4.2 Who to interview

The main CAPI interview is undertaken with the young person's main carer. We aim to interview the same adult who was interviewed at the previous sweep - but only if they still meet the criteria, that is, they live with the young person and live in Scotland.

In situations where the adult named on the ARF is not available, we would rather conduct an interview with another parent or guardian of the young person than not conduct an interview at all, so you should be flexible if the named adult refuses, or is unavailable or away.

In GUS, we ask both the young person and his/her main carer to complete an interview.

- **If the main carer is able/wants to participate but the young person does not, go ahead with the main carer interview.**
- **If the young person is able/wants to participate but the main carer does not, go ahead with the young person interview.** In these cases, you will need to ask an adult respondent questions from the household grid. This only takes a few minutes.

In some cases the young person may no longer be in the care of the adult named on the ARF. In this instance you should attempt to identify someone who is now responsible for and lives with the young person, and their whereabouts.

In cases where the young person is temporarily living away from home (e.g. at boarding school), try to arrange an interview at a time where the young person is at home and available.

Parents living in other households

Only interview parents or carers who are resident with the young person on a regular basis, even if they lived with the child in the past. If parents have shared care, try to interview the parent with whom the young person spends the most time. If parents have 50:50 care, firstly try to interview the parent who was the previous respondent.

Young person named on ARF (cohort member)

Only ever conduct the interview and young person exercises with the young person named on the ARF. We cannot accept siblings doing the interview or exercises in their place. If a sibling is keen to take part e.g. to do the cognitive exercise or have their height and weight measured, you may do this but always make sure you **DO NOT** enter any details into the CAPI for children or young people other than the **cohort member**.

Remember, the young person can still take part even if their main carer is not.

3.4.3 Making initial contact with the respondent

When first making contact at the address it should always be with the adult named on the ARF address label, as all advance correspondence has been addressed to them.

You will need to determine if the named respondent has received and seen the advance materials and is adequately informed about the survey – including the young person's

involvement - and willing to take part. Where applicable, check if they have received the partner questionnaire and whether this is still relevant (i.e. whether they live with a partner). Please be mindful that this could be sensitive - for example, a previous partner may recently have died or may have moved as a result of a break-up.

If you are making an appointment to come back to interview at a later date, **remind the respondent to ask their partner to complete the questionnaire in advance of your visit**. If they have not received the advance mailing pack, hand out a fresh copy of the partner questionnaire and envelope – remember to fill in the details on the front page first.

Always carry spare sets of advance materials with you when you go to a household.

Referring to financial incentives on the doorstep

If a respondent is eligible to receive a £15 Love2Shop voucher for taking part (marked by a 'Yes' in the 'Incentive' field on the ARF address label), you may want to mention this when you first make contact, as it might help convince them to take part on the doorstep.

However, **please be careful not to mention financial incentives when contacting a family who are not eligible to receive one.**

3.4.4 Means of contact and minimum number of contact attempts

The default procedure on GUS is that your initial contact at each address should be **in person**. However, first contact can be made by telephone (or in exceptional circumstances, via text message or email) if:

- you conducted an interview with the family at the previous sweep and expect them to be willing to participate.
- the address is particularly remote or rural (i.e. where going to the respondent's home requires a significant amount of traveling).
- a participant has specifically requested this (if so, this will be marked on the Information Sheet).
- repeat doorstep calling has been unsuccessful (i.e. you have unsuccessfully made at least 3 visits, including one evening and one weekend call).

Before returning a case as a 'non-contact' you will be asked to confirm that you have made all the contact attempts listed in **section C.1 on the ARF**.

Contacting respondents via text message

When using **text messages**, please:

- Use your NatCen mobile.
- If a mobile number is not provided, please check if the respondent has a mobile when making an appointment. Remember to enter this number into the CAPI admin block.
- Use the following message (the < > indicate information that needs to be entered):

Dear <Resp name>. This is your GUS interviewer, <interviewer name> (ScotCen ID: <your interviewer ID number>). I would like to speak with you to set up an appointment for your next GUS interview. When would be a good time to call? <interviewer name>

Contacting respondents via email

When using **emails** to contact respondents, please:

- Do not use your personal email account. If you do not have a NatCen email account, please ask your FPM to send an email on your behalf
- Use the following template and adapt as necessary (the < > indicate information that needs to be entered). Please keep the email short and formal, even if you know the respondent well.

Email subject: Growing Up in Scotland

Dear <Resp Name>,

You may recall previously having taken part in the Growing Up in Scotland study (www.growingupinScotland.org.uk).

I am trying to get in touch with you to arrange an interview and would be grateful if you could let me have your current contact details – that is, your address and telephone number. Please get in touch by replying to this email or by giving me a call on <NatCen mobile number>

I look forward to hearing from you.

Kind regards,
<Interviewer name>

3.4.5 Making appointments

In most cases, when you first make contact with the respondent you will make an appointment to interview them. It is important that respondents don't feel they have to do the interview straight away or have to take part. However, if a respondent is already well-informed about the study and happy to do the interview straight away, that's fine.

Being flexible

Please be flexible and **be prepared to make a return visit if necessary and make the most efficient use of your time in the household.**

Apart from the household grid, which *must* be completed first, the CAPI program allows you to conduct the different elements in any order. This means that you could conduct the young person's interview and height and weight straight after completing the household grid, or at the end of the adult interview. Remember you can also use the time during the adult or young person self-complete elements to assemble and organise the height and weight equipment.

Appointment reminders

We recommend that, where appropriate, you send a text message to remind respondents of their upcoming appointment. Mention this to them when you make the appointment and check that they are happy for you to do so. Also check or ask for their mobile number.

Please use the following message:

Dear <RESPONDENT>. This is a message to confirm your GUS interview taking place on <DATE> at <TIME>.

Broken appointments

If someone is out when you arrive for an appointment, leave a GUS call back card and make every effort to re-contact the person and fix another appointment.

3.4.1 On the doorstep

Many of the families are aware of the importance of the study and of the unique role each one of them plays in it. This means they are often keen to be involved and will be prepared to give up their time to be interviewed. However, they are busy people and, in some cases, may require some persuasion. On GUS we aim to collect information about the same families over a number of years, and existing cohort families cannot be replaced in the sample if they drop out. If the family is lost from the survey in one year, it is much harder to gain their co-operation in future years, so gaining co-operation is a high priority.

Please therefore make every possible effort to gain co-operation. At sweep 10 you will receive **a laminate with doorstep conversion tips** from experienced GUS interviewers in your pack. Please familiarise yourself with this before starting work.

Below, we have also provided some answers to questions that respondents sometimes ask on the doorstep.

How long will the interview take?

The main carer interview and the interview with the young person (including their self-completion element) should each take around 35 minutes. The cognitive exercises should take around 10 minutes to complete and measuring the young person's height and weight around 5 minutes (i.e. altogether around one and a half hours.)

How many families are involved?

GUS involves around 14,000 children and their families making it one of the biggest and most valuable research studies undertaken in Scotland. Within the group of families being visited at sweep 10, there are currently around 3,500 families taking part.

Why do you keep coming back?

We come back to the same people as it helps us to understand how family circumstances and lives change as children grow up.

What have you done with the data so far?

The information that they have provided so far is invaluable to a range of different people such as the Scottish Government, NHS Health Scotland, local councils and charities. The information is used to better understand children and families so that these organisations are able to improve services and support families in Scotland and help make life better.

More concretely, some examples of how GUS data has so far been used are listed below.

- Evidence from GUS was one of the sources used by the Scottish Government when it was developing its “Play, Talk, Read campaign”, which encourages parents to carry out activities with their child. GUS data showed how parental involvement and simple activities with children could aid a child’s development. <http://www.playtalkread.org/>
- Findings from GUS were used to help with the development of a new National Parenting Strategy for Scotland. This Strategy was developed to improve the support to families across Scotland. For more information <http://www.scotland.gov.uk/Topics/People/Young-People/Early-Years-and-Family/Families>
- Charities such as Save the Children have used GUS data to help inform their programmes and work.
- The NHS and Health Improvement Scotland have based some of their parenting and antenatal education packs on the findings of GUS.
- Education Scotland used evidence from GUS to revise their Birth to 3 guidance ‘Positive Outcomes for Scotland’s Children and Families’. This is a key document for all practitioners working with young children in Scotland.
- GUS has shown that women who become pregnant in their early twenties face some of the same challenges as young women who have babies when they’re in their teens. This led to an extension of the Family Nurse Partnership – an intensive one-to-one home visiting programme for young, first time mothers – so that the programme now includes first time mothers aged 20-24.

There are also many other people and organisations looking at and using the GUS data to inform their work. In addition, the longer the study continues and the more cohort members we can keep on board, the more useful it is!

All publications using data from the study are listed on the study website: growingupinscotland.org.uk/publications. The study also has a Twitter account: [@growingupinscot](https://twitter.com/growingupinscot).

Will the funders / Scottish Government see my replies?

No, they will not know who said what. None of the survey elements (the computerised questionnaires, the cognitive assessments, the height and weight measurements, or the paper partner questionnaire) will have name and address details on them. Name and address details are kept separate from the questionnaires.

Families can find further details about how we protect their details and the information they give us in the study's 'privacy notice'. This is available on the study website, in the section 'Information for GUS families' and then selecting 'Frequently Asked Questions'.

How much longer will the study continue?

The Scottish Government have committed to funding GUS until 2020 and will hope to secure funding in the future, at least until the young people have finished or nearly finished school. We are currently hoping to have funding for a further round of interviews with Birth Cohort 1 families from early 2020, however, this is yet to be confirmed. We will always write to them to tell them before it is time for a new interview. They are of course under no obligation to participate in 2020 and can decide whether to do so nearer the time.

How can I be sure you are a genuine interviewer?

Show the respondent your identity card. If the person still has concerns, he/she can telephone the Freephone number shown in the letter.

3.4.2 Further information

Even though the current cohort families are aware of the survey, they may have some questions and need further explanation of some matters. Answer all the questions you can, and, if necessary, you can refer the respondent to the GUS Freephone number, 0800 652 2704². They can also contact the study team in the following ways:

In writing

Growing Up in Scotland Study
ScotCen Social Research
Scotiabank House (2nd floor)
6 South Charlotte St
Edinburgh, EH2 4AW

Via the study website: growingupinScotland.org.uk

Via email: gus@scotcen.org.uk

3.5 Other fieldwork matters

3.5.1 Financial incentives

Because we only have a limited amount of funding available for paying financial incentives, these are currently only being offered to families which are at particular risk of being underrepresented in the study.

At sweep 10, hand out a £15 Love2Shop gift card to all ELIGIBLE families after their interview. You will know whether a participant is eligible by looking at the label on the front of the ARF: where there is a 'Yes' underneath the 'Incentive' field, this indicates

² Note that calls to this number from mobile phones will incur a charge.

that the respondent is eligible to receive a financial incentive (see example of ARF label in section 2.1).

Please take care not to mention the financial incentive to participants who are not eligible.

Always check the 'Incentive' field on the front page of the ARF before mentioning or handing out any Love2Shop gift vouchers.

Dealing with respondent queries about incentives

Some families who were offered an incentive at sweep 9 are not offered one at sweep 10. We also know that some GUS families know other families who take part in the study. As such, you may face questions about why not everyone is offered an incentive and/or why a respondent is not offered one this year when they were offered one last time. Should this happen...

- Explain that a very important feature of GUS is that the data is representative of the Scottish population and that, therefore, if some families are underrepresented this means that the data as a whole will be less useful.
- Explain that **the study has only a limited amount of funding available for paying financial incentives**, and therefore these are currently only being offered to families who are at risk of being underrepresented in the study.
 - The research team has done some analysis which shows that some families are currently at particular risk of being underrepresented or have been less likely to take part in the past, and these are the families being offered a financial incentive for taking part this year.
 - **We re-assess which families are at risk of being underrepresented ahead of each round of interviews**, which is why the exact families being offered an incentive can change from one round of interviews to the next.
- In addition to the above, you may also want to remind the family that they are important to the success of the study and that we really appreciate their involvement. We know that many families are happy to take part simply because they understand the how influential the study is.

If you experience any issues in relation to the use of financial incentives (for example, if a respondent refuses to take part because they are not being offered an incentive), please let your FPM know.

3.5.2 Notifying the police

Working on GUS (a study involving children and young people) requires you to notify the local police of your work. Therefore, **you must notify the police at least a couple of days before you start work.**

Go to: <http://www.scotland.police.uk/contact-us/contact-us-form>

Adapt the template below and enter this information into the 'Brief details of query' field. (The < > in the template indicate information that needs to be amended by you).

Contact form subject: ScotCen Social Research_Interviewer registration

Hi,

I work as an interviewer at ScotCen Social Research. As part of an on-going research study funded by the Scottish Government, I will be conducting interviews in <area>. Please find all requested information below:

My details: <Title> <First Name> <last name> <ID number>

Fieldwork period: <fieldwork start date> - <fieldwork end date>

Working hours: <start time> - <end time>

Area: <area>

I will be using my car: <VRM> [if using a car]

If you have any questions, please don't hesitate to contact me at <NATCEN email address>.

Please confirm receipt of this form.

Many thanks,

<Interviewer name>

3.5.3 General points about working on surveys involving children and young people

Try to avoid being left alone with the cohort young person or any other children and **ensure that a parent/responsible adult is always in the household** when you are there.

There may be an exceptional occasion when, because of various signs you observe, you become concerned about the treatment of the cohort young person or other children in the family. This concern may be so intense that you feel you must do something about this. We would suggest that you are very cautious about coming to any hasty conclusions or about any action you take bearing in mind that it is unlikely that you are professionally qualified to make judgements about "abuse". If, nevertheless, you feel so convinced that there is a potential or actual danger of "abuse" and that you should take some action please call Carol Babicz in Brentwood (01277 690111). As far as possible, the issue should be discussed without compromising respondent anonymity.

3.5.4 Interviews requiring interpretation

If a respondent cannot understand English sufficiently to take part in the interview but might be able to understand the questions through an interpreter, you should contact Brentwood (01277 690060) for further instructions.

Interpretation is available on this project. To ensure interpretations are conducted in a standardised manner, please do not accept any offers of help with interpretation from family members or friends of the respondent.

4 CAPI

4.1 Feed forward data

On GUS (as on other longitudinal surveys you may have worked on), the CAPI program will feed forward data collected at a previous interview where this was provided (e.g. the name of any disabilities or longstanding illnesses the cohort member may have, and the adult respondent's and (where applicable) their partner's employment details, etc.) You will then be asked to check that this information is correct and amend if necessary.

4.2 Structure

The GUS Sweep 10 CAPI consists of six parallel blocks. You can select a parallel block by entering Ctrl+Enter on your laptop. **You must complete the household grid first. After this you can access the remaining blocks in any order.**

- Household grid
- Main carer interview
- Young person interview
- Cognitive assessments
- Young person measurements
- Admin block

4.3 Household grid

This must be completed before entering the other CAPI parallel blocks. It should ideally be completed with the adult who is completing the 'main carer interview', but can, if necessary, be completed with another **adult** in the household.

The CAPI will make you aware when you have come to the end of the household grid section and that you are able to enter the young person questionnaire block.

4.3.1 Non-binary sex

At sweep 10 you will be able to code a household member as either 'male', 'female' or 'other'. Note that if you code 'other', in any subsequent references to the person, CAPI will simply show 'he/she' or 'him/her' etc, rather than, for example 'they'.

In cases where a household member identifies as 'other', please do check how the person in question would like to be referred to and refer to them in this way throughout the interview.

4.3.2 Recording parents and parent figures 'Parent 1' and 'Parent 2'

As at sweep 9, the young person questionnaire contains a number of questions about their parent or parents. Therefore, we need to confirm who in the household are their

parents or parent figures. You will be asked to confirm this with the adult completing the household grid at the end of the household grid section.

By a 'parent figure' we mean someone who is resident with the young person and is involved in their day-to-day care. It could be a grandparent, aunt, step-parent or partner of the young person's other resident parent. It is not important who is coded as 'Parent 1' and who is coded as 'Parent 2' – the young person will be asked the same questions about both.

4.4 Main carer questionnaire

At sweep 10, the interview with the main carer will consist of an interviewer-led section followed by a CASI self-completion section. In total, the main carer interview should take around 35 minutes). There are some additional questions for respondents in the boost sample (equivalent to about 10 minutes of additional time, i.e. adding up to a total of approx. 45 minutes). For example, there are additional questions on previous jobs the respondent may have had. We will be asking for their entire employment history from the child's birth until their current/most recent job. This will create data comparable with the Main sample cases. These questions may seem repetitive, but it is important that we capture this historic data.

As always, please ensure the adult respondent has read the information in the advance letter and survey leaflet and check if they have any questions before you start. If they have not yet read the leaflet, make sure to go through it with them.

Note also, in some households, it may not be suitable for the young person to sit in when you are interviewing their parent/carers (e.g. when asking questions about children living elsewhere). As such, where appropriate, we suggest that you encourage the young person to not sit nearby when completing the interview with their parent/carers.

4.4.1 Topics

The main carer questionnaire covers the following topics:

- Main carer intro and key details
- Parents living elsewhere (note: this section is only asked where there is a biological parent living somewhere else)
- Parenting
- Young person's activities – including organised activities and youth work
- School
- Young person's health and development – including long-term health problems
- Parent health behaviours – including physical activity and screen time
- Parental employment, education and ethnicity; religion and languages
- Income, expenditure and managing financially
- Housing and accommodation
- Follow-up and stable contacts
- Self-completion – includes range of questions on parenting, the parent-child relationship, and the child's development. Also new questions about the parent's adverse childhood experiences and mental health.

4.4.2 Providing assistance with the CASI element

If the respondent has literacy issues, learning difficulties or any other difficulties which means they are unable to answer the questions on their own, please help them as they require and enter how much help/assistance they received at the end.

4.4.3 Finishing the main carer interview

Ensure you leave the **orange helpline leaflet** with the respondent and talk through it. A few weeks after taking part, we will send them a thank you letter for participating.

4.5 Young person questionnaire

Most cohort children have completed questionnaires since sweep 7 when they were around 8 years old (sweep 7).

At sweep 10, the questionnaire for the young person is a little longer than at previous sweeps. It consists of the following elements:

- Interviewer-led introductory questions to gain informed consent and check what the young person calls their parents or parent-figures
- Interviewer-led section (CAPI) (this should take approx. 10 minutes)
- Self-completion section (CASI) (this should take approx. 25 minutes)

4.5.1 Gaining informed consent

Information about the young person questionnaire is provided in the young person advance letter and in the survey leaflet. **Make sure you talk through the information in the letter and the leaflet with the young person, and check if they have any questions.** You will be asked to confirm in the CAPI that you have talked through the letter and leaflet and gained informed consent from the young person.

4.5.2 Introductory questions

Before starting the interview you will need to check **what the young person calls their resident parents or parent figures, as well as any parents who live elsewhere** (at sweep 9 these questions were asked of the main carer).

This information is required for the program to run smoothly. Just like at sweep 9, please be aware that **what you enter will be used in the questions the young person is shown on screen** (e.g. if you enter 'kARlx', the cohort member may be asked a question with the following text: "Now thinking about kARLx. How...").

4.5.3 Topics (interviewer-led and CASI sections)

The young person questionnaire contains questions across the following topics:

- Time use and activities (interviewer-led) – including physical activity, screen time and sleep
- School (interviewer-led) – including subject choices
- School (CASI) – including enjoyment of school, truancy, pressure of school work, assessment of own abilities and aspirations
- Life satisfaction, participation and support (CASI)

- Gender identity, sexuality, and sexual relationships (CASI)
- Health and development (CASI) – including general health, puberty and perception of own body and weight
- Mental health (CASI)
- Smoking, alcohol and drugs (CASI)
- Anti-social behaviour (CASI)
- Relationship with peers and bullying (CASI) – including relationship with friends, fear of exclusion on social media, and bullying experiences and behaviours
- Relationship with resident parent(s) (CASI)
- Contact and relationship with non-resident parent(s) (CASI)
- Social, emotional and behavioural development (CASI)

4.5.4 Providing assistance with the CASI element

If the young person has literacy issues, learning difficulties or any other difficulties which means they are unable to answer the questions on their own, please help them as they require and enter how much help/assistance they received at the end.

We have not allowed for them to enter ‘Don’t know’ as an answer. We do however, encourage them to tell the interviewer if there is a question that they do not understand or do not want to answer. In these cases, please enter this in the system in the normal way (Ctrl+K for don’t know and Ctrl+R for a refusal). If a cohort member doesn’t understand a question, try to clarify but if you are unable to do so, please enter the answer as ‘don’t know’.

At the end of the CASI, the young person will be told that they have finished and will be asked to tell the interviewer this. You will then need to “lock in” the answers - please explain what you are doing and that it means that no one will know what particular answers they have given, including you.

4.5.5 Sensitivities and potential distress

Some of the questions are of a potentially sensitive nature (being picked on, life satisfaction, relationship with a non-resident parent, etc.). Therefore, please be alert to the cohort member showing any signs of distress. Note that people may show distress in different ways, e.g. some may start crying and the distress may be quite obvious, while others may keep it quiet and it may therefore be less noticeable. If you notice that a young person is upset, please be sensitive to their needs and, where appropriate, speak to their parent/carer.

To ensure we monitor cases where a young person becomes upset whilst taking part, please also notify your FPM and give them a short summary of what happened, including what caused the young person to be upset, the level of severity of the distress, and what actions you took.

4.5.6 Finishing the young person interview

Ensure you leave the **purple helpline leaflet** with the young person and talk through it.

Please **give the young person the GUS-branded bottle** as a thank you for taking part. A few weeks after taking part, we will send them a thank you letter for participating.

5 Partner questionnaire

Similar to sweep 9, in cases where the main adult respondent has a resident partner we will be inviting them to take part in a paper self-completion questionnaire. In the majority of cases this will be the child's father.

Procedures for administering the partner questionnaire at sweep 10 are very similar to those at sweep 9 and are also outlined below.

5.1 Topics

The partner questionnaire covers very similar topics to those asked of the main carer in the self-completion section. The topics covered are:

- Relationship with child
- Parenting – including confidence in own parenting; engagement with child and knowledge of the child's whereabouts; arguments and disagreements with young person; autonomy and control
- Own health
- Own mental health
- Adverse childhood experiences
- Physical activity and screen time
- Involvement in child's education

5.2 Answering questions about completing the partner questionnaire

5.2.1 Information and instructions

Information about the partner questionnaire is provided both in the advance letter for the adult respondent and in the survey leaflet. Guidelines for completing the partner questionnaire are provided on the front page of the questionnaire. Please make sure you read the advance mailings and the partner questionnaire instructions on the front page of the paper questionnaire before commencing fieldwork.

5.2.1 Eligibility

An important aim of the partner questionnaire is to collect data, where applicable, from the cohort member's other **resident** parent or carer (in most cases this will be the young person's father). The partner questionnaire has been designed specifically to be completed by **resident partners** of the main adult respondent. As such, a partner of the main respondent who does not live in the household or a non-resident parent is *not* eligible to complete the questionnaire. If a respondent asks, please say that, for this element, we are mainly interested in *resident* parents or carers.

5.2.2 Privacy

To ensure that their answers are fully confidential, partners will be provided with a sealable envelope. Once they have completed the questionnaire, they should insert this into the envelope and hand this to you when you are in the household.

5.3 Administering the partner questionnaire

A step-by-step overview of the tasks associated with administering the partner questionnaire is provided in the table below.

Table 4: Partner questionnaire tasks by stage

Stage	Partner questionnaire tasks
Before making contact	<p>For each address in your main sample assignment, check if a partner was resident in the household at the last interview (check the 'Partner in Hold' field on the ARF). If a partner was resident, enclose a partner questionnaire and an envelope in the advance mailing pack. Remember to fill in the details on the front page of the questionnaire.</p>
At first point of contact	<p>When first contacting a household to set up an appointment, check that they have received the advance mailing pack, including the partner questionnaire. Please be mindful when referring to the partner questionnaire that this may be a sensitive topic – for example, a partner may recently have moved out or passed away.</p> <p>Check if they have any questions and ask the adult who is going to be completing the main CAPI interview to ask their partner to complete the questionnaire before the interview, if possible (so that you can collect the questionnaire when you next come to the household).</p> <p>In some cases the respondent may tell you that they are living with a partner, but have not received a partner questionnaire. In most cases, this will be because they have moved house and therefore have not received the advance mailing pack, or – for families in the main sample - because the partner has moved in since we last conducted an interview with the family.</p> <p>In these cases, hand out a fresh copy of the partner questionnaire and envelope. Remember to fill in the details on the front page of the questionnaire. Ask the respondent to ask their partner to complete this before the interview.</p> <p>Always bring a fresh copy of the partner questionnaire with you when you visit a household.</p>
In the household – beginning of the interview	<p>If you have coded that there is a resident partner in the household, the CAPI will prompt you to either collect the questionnaire (if it has already been completed) or remind the partner to complete it (ideally while you are in the household).</p> <p>If handing out a fresh copy, always remember to fill in the details on the front page.</p> <p>If you leave the partner questionnaire in the household for them to complete and return to us at a later date, please leave a NatCen</p>

	<p>'return of work' envelope for them to use for returning the questionnaire. Remember to fill in the details on the information section of the envelope.</p>
In the household – end of the interview	<p>At the end of the main interview the CAPI will prompt you to enter the outcome of the partner questionnaire:</p> <ol style="list-style-type: none"> 1) completed (by the partner) and collected (by you) 2) left in the household for the partner to complete and return to us as soon as possible 3) partner questionnaire refused (either by the respondent or by the partner him/herself) <p>Where you leave the partner questionnaire in the household, please leave a NatCen 'return of work' envelope for them to use for returning the questionnaire. Remember to fill in the details on the information section of the envelope and check that you have filled in the details on the front page of the partner questionnaire.</p>
After the interview	<p>If you have collected the completed partner questionnaire as part of the interview visit, send this to Brentwood using your NatCen return of work envelope (it is fine to collate a few partner questionnaires to save costs, but do not wait until the end of fieldwork).</p> <p>NOTE: <u>Always</u> make sure you fill in the information on the front page of the partner questionnaire. This information enables us to match the partner questionnaire data with the remainder of the survey data. If we receive a completed questionnaire WITHOUT these details we will NOT be able to use the data in the questionnaire.</p>

5.4 Post-interview partner questionnaire reminders

In the vast majority of cases we expect that you will be able to collect the questionnaire during the interview visit. However, in cases where the partner questionnaire has been left in the household but has not been returned to us by the partner after two weeks, we will be contacting them from the office to remind them to return the questionnaire. To be able to do so, we need to collect the partner's contact details.

You will be prompted to ask the main adult respondent for the partner's contact details, or, if we hold these already, to check for any updates. Please do your best to collect these details and make sure they are accurate.

In the unlikely event that we have not received the partner questionnaire six weeks after the interview, you may be asked to return to the household to collect the questionnaire. Should this be required, your FPM will get in touch with you.

6 Cognitive exercises

The assessment of young people's cognitive function is a key part of the Birth Cohort 1 (BC1) Sweep 10 age 14-15 sweep of the Growing Up in Scotland series. By cognitive function we mean the young person's thought processes. This covers their powers of reasoning, their ability to learn and their mastery of language. The young people are the central focus of the study and their cognitive development is a key aspect of their progress. Young people in the BC1 sample have taken part in cognitive activities at previous sweeps, so should be familiar with the exercises.

It is very important to measure cognitive development at this time in the young person's life. Now they are in secondary school, their development will affect their experiences throughout adolescence and adulthood. GUS is the only source of this information in Scotland and it is especially powerful when examined in relation to the wealth of data that we already have on these young people and their families.

These instructions form one element of the training needed to conduct the assessments of young people's cognitive function. They are intended to reinforce and supplement the briefing sessions that interviewers assigned to this project are given. Before beginning fieldwork for this project, you should also read the general instructions provided for sweep 10 and practice the cognitive exercises at home.

6.1 WIAT-II: Listening Comprehension - overview

We are using one exercise at this sweep - the 'listening comprehension' assessment from the Weschler Individual Achievement Tests, 2nd Edition (WIAT-II). It involves three sub-tests: (i) receptive vocabulary, (ii) sentence comprehension and (iii) expressive vocabulary.

The exercises are exactly the same as those used at sweep 9 of GUS.

The WIAT-II is an educational assessment tool that is well respected and widely used. It is used to examine cognitive development and educational attainment and is normally employed by educational psychologists in a classroom or clinical setting. The activities have been adapted for use in a survey setting, and modified to be administered with the help of a CAPI programme so that you do not need to memorise a complex set of rules for routing young people through each activity. The purpose of each exercise is described in the table below.

Table 5 GUS BC1 S3 young person exercises in brief

Assessment name	Assesses	Method	Max no of items
WIAT-II: Listening Comprehension			
Receptive vocabulary	Ability to listen for details and knowledge of words	Young person is asked to select a picture that matches a word	16
Sentence comprehension	Ability to listen for details and knowledge of words	Young person is asked to select a picture that matches a sentence	10
Expressive vocabulary	Knowledge of words	Young person is asked to generate a word that matches a picture and oral description	15

The data collected will be used to estimate an approximate score for each young person. This score will not, however, be made available to the interviewer, young person or family. This is because the exercises have been adapted to be suitable for research purposes only and cannot give an accurate clinical assessment of each young person's cognitive ability or performance. In this research setting, these exercises are designed only to provide an accurate picture of the range of skills across all young people.

Since we would like the exercises to be delivered in a similar way for every young person we would like you to **complete them in the same order**, as per the CAPI programme: receptive vocabulary followed by sentence comprehension and then expressive vocabulary.

6.2 Equipment required for the cognitive exercises

In addition to these guidance notes, you will need the Listening Comprehension stimulus book – this contains the pictures required for the exercises. You will also need the survey leaflet which includes information on the cognitive exercises for the parent/carer.

The cognitive equipment belongs to NatCen Social Research, and you will have to return it at the end of fieldwork so that it can be used on other studies (including future sweeps of GUS). Please be aware that this equipment is very expensive and whilst we can replace it if necessary, you will not be able to interview while you are waiting for your replacement equipment to arrive. The nature of the assessments means that young people will sometimes touch the equipment. This is fine, but you should make sure that they have clean hands before you start the assessment.

You should carry the equipment in the packaging provided. You can clean the equipment using a damp cloth. However, if you do this please be careful not to tear the pages.

6.3 General points about carrying out the exercises

There are three principles that should be borne in mind when administering the exercises. They should be carried out:

- safely and in appropriate circumstances,
- in a consistent manner, and
- in a way which elicits optimal performance from the young person.

6.3.1 Safety and appropriateness

Gaining consent

You are only able to carry out the cognitive exercises if you have verbal consent from the young person. You will be asked to record this in the CAPI (there is no paper consent form to be signed). If they refuse, then you should **not** administer the exercises.

You should explain what the exercises involve, why you would like to conduct them, that participation is voluntary, and that the young person is able to stop at any point. Please say that you are unable to give any feedback on the young person's performance. The cognitive exercises are briefly introduced in the survey leaflet. Please ensure that the young person has fully read and understood this. Also take a few minutes to explain the exercises to the young person (this is built in to the CAPI program) and ensure that he/she understands the nature of the exercises and is happy to take part.

If, at any point, the young person is distressed, provide verbal reassurance and ask the parent for assistance. Please terminate the exercise if the young person remains distressed.

Guidelines for administering the exercises

Do not administer the activities if the young person:

- has a learning disability or serious behavioural problem (e.g. severe ADHD) - if in doubt check with the parent (further guidance on administering the exercises to young people with physical or language impairments is provided below),
- is unable to respond to the stimuli in a typical fashion (the exercises require young people to look at pictures and tell you their answer),
- is not proficient in English.

You must follow all the standard rules for interviewing and working with young people³. The parent should always be present in the household while you are carrying out these activities. Be careful to avoid physical contact with any young person.

Administering to young people with physical or language impairments

As noted above, it is not appropriate to undertake the exercises with young people who have a severe learning disability, a serious behavioural problem or a physical disability which prevents them from being able to undertake the tasks required of them. However, many young people with physical or language impairments will be able to complete the exercises and we are keen that as many young people participate as possible. Depending on the nature of the impairment and the exercise being administered, the young person may be at a disadvantage if the exercise is administered in a standard manner. For example, a young person with a hearing impairment may have difficulty understanding oral instructions.

³ These can be found in the NatCen document *Interviewing Respondents with disabilities, the elderly and vulnerable; children and young people*.

Before starting the exercises with a young person with a physical or language impairment, become familiar with his or her limitations and preferred mode of communication, all of which may require some adjustment to the standard procedures. Some flexibility may be necessary to balance the needs of the young person with the need to maintain standard procedures.

Although changes to how you administer the exercises may be necessary, and are permitted in these circumstances, the WIAT-II was not developed for use with such adjustments. For example, if sign language translation or other visual aids are used to give instructions to a young person with a hearing impairment, remember that such changes may have an impact on test scores.

You should record any changes or adjustments you make, or any other issues about how the exercises have been administered in the question at the end of the cognitive exercise module (see screenshot below).

The screenshot shows a software window titled "GUS Sweep 8 Mainstage". The window contains a form with the following text: "INTERVIEWER: PLEASE CODE HERE IF YOU EXPERIENCED ANY DIFFICULTIES WHEN ADMINISTERING THE EXERCISES OR IF YOU HAD TO MAKE ANY CHANGES TO HOW THEY WERE ADMINISTERED." Below this is a section labeled "CODE ALL THAT APPLY:-" followed by a list of seven options, each with a checkbox: 1. No difficulties experienced during assessments, 2. Assessment was interrupted, 3. Child was ill, 4. Child was tired, 5. Parent interfered, 6. Deviated from standard approach, and 7. Something else. Option 6 is checked. Below the list is a text input field containing the number "6". The window also shows a status bar at the bottom with the text "9/9 QCAssess 9999902 QCAssess.CAssPrb[1] 11/08/2014 09:15:24" and a "DFP Watch Wind" button.

Note the option specifically to record adjustments made in these circumstances. It is important that you provide as much detail as possible in the follow up questions. The researchers will use this information to assess the likely impact of the adjusted procedures on the young person's test scores.

6.3.2 Consistency

The exercises derive from standard instruments, so the protocols and wording **cannot** be varied (except in the circumstances outlined above). You must follow the procedures exactly as specified in the briefing, written instructions and CAPI. Similarly, for all exercises and especially the expressive vocabulary exercise - which requires the young person to name an item shown in a picture - **you must only accept as correct the correct answer or answers shown on screen** (the other exercises simply require you to record the young person's response – you will not be required to determine whether it

is correct or incorrect). This is to ensure all interviewers administer them systematically and consistently, with no variation between different interviewers or across different interviews. Variations to the standard procedures, such as changes in the phrasing or presentation of a test item, could reduce the reliability and validity of test results.

By ensuring consistency we will be able to compare the results from different interviewers and different young people in GUS and with other studies which have included these exercises. At the same time, it is important that the exercises are not administered in a rigid or unnatural manner.

6.3.3 Optimal performance

Make sure the young person understands the task; we do not want their performance to reflect the fact that they misunderstood what they needed to do.

Keep in mind the influences on each young person's performance. These include:

- the environment in which the exercises are administered
- the rapport you establish with the young person
- the reinforcement and encouragement you give

Each of these is considered in turn below.

Environment

Ideally, the exercises should be administered in a quiet, well-lit, and properly ventilated room, away from distractions and disruptions. It may help to explain that the young person will need a quiet environment to do his or her best.

You need enough space to be able to control all of the equipment and record responses while keeping the laptop screen out of the young person's sight. For the expressive vocabulary assessment, the correct answer is shown on screen, so it's important the young person cannot see it.

Given the nature of the exercises, it is strongly recommended that you use a table if available. If a table is available at which you and the young person can sit comfortably and safely, try to arrange it so that the young person and you can sit at right angles across the corner of the table. If a table is not available, or if the young person prefers to be seated on the floor, try to ensure that a firm surface, such as your clipboard, a coffee table or firm carpet is available.

A parent should be present in the home when you administer the exercises. Explain to them before you start that they should not prompt the young person during the administration or offer the young people any encouraging (or discouraging) remarks. Nor should they reword or explain the instructions to the young person, or give hints, or help in any other way. Explain that you want to make sure that the response you record is the young person's and that in fairness to all young people that the exercises are carried out in the same way.

Where possible, try to ensure that other family members – particularly brothers and sisters – are not present. In addition, try to ensure that the young person is not distracted by extraneous materials in their direct view (e.g. toys, your laptop,) and that any televisions etc in the room are turned off.

Rapport

Before administering the exercises, take some time to establish rapport with the young person. This is especially important as the young people may be a bit anxious and feel like you are testing them. It will help if you are introduced to the young person by the parent or caregiver or if you introduce yourself to the young person. Talking to the young person before you start may also help to set them at ease. Some hints are to ask them about what they did that day, the name of their sibling(s) or refer to anything else that seems relevant such as toys, pets, football teams, television programmes etc. Use your experience to establish the most effective way to establish rapport with each young person.

You can also develop rapport in other ways. A thorough understanding of the fundamental requirements of the administration, recording and scoring procedures will allow you to interact with the young person without interrupting the test pace. Mastering, though not completely memorising, the details of administration and scoring will enable you to read from the CAPI and record responses without awkward pauses. This familiarity will come naturally as you administer more and more exercises, however **it is also crucial, that you spend time familiarising yourself with the exercises before starting your assignments.**

Introduce the exercises in language appropriate for the young person's age. Mention that he or she will be asked to complete tasks that most young people enjoy. Indicate that some of the items may be easy, while others may be more difficult. You may also want to let the young person know that sometimes you'll be turning the pages back and forth. Explain that this happens with almost everyone and that this is just how the exercise is set up. (Some of this pre-amble is included in the CAPI introductory sections).

Encourage the young person to do his or her best and stress that he or she is not expected to answer all the questions correctly. If a young person verbalises that they find it difficult or are struggling you may want to add that many adults struggle with some of the exercises, too!

Reinforcement and encouragement

The general rule you must follow is to be reassuring and encouraging but not to give any clues about how the young person is performing. When administering the exercises, you cannot tell the young person whether their answers are right or wrong, or how well they are doing.

Rewarding effort and co-operation with strong but neutral encouragement throughout will do a lot to help you maintain rapport and motivation and may distract attention from failure.

When administering the exercises you should try to be aware of, and sensitive to, the young person's mood, activity level and co-cooperativeness. If the young person appears inattentive, bored or tired, brief conversations between the exercises may reduce general concern and revive interest in the next exercise. However, the young person may need a break (see below).

As the young person progresses from easy to difficult items, be prepared to comment emphatically on how difficult the assessment is becoming, and express genuine encouragement to allay the young person's frustration and any negative reaction to failure.

Be careful not to reinforce or focus attention only on a young person's correct responses. When incorrect responses are met by silence, the young person becomes acutely aware of failure. Examples of appropriate 'neutrally encouraging' statements are sincerely expressed phrases such as:

- 'Thank you'
- 'OK'
- 'You are doing a good job'
- 'We are almost finished'

Be aware of non-verbal communication and make sure that you do not give the young person any clues about their performance through your body language and facial expressions.

At the end of the exercises you should thank the young person for taking part and praise the young person by telling them how well they have done and/or how hard they have tried.

Breaks

Before you begin the exercises try to make sure that the young person is not hungry, thirsty or tired. Most of the young people with whom you will be working will be able to complete the three sub-exercises without a break. However, you should be especially sensitive to behaviours that suggest the need for a bathroom or rest break (i.e. squirming, rubbing eyes, yawning). If the young person does need a break, try to make sure that this is between different sub-exercises.

6.4 General points

6.4.1 Start and finish points

As all the young people in this study are approximately the same age, they will all start the exercises at the same point (which is not the first item in the assessment). The exercises will then continue until the young person's best performance can be established. The CAPI program will continue until it has collected enough information to build up a good estimate of the young person's ability.

Because each assessment only contains 10-16 questions, most young people will be asked all the questions. However, in two situations the assessment will be terminated early: 1) if a young person answers six consecutive items incorrectly; 2) If the 'reverse rule' has been applied and the young person does *not* answer three consecutive items correctly.

6.4.2 Reverse rule

You will notice that on all three tests, the young person does not start at the first picture. This is related to the young person's age. If a young person gets one or more of the first items incorrect (any of the first three) the 'reverse rule' will be applied. The reverse rule ensures that the most appropriate items are administered to the particular young person.

When the reverse rule is applied, if a young person gets any of the first three items incorrect, they will be asked the preceding items in reverse order (starting with the item

immediately before the one you started on) until they get three consecutive answers correct. This is to establish a basic level.

In cases where the young person then answers three consecutive items correctly, he/she will re-join the assessment where he/she left off and from then on the items will be asked in the correct order. In cases where a young person does *not* answer three consecutive items correctly after the reverse rule has been applied, the assessment will stop.

You do not need to keep track of this as the rules have been applied to the CAPI program. You just need to be aware that in some cases you may have to go backwards and then jump forwards again. Please make sure you follow the instructions on screen and check that you are on the correct page.

6.4.3 Stopping the exercises

You should only stop the exercises (before the CAPI stops), and move to the next one – or end all exercises - if a young person has become extremely distressed and it is impossible to continue the assessment.

If you want to stop please code the remaining items as 'Don't Know' and record that you have ended the assessments in the final check question.

6.4.4 Teaching

There are no teaching items on this sweep's exercises.

6.5 WIAT-II: Listening Comprehension – detailed information

6.5.1 General information

Receptive Vocabulary

In this exercise, young people are shown four pictures on a single page and are asked to select the picture which contains the item correctly matching a word given by the interviewer.

There are a total of 16 items in this sub-exercise and all the young people in the study will begin the assessment at item 7. However, if they answer any of the first three items incorrectly (that is item 7, 8 or 9) the 'reverse rule' will apply. This means that young people will go back to the preceding items and do them in reverse order - that is, starting at item 6 and working back towards item 1 until they have answered three consecutive items correctly. You do not need to keep track of this as the rules have been applied to the CAPI program. You just need to be aware that **in some cases you may have to go backwards and then jump forwards again.**

Sentence Comprehension

Young people are again shown four pictures on a single page. This time they are asked to select the picture which contains the item correctly matching a *sentence* given by the interviewer.

There are a total of 10 items in this exercise and all the young people in the study will begin the assessment at item 21. As above, if a young person answers any of the first three items incorrectly (that is item 21, 22 or 23 incorrectly) the 'reverse rule' will apply.

Expressive Vocabulary

Young people are shown a single picture and given an oral description. They have to provide a **single word** which matches the picture and oral description.

There are a total of 15 items in the assessment and all the young people in the study will begin the assessment at Item 31. As above, if a young person answers any of the first three items incorrectly (that is Item 31, 32 or 33 incorrectly) the 'reverse rule' will apply.

The aim of this exercise is to measure knowledge of the English language, so answers in other languages are not permitted. If the young person is bilingual you should note this in a CAPI memo before beginning the assessment. If the young person responds in a language other than English, ask the young person if they can say the name of the object in English. If the young person continues to respond in another language, you must code 'INCORRECT' and then record that the young person responded in another language. Do not accept translations from other household members.

6.5.2 Materials

Listening comprehension stimulus booklet.

6.5.3 Procedure

Before you begin the exercise turn the booklet to tab 7. Position yourself so that you can see where the young person points if he or she does not provide a verbal response.

The procedure for each sub-exercise varies slightly:

Receptive vocabulary: The introduction to each picture is specific to the picture but follows the same general structure: "The word is XX. Point to the picture that shows XX". Please read out exactly what is on screen.

Sentence comprehension: Again, the introduction is tailored to each item, but takes the general form of: "Listen. Which picture matches the sentence?" Then then the specific sentence for that item is read out.

Expressive vocabulary: The general introduction is "Look at this picture. Tell me the word that means..." followed by a description of the item or image shown on the page.

- If the young person does not respond, encourage the young person once by saying: "Try a little longer" or "You can do it"
- You may repeat the prompt but only once, and only if the young person asks
- Allow the young person approximately 10 seconds to begin responding before moving on to the next item

- Code the young person's response.

Expressive vocabulary:

- If the young person's response is more than a single word, remind him/her of the single word requirement. This reminder is included on the CAPI screen.
- Please note that CAPI will not allow you to code don't know as CTRL+ K or refusal as CTRL + R. So, if the young person does not respond or says 'don't know' or refuses to respond you should code 88 'Don't know / refusal / no response'.

Spoiled responses

A response is considered spoiled when a young person's elaboration of a correct response indicates they have misunderstood what has been asked and has indicated the correct response for the wrong reason or by chance.

For example, on the sentence comprehension exercise, a young person may say "I don't know the answer, I'll just guess" and happen to select the correct picture. The response is spoiled because the additional information reveals that the young person does not understand what is being asked nor why the response they have chosen is correct. In such cases the response should be coded as 'Don't know/ refusal/ no response'.

Multiple responses

Occasionally a young person may give several responses to an item. Use the following rules as guidelines for scoring multiple responses:

If a second or third response is intended to replace a previous one, score only the last response (even if it changes the item from correct to incorrect)

If a young person gives both a correct and incorrect response, and you are unsure which is the intended response, ask the examinee which one is intended and score that response.

6.5.4 Expressive vocabulary only – additional points

Scoring guidelines

In the expressive vocabulary assessment, you are asked to indicate whether or not the young person provided the correct response. In order to get an item correct in this assessment, the young person must give you the **exact word** as shown in CAPI. Alternative responses, which may be similar to the word shown in CAPI, are not acceptable as correct responses. Accepting any alternative words as correct will invalidate the assessment.

If the young person has an articulation disorder or speech impediment, do not penalise him or her for mispronunciations that are a direct result of the disorder. Variations in pronunciation are also acceptable. However, the word given must match the word shown on your screen. Ask them to repeat the word if necessary.

Probing

For certain items – namely 'disguise' and 'pedestrian' - the CAPI screen will provide a probe or alternative prompt which you may use in instances where the young person has given a related but incorrect response.

You may only probe for these items and you must only use the text of the probe provided.

Item	Young person says:	You probe:
Disguise	Mask	"Tell me another word that means the same thing"
Pedestrian	Walker	"Tell me another word that means the same thing"

6.5.5 Discontinuation

All young people start the same item. The CAPI will stop the assessment automatically when the young person has reached the last picture. CAPI may also stop automatically if the young person has made 6 consecutive errors or when the 'reverse rule' is applied and the young person does not pass it. You must stop if the young person becomes distressed. There is an option to terminate the assessments between each of the sub-exercises. If you choose to end the exercises, CAPI will direct you to a question to provide details.

6.5.6 Problem images

In general, the images used appear a little old fashioned, some are more so than others. As such, they may still be distracting or have specific difficulties. However all young people face the same difficulties and no allowances should be made for the materials. If this rule is consistently applied all young people will have an equal chance of success.

7 Height and weight measurement

7.1 Introduction

The relationship between general build and health is of great interest to the Scottish Government, especially in relation to young people. This is particularly so, as both the height and the weight of the population appear to have been changing very rapidly over the last two decades. These changes reflect the changes in young people's diet and lifestyle. This survey will provide a reliable source of data on the changes that are taking place in all of these areas. We have measured the young people's height and weight at previous sweeps.

At sweep 10 we would like you to take the young person's height and weight measurements.

7.1.1 Gaining consent

As with all elements in the study, it is vital to gain consent from the young person. Do **not force** a young person to be measured if it is clear that the young person is unwilling or if the young person's measurements (for whatever reason) will be far from reliable. Where you think a reasonable measurement can be taken and the young person consents to this, please do so.

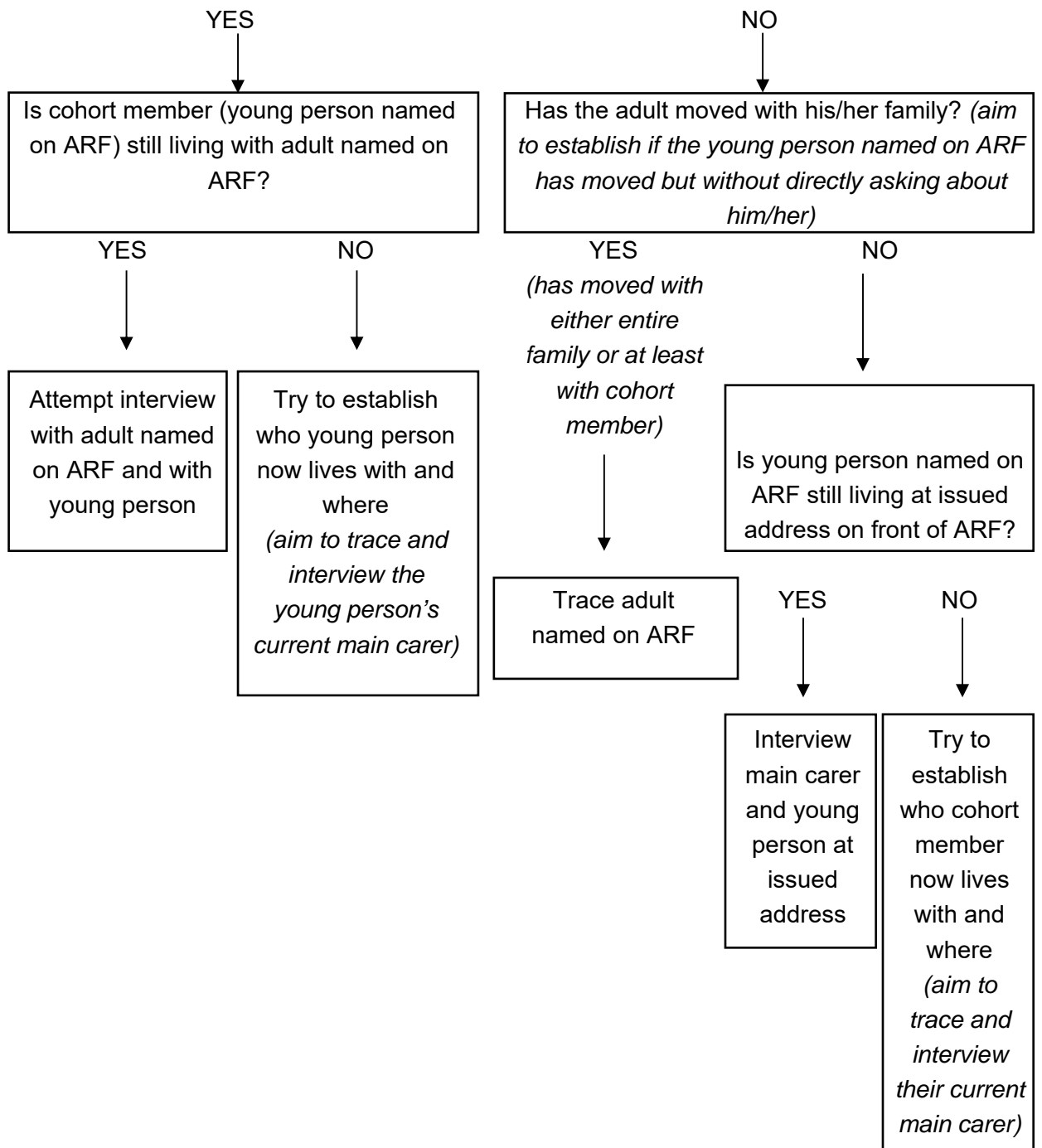
Height and weight measurements are held in a separate parallel block to give you as much flexibility as possible as to when you conduct them. Therefore you are able to conduct the adult interview, young person interview, young person cognitive exercises and height and weight measurements on different visits if you need to.

At sweep 10 of GUS you should simply **follow the NatCen height measurement procedure for measuring adults**. That is, **you do NOT need to perform the 'child stretch'** which is required when measuring the height of children under the age of 16 on the Scottish Health Survey.

Height and weight protocols are outlined in appendices G and H.



Appendix A Tracing and eligibility diagram

Is the named adult still resident at the issued address on the front of the ARF?



Appendix B Pre-notification letter

This letter was sent to the named adult respondent in advance of fieldwork.





Are these details up to date?


<RespTitle>	<RespEmail>
<RespFirstName>	<RespTel1>
<RespSurname>	<RespTel2>
<AddLine1>	<PaEmail>
<AddLine2>	<PaTel1>
<AddLine3>	<PaTel2>
<AddLine4>	
<Postcode>	


Dear <RespFirstName>,

Thank you to you and your family for being part of Growing Up in Scotland. Your participation in the study has provided incredibly valuable information. That information has helped those making decisions on important issues such as health and education as well as on lots of other matters affecting young people and their families. We're really grateful for your help so far and are very much looking forward to finding out how you're getting on.

 **We'd like to speak to you again**
In a few weeks' time, one of our interviewers will be in touch to arrange an interview at a time convenient to you. We would also like to hear from <ChFirstName>, with their agreement and your permission.

 **Why you?**
Without the ongoing support of families like yours, the study simply couldn't continue. You may think you are just an average family in Scotland but to us you are unique. As you and your family have already taken part before, we can't replace you with anyone else.

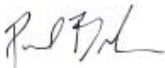
 **Please update your contact details**
We want to check that the details we have are up-to-date. If they have changed, please let us know as soon as possible by calling us free on **0800 652 2704** or emailing **gus@scotcen.org.uk**.

 **No decisions right now**
By updating your details you're not committing yourself to taking part. We'll be in touch again soon and you can decide then if you'd like to take part.

If you have any questions, please contact us using the phone number or email address above. Or you can find out more at **growingupinScotland.org.uk**.

Thanks again for being part of Growing Up in Scotland, and helping us to make the study a great success.

Yours sincerely,



Paul Bradshaw
Project Director
growingupinScotland.org.uk

REF: P10666/<Serial><Ck>
<date>

ScotCen Social Research, Scotiabank House, 2nd Floor, 6 South Charlotte Street, Edinburgh, EH2 4AW.
Tel. 0800 652 2704. A Company Limited by Guarantee, Charity No. SC038454

Appendix C Tracing letter

To send or hand out to stable contacts, neighbours etc. to pass on to the adult named on the ARF.



ScotGen
Social Research

Scotiabank House,
6 South Charlotte St,
Edinburgh,
EH2 4AW
www.growingupinscotland.org.uk
gus@scotcen.org.uk
0800 652 2704

Dear _____

We are writing to you about Growing Up in Scotland (GUS), a research study funded by the Scottish Government which looks at the lives of children and families living in Scotland. You may remember one of our interviewers coming to your household.

We would now like to speak to you and your child to see how your lives have changed since we were last in touch. Over the past decade, the families taking part in GUS have provided the Scottish Government with valuable information which is helping to improve the lives of children and families across Scotland. The continued success of GUS relies upon keeping as many children and families involved as possible and we would be extremely grateful if you would consider taking part.

Because your child has already taken part in GUS, we cannot replace him or her with anyone else.

We have recently been in touch with _____ who informed us that the young person involved in the study no longer lives at the address which we had on file. He/she did not wish to give your address without your permission, but did agree to forward this letter to you on our behalf.

To take part in GUS, please let us know your current address as soon as possible. You can call _____ on _____ or email gus@scotcen.org.uk.

By letting us know your details you're not committing yourself to taking part. You can make a decision when we get in back in touch with you. If you have any questions or would like to know more about the study, please contact us using the phone number or email address above, or visit growingupinscotland.org.uk.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Paul Bradshaw'.

Paul Bradshaw
Project Director



Appendix D School tracing letter

To give out to administrative staff at young person's school for them to pass on to the young person's parent or carer.



ScotCen Social Research

Scotiabank House,
6 South Charlotte St,
Edinburgh,
EH2 4AW
growingupinscotland.org.uk
gus@scotcen.org.uk
0800 652 2704

Dear _____

We are writing to you about Growing Up in Scotland (GUS), a research study funded by the Scottish Government which looks at the lives of children and families living in Scotland. You may remember one of our interviewers coming to your household.

We would like to speak to you and your child again to see how your lives have changed since we were last in touch. Over the past decade, the families taking part in GUS have provided the Scottish Government with valuable information which is helping to improve the lives of children and families across Scotland. The continued success of GUS relies upon keeping as many young people and families involved as possible and we would be extremely grateful if you and your family would consider taking part again.

Because your family has already taken part in GUS, we cannot replace you with anyone else.

An interviewer from ScotCen has recently been trying to contact you at the last known address we have for you to invite you to take part in the next interview. Unfortunately he/she has been unable to do so. In order to try to get in touch with you, we contacted the school that your child was attending during the last interview and they kindly agreed to pass on this letter.

I would be very grateful if you would let us know your current address. Please let us know your current address as soon as possible.

You can call _____ on _____ or email
gus@scotcen.org.uk.

By letting us know your details you're not committing yourself to taking part. You can make a decision when we get in back in touch with you. If you have any questions or would like to know more about the study, please contact us using the phone number or email address above, or visit growingupinscotland.org.uk.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Paul Bradshaw'.

Paul Bradshaw
Project Director



Appendix E Adult advance letter: screen time

ScotCen
Social Research that works for society



<RespTitle> <RespFirstName> <RespSurname>
<AddLine1>
<AddLine2>
<AddLine3>
<AddLine4>
<Postcode>

<date>



Did you know...

On a typical weekday when they were aged 12, young people taking part in GUS spent, on average, over 2.5 hours on an electronic device.

Dear <RespFirstName>

At our last visit, we found that the young people in GUS spend a lot of time online and using electronic devices. In fact, 6 out of 10 parents had rules on how much time their child could spend online. This information will help improve understanding of the positive and negative impacts of social media use and being online on friendships and mental health allowing better education and support to be provided to young people across Scotland.

We would like to continue making a difference to the lives of young people and their families by visiting you again to find out how your family is getting on. Please make sure you give the enclosed letter to <ChildName>.



We'd like to see you again

Like last time, we would like to carry out an interview with you and your child. We would also like your child to do a short language exercise and to take their height and weight measurements.

If you had a partner living with you when we last spoke to you, you will also find a short paper questionnaire enclosed for them to complete.

There's more information about what's involved in the enclosed leaflet. Please encourage your child to read this leaflet with you.



What next?

In the next few weeks, your interviewer, _____, will contact you to arrange a time that is convenient for you. You can also call or text your interviewer on _____.

All our interviewers carry photo ID with the ScotCen logo. Your interviewer can answer any questions you have, and there are some frequently asked questions on the back of this letter. You can also call us free on 0800 652 2704, email us at gus@scotcen.org.uk or visit growingupinScotland.org.uk.

We are really grateful to families, like yours, who find the time to take part in Growing Up in Scotland. Each one of you is truly unique—if you don't take part, we can't replace you. <VoucherText>

Paul Bradshaw
Project Director

REF: P10666.02/<Serial>-<CK>-<Point>



ScotCen Social Research, Kings House, 101-135 Kings Road, Greenwood, Essex CM14 4LX Tel. 0800 526 397. Company limited by guarantee. Reg No. 4302418. A Charity registered in England and Wales (1091793) and in Scotland (SC0338454)

Appendix F Adult advance letter: cost of school

ScotCen
Social Research that works for society



<RespTitle> <RespFirstName> <RespSurname>
<AddLine1>
<AddLine2>
<AddLine3>
<AddLine4>
<Postcode>

<date>

Did you know...

Around 1 in 4 parents who take part in GUS have difficulty meeting the costs of secondary school.



Dear <RespFirstName>

At our last visit, we found that the young people in GUS spend a lot of time online and using electronic devices. In fact, 6 out of 10 parents had rules on how much time their child could spend online. This information will help improve understanding of the positive and negative impacts of social media use and being online on friendships and mental health allowing better education and support to be provided to young people across Scotland.

We would like to continue making a difference to the lives of young people and their families by visiting you again to find out how your family is getting on. Please make sure you give the enclosed letter to <ChildName>.



We'd like to see you again

Like last time, we would like to carry out an interview with you and your child. We would also like your child to do a short language exercise and to take their height and weight measurements.

If you had a partner living with you when we last spoke to you, you will also find a short paper questionnaire enclosed for them to complete.

There's more information about what's involved in the enclosed leaflet. Please encourage your child to read this leaflet with you.



What next?

In the next few weeks, your interviewer, _____, will contact you to arrange a time that is convenient for you. You can also call or text your interviewer on _____. All our interviewers carry photo ID with the ScotCen logo.

Your interviewer can answer any questions you have, and there are some frequently asked questions on the back of this letter. You can also call us free on 0800 652 2704, email us at gus@scotcen.org.uk or visit growingupinscotland.org.uk.

We are really grateful to families, like yours, who find the time to take part in Growing Up in Scotland. Each one of you is truly unique—if you don't take part, we can't replace you. <VoucherText>

Paul Bradshaw
Project Director

REF: P10666.02/<Serial><Clb><Print>



ScotCen Social Research, Kings House, 101-135 Kings Road, Broomfield, Essex, CM14 4LX Tel: 0800 526 397. Company limited by guarantee. Reg No. 4392418. A Charity registered in England and Wales (1091769) and in Scotland (SC0398454)

Appendix G Protocol: Height measurement

Measuring the young person's height

At sweep 10 of GUS you should simply **follow the NatCen height measurement procedure for measuring adults**. That is, ***you do NOT need to perform the 'child stretch'*** which is required when measuring the height of children under the age of 16 on the Scottish Health Survey.

1. Assemble the stadiometer and raise the head plate to allow sufficient room for the young person to stand underneath it.
2. The young person should stand with their feet flat on the centre of the base plate, feet together and heels against the rod. The young person's back should be as straight as possible, preferably against the rod, and their arms hanging loosely by their sides. They should be facing forwards.
3. Place the measuring arm just above the young person's head.
4. Move the young person's head so that the Frankfort Plane is in a horizontal position (see diagram). This position is important to make sure measurements are accurate. To make sure that the Frankfort Plane is horizontal, you can use the Frankfort Plane Card to line up the bottom of the eye socket with the flap of skin on the ear. The Frankfort Plane is horizontal when the card is parallel to the stadiometer arm.
5. Explain what you are doing and tell the young person that you want them to stand up straight and tall but not to move their head.
6. Ask the young person to breathe in and lower the head plate down gently onto the young person's head. Make sure that the plate touches the skull and that it is not pressing down too hard.
7. Ask the young person to breathe out. If the measurement has been done properly the young person should be able to step off the stadiometer without ducking their head. Make sure that the young person does not knock the head plate as they step off.
8. Read the height value in metric units to the nearest millimetre and enter the reading into the computer at the question "Height." Please then write the young person's height onto their measurement card. At that point the computer will display the recorded height in both centimetres and in feet and inches.

Push the head plate high enough to avoid any member of the household hitting their head against it when getting ready to be measured.

Recording height measurements

Height measurements should be recorded accurate to one decimal place. If a young person's height falls in between millimetres, then it should be rounded up or down to the nearest **even** millimetre.

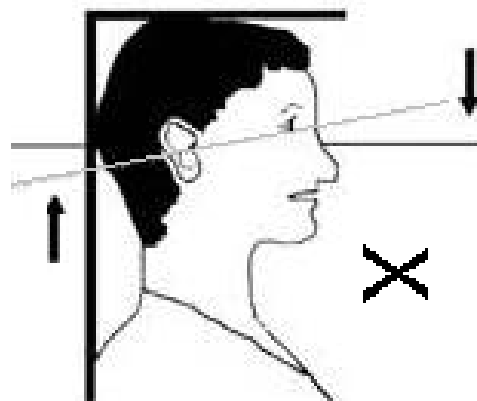
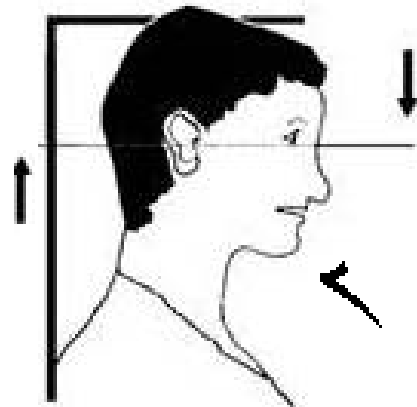
E.g. Height measured:	120.4 cm	Height recorded:	120.4 cm
Height measured:	120.85 cm	Height recorded:	120.8 cm
Height measured:	120.15 cm	Height recorded:	120.2 cm

Additional points

1. If the respondent cannot stand upright with their back against the stadiometer and have their heels against the rod (e.g. those with protruding bottoms) then give priority to standing upright.
2. If the respondent has a hair style which stands well above the top of their head, (or is wearing a religious head dress), bring the head plate down until it touches the hair/head dress. With some hairstyles you can compress the hair to touch the head. If you cannot lower the head plate to touch the head, and think that this will lead to an unreliable measure, record this at question *RelHite*. If it is a hairstyle that can be altered, e.g. a bun, if possible ask the respondent to change/undo it.
3. If the respondent is tall, it can be difficult to line up the Frankfort Plane in the way described. When you think that the plane is horizontal, take one step back to check from a short distance that this is the case.
4. You may need to tip the stadiometer to read the height of tall respondents

PROTOCOL

- SHOES OFF
- SOCKS OFF
- FEET TO THE BACK
- BACK STRAIGHT
- HANDS BY THE SIDE
- FRANKFORT PLANE
- LOOK AT A FIXED POINT
- STAND UP STRAIGHT & BREATHE IN
- LOWER HEADPLATE
- BREATHE OUT
- STEP OFF
- READ MEASUREMENT



Appendix H Protocol: Weight measurement

Measuring a respondent's weight

1. Place the scales on a hard and even surface if possible. Carpets may affect measurements. Ask the respondent to remove shoes, heavy outer garments such as jackets and cardigans, heavy jewellery, and to empty their pockets of all items.
2. Turn the display on by using the appropriate method for the scales.
3. Ask the respondent to stand with their feet together in the centre and their heels against the back edge of the scales. Arms should be hanging loosely at their sides and head facing forward. Ensure that they keep looking ahead - it may be tempting for the respondent to look down at their weight reading. Ask them not to do this and assure them that you will tell them their weight afterwards if they want to know.
4. The posture of the respondent is important. If they stand to one side, look down, or do not otherwise have their weight evenly spread, it can affect the reading.
5. The scales will take a short while to stabilise. They will read 0.0 or 00:00 when they are ready to use, depending on the type of scales. If the respondent moves excessively while the scales are stabilising you may get a false reading. If you think this is the case, reweigh, but first ensure that you have erased the memory.
6. The scales have been calibrated in kilograms and 100 gram units (0.1 kg). Record the reading onto the weight measurement card before the respondent steps off the scales. Then enter the weight into the computer at the question *RespWts*. The computer will then display the measured weight in both kilos and in stones and pounds.

NOTE:

If you have one of the old SECA870 scales:

The maximum weight that can be weighed on the SECA 870 is 130kg. If you think the respondent exceeds this limit code them as "Weight not attempted" at *RespWts*. The computer will display a question asking them for an estimate. Do not attempt to weigh them.

If you have one of the new SECA877 scales:

These scales can measure up to 200kg (23 ½ stone). If you think the respondent exceeds this limit code them as "Weight not attempted" at *RespWts*. The computer will display a question asking them for an estimate. Do not attempt to weigh them.



Growing Up in Scotland

Birth Cohort 1 Sweep 10 Wave 7

CAPI at home

Project Instructions

ScotCen
Social Research that works for society

P10666.02

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GUS Sweep 10 Wave 7 - overview

Welcome to GUS Sweep 10 Wave 7 – our first GUS CAPI at home! In these instructions we set out the changes to fieldwork and new procedures. We have also included details you may need to look up and check, e.g. where to record future moves/details about outcomes etc.

Summary of your tasks and key changes

Because of the Coronavirus outbreak, there will be no face-to-face fieldwork for this last wave of GUS Sweep 10. Instead, you will be doing telephone interviews with the main carer and the young person, using a revised (shorter) version of the GUS CAPI program (CAPI at home). Respondents will also be asked to complete a short online questionnaire.

An outline of your tasks and how they differ/remain the same is provided below.

- You will still be sending out an **advance mailing pack** to each case. The contents are a little different to what was included for face-to-face fieldwork.
- You will be **calling the named adult respondent** on the ARF/Information sheet (although this will look a little different) to **arrange an appointment to conduct a short telephone interview** (lasting around 20 mins, including the household grid)
- You will also be arranging an appointment to do a **short telephone interview (c. 10 mins) with the young person**. This can be done as part of the appointment with the main carer, or separately. You just have to do the household grid first.
- There will be no height and weight measurements and no cognitive exercises. The self-completions sections will now be asked in online questionnaires.
- You will still be asked to **send out partner paper questionnaires** as part of the advance mailing packs (where applicable) but **respondents will return these themselves**, using a pre-paid return envelope (addressed to Brentwood).
- You **may be asked to send emails and/or text messages to parents/carers and/or cohort young people with links to their online survey**, and to tell them their access codes.

Other changes worth noting:

- Some respondents will still be eligible for a £15 **Love2Shop voucher** but **these will be administered centrally** (and will mostly be sent out via email).
- **Helpline leaflets** are now available on the study website, rather than in hard copy.
- You will send respondents a **showcard document** to use during the interview. If they haven't received this/have lost it, they can access the document online.

The elements included at Wave 7 are set out in the table below.

Element	Method of administration	Length
Main carer telephone interview	CAPI – telephone	c.20 mins
Main carer online questionnaire	Web	c.10 mins
Young person phone interview	CAPI – telephone	c.10 mins
Young person web interview	Web	c.15 mins
Partner questionnaire with resident partner (if applicable)	Paper self-completion (PAPI)	N/A

How we will be contacting respondents

Please see below a summary of how we'll be contacting families as part of Wave 7 fieldwork. You can find copies of the letters and the survey leaflet in the appendices.

- Pre-notification letter and email sent to the main carer informing them of the new approach (sent in late June 2020)
- Survey invitation email (one for the main carer and one for the cohort member) sent to the main carer (sent in late July 2020)
- Advance mailing pack including advance letter for the main carer, advance letter for the cohort member, survey leaflet, partner paper questionnaire (where applicable), and a showcard document sent to main carer (sent by you, late July 2020)
- Interviewer calls the household to arrange and conduct telephone interviews with the main carer and the cohort member. During the call, the interviewer checks for web completion
- Reminder email and text message sent from the office to those who have not yet completed the web questionnaire (these will be sent a few days after completion of the telephone interview. Those who do not do a telephone interview will be sent a reminder towards the end of the fieldwork period)

Other things to note

Please hold on to all your study materials until the end of fieldwork and return it all to Brentwood once requested to do so.

If you have any questions, please contact your FPM or the Research team (Konstantina.Vosnaki@scotcen.org.uk and Line.Knudsen@scotcen.org.uk)

Sample and sample information

We are contacting families who had not completed a face-to-face interview prior to the lockdown in March 2020. Reasons why families did not complete a face-to-face interview varies: some were not yet issued (wave 6 cases), some of them were unproductive at 1st issue (reissues), some of them had set appointments prior to the lockdown and some had not yet been contacted by their first issue interviewer.

For cases which were unproductive at 1st issue you will find a comment on the Information Sheet (see below) with a note about their first issue status (similar to what you would usually find on a reissue Contact Information Sheet).

As always, remember to shred all pages with adult respondent, partner, young person or stable contact information once CAPI admin has been completed. Any remaining non-confidential pages should be recycled.

In contrast to previous sweeps and waves, at Wave 7 **families who live outside Scotland are still eligible to take part.**

Sample details / ARF and Information Sheet

Similar to face-to-face fieldwork, for every address in your assignment you will have an ARF and an Information Sheet (the last page of the ARF) which includes details of the adult respondent who took part at the previous sweep, their resident partner (where applicable) and the cohort member (also referred to throughout these instructions as the 'cohort young person' or just 'young person'), as well as stable contact details.

The ARF and Information Sheet provided for Wave 7 CAPI at home consist of only two sides:

- On the **front page** you will find the usual ARF labels with details about the adult respondent and the cohort member. You will also find unique access codes for the main carer and the young person. These access codes are for logging into the online questionnaires. You can give these to the respondent over the phone if needed. There will be a prompt in the CAPI for this.
- On the **back page** you will find the usual GUS Information Sheet with contact details for the cohort member, the main carer and their partner, as well as for stable contacts. If you see ****CONTACT BRENTWOOD BEFORE PROCEEDING**** on your Information Sheet, call Brentwood (01277 200600) and ask to speak to Sharon Evans or Rita Vaughan who will provide this information over the telephone.

As always, ensure you check the comments field and contact Brentwood, if necessary, BEFORE making contact with the family.

As in face-to-face fieldwork you will need to check details for each member of the household and any stable contacts against the details on the Information Sheet and enter any updated details into the CAPI Admin block.

Contact detail template

For each case in your assignment you will receive a blank document called the Contact detail template. This contains some of the fields usually included on the GUS ARF.

- On the **front page** you will find tables for recording calls and text messages to the family and to stable contacts. You will be asked to enter these details into CAPI admin before transmitting back the case.
- On **pages 2 and 3** you will find space for recording details of cohort family household members, new and future address details, and stable contact details. Please use this sheet whenever noting down updated details. There is also a space for recording any other information that might be useful at a future sweep, or

any comments about the interview that you'd like to share with the Research team. Always remember to transfer these details into the CAPI Admin block.

Tracing

Where a respondent is not available at the telephone number provided on the ARF/Information sheet we would like you to make an attempt to trace them. You will be asked to record any tracing attempts in the CAPI admin block. **Note that you should NOT go to the respondent's address**, even if other tracing attempts have been unsuccessful. **Also, do NOT attempt to trace via the young person's school.**

At Wave 7, **families who live outside Scotland are still eligible to take part.**

Below is a list of suggested tracing methods to use:

- Phone all contact landline/mobile/home/work numbers provided for the respondent and resident partner
- Email/text respondent
- Email/text partner
- Phone/email stable contact(s)
- Mail out tracing letter to stable contact (we have already contacted the GUS family household via letter)
- Searched for publicly available contact details online (e.g. on LinkedIn, social media) – please note that you should not make contact with respondents this way; only use these methods to obtain contact details (phone number, email address)
- Contact letting agency/landlord

You can mention the name of the study to those named on the ARF/Information Sheet, but do not mention the name of the study to anyone else. As always, please try to trace the named adult respondent in the first instance.

Please use the template below when contacting stable contacts via email. Please adapt the templates as necessary (the < > indicate information that needs to be entered).

Email subject: ScotCen Social Research

Dear <Stable contact name>,

I work as an interviewer at ScotCen Social Research. As part of an on-going research study funded by the Scottish Government, we are trying to get in touch with <name of **previous adult respondent**>.

At the last interview, <name of **previous adult respondent**> gave us your details in case we were unable to get in touch with <him/her> at the next interview.

We would be grateful if you could help us by passing on any current contact details you have for <name of **previous adult respondent**> such as <his/her> telephone number or address.

If you have any questions, please don't hesitate to contact me either by replying to this email or by giving me a call on <NATCEN mobile number>.

I look forward to hearing from you.

Kind regards,
<Interviewer name>

Contacting families

Advance mailing pack

Just as for face-to-face fieldwork you will need to send out an advance mailing pack before making contact with the family. Please send these out as soon as you start work. The advance mailing pack should contain the following:

- **Advance letter – adult:** this is similar to the letter used for face-to-face fieldwork but also contains login details for the main carer's online questionnaire.
- **Advance letter – young person:** this is similar to the letter used for face-to-face fieldwork but also contains login details for the young person's online questionnaire. As you did for face-to-face fieldwork, insert this into the small GUS-branded envelope provided, write the young person's name on the envelope and insert into the main envelope addressed to the parent/carer.
- **Partner questionnaire and return envelope** – as for face-to-face fieldwork, only send this to cases marked with a 'Yes' in the 'Partner in Hhold' field on the front page of the ARF. Remember to fill in the fields at the top of the front page. Note that you will be sending the family a pre-paid return envelope for the PAPI – you will not be asked to collect the PAPI.
- **NEW Showcard document:** include one showcard document with each advance mailing pack. (This is a plain A4 Word document not in the usual showcard format.)

Calling participants

When calling participants, as far as possible, please ensure you are in a private space where no one can overhear you and where you won't be disturbed. Make sure your mobile and any other devices are in silent mode. Have the following to hand:

- ARF and Information sheet for the case

- A contact detail template (to make notes on, including notes of calls you make)
- These instructions
- A copy of the showcard document (a spare copy is provided in your pack)
- A copy of the survey leaflet (a spare copy is provided in your pack)

Please make use of all available phone numbers for the case, prioritising the respondent's phone number(s) in the first instance.

When you make contact:

- Explain, as always, who you are and why you are calling.
- Explain that due to the Coronavirus outbreak, this year's interviews are now being conducted online and over the phone.
- Check if they have received the advance mailing pack. If not, explain what is involved in this year's interview, and how they can access the survey leaflet online for more information (they go to growingupinScotland.org.uk, then click on the tab that says 'Information for GUS families' and there's a link at the top of the page saying 'study leaflet')
- Make an appointment (or two appointments, if necessary) for conducting the telephone interviews with the main carer and the young person.
 - As always, be flexible when making appointments. You are able to conduct the main carer and the young person interviews at separate times – as long as you complete the household grid first.

As in face-to-face fieldwork, if a respondent is eligible to receive a £15 Love2Shop voucher for taking part (marked by a 'Yes' in the 'Incentive' field on the ARF address label), you may want to mention this when you first make contact. As always, please be careful not to mention financial incentives when contacting a family who are not eligible to receive one.

Who to interview

As usual, aim to interview the same adult who was interviewed at the previous sweep, however, if the adult named on the ARF is not available we would rather conduct an interview with another parent or guardian of the young person than not conduct an interview at all. As for face-to-face fieldwork, **only interview parents or carers who are resident with the young person on a regular basis**, even if they lived with the child in the past. If parents have shared care, try to interview the parent with whom the young person spends the most time. If parents have 50:50 care, firstly try to interview the parent who was the previous respondent.

In some cases the young person may no longer be in the care of the adult named on the ARF. In this instance you should attempt to identify someone who is now responsible for and lives with the young person, and their whereabouts.

In cases where the young person is temporarily living away from home (e.g. at boarding school), try to arrange the interview at a time when the young person is at home and available or obtain their phone number (with their carer's consent) to contact them at their number for the interview.

Occasionally, you may find that a cohort young person has been taken into care since we last visited the family – that they are now ‘**looked after away from home**’. In this case, please try to obtain as much information as possible and contact your FPM for advice before making any further contact. These cases are assessed by the Research team on a case-by-case basis.

Also, please remember:

- **If the main carer is able/wants to participate but the young person does not, go ahead with the main carer interview.**
- **If the young person is able/wants to participate but the main carer does not, go ahead with the young person interview.** In these cases, you will still need to ask an adult in the household the questions in the household grid. This only takes a few minutes.

Gaining cooperation

Please be flexible and be prepared to make several calls if necessary to interview both the young person and their main carer. Apart from the household grid, which must be completed first, the CAPI program allows you to conduct the main carer and the young person telephone interview in whatever order suits best, including on different days if necessary.

As always, please make every possible effort to gain co-operation. You can find some conversion tips, based on suggestions from experienced GUS interviewers, appended to these instructions (Appendix A).

If you are struggling to get hold of the respondent over the phone, you can text or email them. Please use the templates below, amending as appropriate.

Dear <Resp name>. This is your GUS interviewer, <interviewer name> (ScotCen ID: <your interviewer ID number>). I would like to speak with you to set up a telephone appointment for your next GUS interview. When would be a good time to call? <interviewer name>

Email subject: Growing Up in Scotland

Dear <Resp Name>,

You may recall previously having taken part in the Growing Up in Scotland study (growingupinScotland.org.uk).

I am trying to get in touch with you to arrange an interview over the phone and would be grateful if you could let me have your current contact details – that is, your address and telephone number. Please get in touch by replying to this email or by giving me a call on <NatCen mobile number>

I look forward to hearing from you.

Kind regards,
<Interviewer name>

Please also find below some answers to questions the respondent may have:

How long will the interview take?

The parent/carer telephone interview should take around 20 minutes and the telephone interview with the young person should take around 10 minutes. The online questionnaires are very short – around 10 minutes for the parent/carer and around 15 minutes for the young person.

How many families are involved?

GUS involves around 14,000 children and their families making it one of the biggest and most valuable research studies undertaken in Scotland. Within the group of families being visited at sweep 10, there are currently around 3,500 families taking part.

Why do you keep coming back?

We come back to the same people as it helps us to understand how family circumstances and lives change as children grow up. We **cannot** replace families who are already part of the study with new families.

What have you done with the data so far?

The information that they have provided so far is invaluable to a range of different organisations including the Scottish Government, NHS Health Scotland, local councils and charities. The information is used to better understand children and families so that these organisations are able to improve services and support families in Scotland and help make life better.

A few examples of how GUS data has been used are listed below (these examples are from the impact laminate sent to you for phase 2 face-to-face fieldwork):

- **The Poverty and Inequality Commission** provides independent advice to Scottish Ministers on reducing poverty and inequality. Growing Up in Scotland data help inform this advice. *“GUS allows us to explore the experience of poverty in children’s lives. For example, by collecting data over time, it shows us that different families fall into and out of poverty each year.”* Professor Morag Treanor, Poverty and Inequality Commission
- **YouthLink** Scotland is the national agency for youth work, representing more than 100 youth organisations across Scotland. *“Helping young people realise their full potential is central to all we do. GUS helps us to listen and respond to the voices and experiences of young people to influence policy for the better.”* Tim Frew, YouthLink Chief Executive.
- The findings are also used by politicians from all the major parties to make sure they make the right decisions, as well as by local authorities like **West Lothian Council**. *“The study helped us identify the kind of support parents needed most in the first months and years... Programmes such as the Family Nurse Partnership, the expansion of Health Visiting and the Baby Box, are among the initiatives that have benefited from this knowledge.”* Maree Todd MSP, Minister for Childcare and Early Years

Will the funders / Scottish Government see my replies?

No, they will not know who said what. None of the survey elements (the computerised questionnaires, the cognitive assessments, the height and weight measurements, or the

paper partner questionnaire) will have name and address details on them. Name and address details are kept separate from the questionnaires.

Families can find further details about how we protect their details and the information they give us in the study's 'privacy notice'. This is available on the study website. They can find it by going to 'Information for GUS families' and then selecting 'Frequently Asked Questions'.

How much longer will the study continue?

The Scottish Government have committed to funding GUS until 2026 and is planning to conduct another two rounds of interviews with GUS families. One around the time the young person will be 17 and one around the time the young person will be 19 or 20. We will always write to them to tell them before it is time for a new interview. They are of course under no obligation to participate and can decide whether to do so nearer the time.

How can I be sure you are a genuine interviewer?

Please ask the respondent to call the freephone team on 0800 652 2704 – they can also find the number on the advance letters and/or on the website. The freephone team will be able to confirm the name of the interviewer on record working the case.

How can I contact the research team?

Answer all the questions you can, and, if necessary, they can also contact the study team in the following ways:

In writing

Growing Up in Scotland Study
ScotCen Social Research
Scotiabank House (2nd floor)
6 South Charlotte St
Edinburgh, EH2 4AW

Via the study website:

growingupinScotland.org.uk

Via email:

gus@scotcen.org.uk

Safeguarding concerns

There may be an exceptional occasion when, because of something said to you, you become concerned about the treatment of the cohort young person or other children in the family. If you feel convinced that there is a potential or actual danger of "abuse" please call Carol Babicz in Brentwood (01277 690111). As far as possible, the issue should be discussed without compromising respondent anonymity.

Translation and interpretation

Unfortunately, interpretation/translation is not available for GUS Sweep 10 Wave 7. If you speak to a parent/carer or young person who has difficulties conducting the interview in English, please check if someone else in the household is able to translate. For Wave 7 we will allow a family member to translate. If a family member translates it is important that you record this in the admin block.

Financial incentives

At Wave 7 financial incentives will be handled centrally. Most people will receive an email with an online voucher following the telephone interview. As usual, you will be prompted by the CAPI to collect and/or check the respondent's email address. You will also be prompted to make the respondent aware that they do not have an email address or are not willing to provide one, we can send their voucher in the post. This may take a couple of months.

You may be asked questions about why not everyone is offered an incentive and/or why a respondent is not offered one this year when they were offered one last time. In this case, you can:

- Explain that a very important feature of GUS is that the data is representative of the Scottish population and that, therefore, if some families are underrepresented this means that the data as a whole will be less useful.
- Explain that the study has only a limited amount of funding available for paying financial incentives, and therefore these are currently only being offered to families who are at risk of being underrepresented in the study.
 - The research team has done some analysis which shows that some families are currently at particular risk of being underrepresented or have been less likely to take part in the past, and these are the families being offered a financial incentive for taking part this year.
 - We re-assess which families are at risk of being underrepresented ahead of each round of interviews, which is why the exact families being offered an incentive can change from one round of interviews to the next.
- In addition to the above, you may also want to remind the family that they are important to the success of the study and that we really appreciate their involvement. We know that many families are happy to take part simply because they understand the how influential the study is.

If you experience any issues in relation to the use of financial incentives (for example, if a respondent refuses to take part because they are not being offered an incentive), please let your FPM know.

CAPI

The CAPI has been altered to reflect the new approach. Mainly, you will find that the following sections/blocks are **no longer in the CAPI**:

- Main carer self-completion section
- Young person self-completion section
- Height and weight measurements
- Cognitive exercises

The self-completion sections have been converted to online questionnaires. There will be no cognitive assessments or height and weight measurements as part of Wave 7 fieldwork. The remaining CAPI sections are broadly similar to the face-to-face CAPI program. Note that showcards have been amended and in some cases dropped. The CAPI program has been updated to reflect any changes made. The main differences are outlined below.

Household grid

- You will be asked to talk through the advance letter and survey leaflet. If they haven't received these, talk them through how to access the leaflet online:
 - o Go to growingupinscotland.org.uk
 - o Select the tab 'Information for GUS families' along the top
 - o There should be a link to a document called 'study leaflet' at the top of the page.
- There are no 'filter' questions about parents/parent figures and you will not be asked to record a parent 1 and parent 2. These are now in the online questionnaire.
- As before, you will need to complete the household grid before accessing the main carer and young person blocks.

Main carer interview

- You will be prompted to make sure you are interviewing the same person who completed the online parent/carers questionnaire (the online and telephone parent/carers interviews **MUST** be done completed by/with the same parent/carers)
- You will be asked to check if the respondent has access to showcards (these are now in the advance mailing pack). If not, explain to the respondent how to find these on the study website:
 - o Go to growingupinscotland.org.uk
 - o Select the tab 'Information for GUS families' along the top
 - o There should be a link to a document called 'showcards' at the top of the page.
- Some additional questions about covid-19 have been added. A few tweaks have been made to the wording of some of the existing questions and a few questions have been dropped altogether.
- The parent/carers helpline leaflet is now available online. The links for parents are available here:
 - o Go to growingupinscotland.org.uk
 - o Select the tab 'Information for GUS families' along the top
 - o Select the tab 'Useful links' on the left side of the screen.
 - o Select 'useful links for parents/carers'.

Young person interview

- As for the parent/carers interview, you will be asked to talk through the young person advance letter and survey leaflet. If they haven't received these, talk them through how to access the leaflet online (see above)
- As for the parent/carers interview, you will be asked to check if the young person has access to. If not, explain to the respondent how to find these on the study website (see above)
- There are no 'filter' questions about parents/parent figures (these are now in the online questionnaire)
- Some additional covid-related questions have been added. A few tweaks have been made to the wording of some of the existing questions.

- The young person helpline leaflet is now available online. The links for young people are available here:
 - Go to growingupinScotland.org.uk
 - Select the tab 'Information for GUS families' along the top
 - Select the tab 'Useful links' on the left side of the screen.
 - Select 'useful links for cohort members (young people)'.

Another couple of things to remember:

- **Young person's screen time (TVScd, GamSc, ITiN):** The young person should record the time they spend on each activity (playing games, being on social media, and/or watching videos, television programmes or films) at each question. If they are doing two of the activities at the same time, they should be recording the time for both activities.
- **Subjects studied in S4 (SubChc):** You should record all subjects that the young person has chosen to study. Physical Education ('PE') should be recorded only if the young person has chosen to study this for a qualification.

Admin block

The Admin block works broadly the same as what you're used to on GUS, although a few questions have been tweaked to reflect the change to CAPI at home. You will be asked to log the telephone calls you make, the tracing methods you use, reasons for refusals and, importantly, any updated contact details for the household and/or stable contacts.

The CAPI does not accept postcodes outside the UK. Therefore, **if logging a new address outside the UK**, add the address details in ConAdd1 to ConAdd4 with the postcode in ConAdd4. DK for Postcode at ConPC (the program won't accept blanks). You will also need to enter their new country of residence. Please enter this at ASAAInf.

Also, remember, there are two ways to record details of a new address:

- **A move that took place BEFORE the interview** – Here you will have traced the respondent to their new address. In this case the address on the ARF will be incorrect and you should record this when prompted to do so in the admin block (i.e. code 'No' when asked (at OrigAdd): 'Was the address (on the ARF label) correct and complete?'). You should then enter the new address details on the next screen.
- **A FUTURE move** – Here the respondent will have told you that they may/will be moving to a different address sometime in the future. In which case, code 'yes' when prompted (at FMove): 'Did respondent supply details of possible future moving?' in the admin block and enter address details on the next screen. Please only record future address details in cases where you know WHEN the respondent will be moving (e.g. on or around a certain date) and/or if you are able to obtain address details of WHERE they are likely to be moving to.

Sending out links to online surveys (if requested)

The CAPI will prompt you to ask if the online questionnaire has been completed. There are separate prompts in the parent/carer and the young person blocks.

If a parent/carer or a young person has not received or has lost their login details for the online questionnaire, you are able to read out the details to them over the phone. You

can also send them an email or text message with a link to the survey. Remember to take down their email address and/or mobile number. This should also be entered into the Admin block.

Remember, the online questionnaire for the parent/carer **MUST** be completed by the same parent/carer who is doing the telephone interview.

The links and access codes will be printed on the front page of the ARF. Note there are separate links and access codes for the parent/carer and the young person. The access codes have also been loaded into CAPI and will be shown on screen if the online questionnaire has not yet been completed.

Please find below **templates to use if you are asked to email or text the survey link to the parent/carer:**

Email subject: Growing Up in Scotland parent/carer questionnaire

Dear <Resp Name>,

Thank you for taking part in this year's GUS telephone interview. Please find below the link to the online parent/carer questionnaire. Please copy and paste this into your browser:

survey.natcen.ac.uk/GUSparent

When asked, enter your 8-digit accesscode.

Kind regards,
<Interviewer name>

Dear <Resp name>. Thank you for taking part in Growing Up in Scotland! Here is the link to the GUS parent/carer survey: **survey.natcen.ac.uk/GUSparent**. Please copy and paste this into your browser. Best, <InterviewerName>

And below, please find below **templates to use if you are asked to email or text the survey link to the young person:**

Email subject: Growing Up in Scotland young person questionnaire

Dear <YoungPersonName>,

Thank you for taking part in this year's GUS telephone interview! Please find below the link to the online young person's questionnaire. Please copy and paste this into your browser:

survey.natcen.ac.uk/GUScohortmember

When asked, enter your 8-digit accesscode.

Kind regards,
<Interviewer name>

Dear <YoungPersonName>. Thank you for taking part in Growing Up in Scotland! Here is the link to the GUS young person survey:
survey.natcen.ac.uk/GUScohortmember. Please copy and paste this into your browser. Best, <InterviewerName>

Fieldwork admin

Timings and assignments

The CAPI at home fieldwork period runs from 27th July (with telephone calls starting from 30th July) until 27th September 2020. There will be no re-issues. Points include a mix of the following:

- Main and Boost cases
- Re-issues from waves 4 and 5 and first issue cases
- Previously productive and unproductive cases
- Cases which are eligible and not eligible for a financial incentive.

(The online questionnaires will be open to participants to complete until the middle of October.)

Logging your work/trip

You should treat a trip like you normally would when working face-to-face. The only difference is that 'leaving home' is the first telephone call you make and 'returning home' is the last call you make for that case.

Recording unproductive outcome codes

The final outcome code for each case is used – along with other information - to determine whether the case remains in the study at the next sweep. It is therefore very important that the correct outcome code is assigned. **All unproductive cases must be discussed with your FPM before returning them.** Also, for all unproductive cases, make a note in the CAPI Admin (at ASAAInf) of anything you think might be useful for another interviewer to know at the next sweep.

The table below has details about unproductive outcome codes to use on GUS.

Description of outcome (unproductives only)	Outcome code	Comments
No contact		
No contact with anyone at address after 6+ calls	311	
Contact made, but not with responsible adult	322	Add note at ASAAInf.
No contact with any eligible respondent after 6+ calls	323	Add note at ASAAInf.
Issued but not attempted (OFFICE APPROVAL ONLY)	612	
Refusal		
Office refusal	410	
Main carer refused for this sweep only	425	Add note at ASAAInf.
Refusal by main carer before interview	431	
Proxy refusal (including from the young person or the partner)	432	
Refusal during interview (unproductive partial)	440	
Broken appointment – no recontact	450	Add a note at ASAAInf.
Other unproductives		
Ill at home during survey period	510	Add a note at ASAAInf.
Away during survey period (i.e. hospital, vacation etc)	520	
Main carer physically or mentally unable/incompetent	530	
Language difficulties with address as a whole	541	
Language difficulties with responsible adult	542	
Other unproductive (OFFICE APPROVAL ONLY)	599	
Respondent moved		
Mover – follow-up address not found/not given	671	Add a note at ASAAInf.
Mover – follow up address found but unable to attempt	672	
Ineligible		
Cohort young person has died	781	
Eligibility unconfirmed (contact made)		
Information refused about whether any resident(s) are eligible	830	Add a note at ASAAInf.
Unable to confirm eligibility of resident(s) - language barrier	850	
Unsure if cohort young person is resident as information refused	860	
Other unknown eligibility	890	

Productive outcomes

The following productive outcomes will be calculated in the CAPI:

- 110 Respondent (adult) interview and young person interview
- 111 Respondent (adult) interview and **no** young person interview
- 212 Young person interview only (no adult respondent interview)

Partner questionnaire

Eligibility

- As for face-to-face fieldwork, the partner questionnaire has been designed specifically to be completed by **resident partners** of the parent/carer who completes the telephone and online interview. Therefore, a partner of the main respondent who does not live in the household, or a birth/biological parent who lives elsewhere, is not eligible to complete the partner paper questionnaire
- As for face-to-face fieldwork, the CAPI will remind you who should be completing the partner questionnaire. **If the wrong parent/carer has completed the PAPI, please follow the instructions in CAPI AND make a note at ASAAInf in the Admin block**

Administration

- At Wave 7 families will be provided with a pre-paid return envelope. They should use this to return the completed PAPI to us (you will include the return envelope in the advance mailing pack).
- As always, **remember to fill in the details on the front of the partner questionnaire** before sending to respondents.
- The partner paper questionnaire has not changed, and we are using stock already printed for face-to-face fieldwork. This means that **instructions on the front page of the PAPI have not been updated to reflect the changes in fieldwork**. They still mention that the respondent should “give the [PAPI] to your interviewer when they visit your household.” If a respondent queries with you, please advise them to use the prepaid return envelope to send it back themselves.
- In cases where there is a partner in the household the CAPI will prompt you to check about the partner questionnaire. You will need to **log any requests for a replacement PAPI in the ‘Special Actions’ field in the CAPI admin block**.

Appendix A Doorstep conversion laminate

Objection	Response
'I'm too busy'	I am more than happy to make an appointment when it suits you. I work Monday to Friday 8am until 8pm, and also weekends. I can arrange to call back on a different day to finish if I need to.
'It's not the best time' (about to move away, move house etc.)	That's OK. If you let me know your new address and contact details I can be back in touch at a better time?
'I've taken part too many times – how much longer will the study go on for?'	The Scottish Government has recently committed to funding the study for another two rounds. The next will be when your child will be around 17, and the one after that when he/she is around 19 or 20. Continuing to visit your family as your child gets older means that we will build up a detailed picture of how their generation develops from a young age, through their school years and into adulthood. This is extremely valuable information which will help the Scottish Government and others develop policies and services which ensure that all children in Scotland have the best start in life, and that services are designed to meet their needs as they move through their teenage years.
'I can't do it because I'm going away'	Going anywhere nice? We're doing the interviews for a while so I can call at a later date. When will you be back?
Spouse or partner not interested	It's ok if your partner doesn't want to take part, we'd still like to hear from you and your child.
Child not interested	Even if your child doesn't want to take part, we'd still like to hear from you.
'How is the study being used?'	GUS has provided really valuable information for policymakers in Scotland, at both a national and local level. Charities also use the research in their work.
'I don't see the point of the survey, it's a waste of time'	Now that the children are in secondary school, we have an exciting opportunity to capture information on a very important stage of their lives. The answers you provide at this interview can help to inform policies on things like how to help young people deal with pressures at school, stress and bullying. EXAMPLES OF USE/IMPACT: <ul style="list-style-type: none"> • GUS has shown that mothers in their early twenties face some of the same challenges as teenage mothers. This helped lead to an extension of a support program for young, first-time mothers to include not only teenage mothers but young mothers up to the age of 24. • Partly based on GUS findings that suggested improving support for vulnerable mothers could improve the health and outcomes of children, the NHS in Scotland developed information for their antenatal classes which is specifically designed to meet the needs of vulnerable parents to be. • Save the Children have used GUS to inform their work on children's language development and their campaigns to improve children's reading skills. • GUS helps a wide range of organisations understand the challenges faced by families in different circumstances and the sort of support that might help those families overcome those challenges • GUS has shown how important it is for parents to read and play with their children. This has helped inform the development of campaigns aiming to support parents who are looking for good ways to read and play with their

	<p>children, like Play, Talk, Read and Read, Write, Count.</p> <ul style="list-style-type: none"> • Some local authorities have used GUS findings to help them plan their services for families.
'I'm worried about data protection'	<p>All your answers are treated in the strictest confidence in accordance with data protection legislation.</p> <p>Once we have collected all the answers from everyone who takes part, they will be looked at together, anonymously. That means there will be no names attached to the answers and we will not know who said what. We then use the information to understand more about all families in Scotland, not just those taking part in the study.</p> <p>You can find out exactly how we will use the information you give us by reading the study's privacy notice. You can find this on the GUS website (growingupinScotland.org.uk) by clicking on the 'Information for GUS families' link on the homepage, and then selecting 'Frequently Asked Questions'.</p>
'I want more information about the survey'	<p>You can find more information in the survey leaflet.</p> <p>You can also look at the survey website: growingupinScotland.org.uk. This has information about a lot of the important findings from the study, and more about all the different people and organisations who use the data.</p> <p>There is also a 'Frequently Asked Questions' section. You can find this by clicking on the 'Information for GUS families' link on the GUS website homepage, and then selecting 'Frequently Asked Questions'.</p>
Do I have to take part?	<p>No, taking part in any survey is completely voluntary. We understand that people are busy but the answers you and your family give help us understand more about what it's like for young people and their families in Scotland, and lots of people are using the findings.</p>

OTHER GENERAL TIPS FROM INTERVIEWERS

What you say...	<ul style="list-style-type: none"> • Don't say too much – less is more. • Have information on how GUS has helped in the past – examples make people think about what the results might do in the future. • Mention 'Growing up in Scotland' to bring things back to the survey – e.g. 'it can be difficult for young kids today growing up in Scotland'. • Remember that parents are interested in their kids – taking part in the survey is a way of getting engaged in helping try to change things for the better. • Be flexible on dates and offer two alternatives so that they can choose the one that suits them better.
Dealing with refusals	<ul style="list-style-type: none"> • Always assume that they are going to do the interview - it's just a case of getting the right time. • Discuss any refusals with your FPM before returning. • Try to interview one person in the household if you can – sometimes the other(s) will then take part too. • Try to speak to the young person directly, if possible and appropriate

Appendix B Pre-notification letter

This letter was sent to the named adult respondent in late June. They were also sent an email with the same wording.

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Are these up to date?

<RespTitle> <RespFirstName> <RespSurname>
<AddLine1>
<AddLine2>
<AddLine3>
<AddLine4>
<Postcode>

<RespEmail>
<RespTel1>
<RespTel2>
<PaEmail>
<PaTel1>
<PaTel2>

Dear <RespFirstName>

We recently contacted you about your next interview but due to COVID-19 all face to face interviewing has been stopped. To allow us to continue the study, we hope that you will take part in an online questionnaire and telephone interview instead. The information you provide helps those making decisions on important issues affecting young people and their families. We are really grateful for your help so far and very much look forward to finding out how you're getting on.



We'd like to speak to you again

In a few weeks' time, you will receive a letter and an email with a link to your online questionnaire. Following that, one of our interviewers will be in touch by phone to arrange a short interview at a time convenient to you and to answer any questions you may have regarding the online questionnaire. The interviewer will not be visiting your home.

With their agreement and your permission, we would also like <ChFirstName> to complete a short web questionnaire and telephone interview. We will send you an email with a link to their web questionnaire which we would be grateful if you could pass on to them.



Why you?

Without the ongoing support of families like yours, the study simply could not continue. You may think you are just an average family in Scotland but to us you are unique. As you and your family have already taken part before, we can't replace you with anyone else.



Please update your contact details

We want to check that the details we have are up-to-date. If they have changed, please let us know as soon as possible by calling us free on 0800 652 2704 or emailing gus@scotcen.org.uk. Please make sure you have provided us with a frequently monitored email address in order to send you the link to your survey.



No decisions right now

By updating your details you're not committing yourself to taking part. We'll be in touch again soon and you can decide then if you'd like to take part.

If you have any questions, please contact us using the phone number or email address above. Or you can find out more at growingupinScotland.org.uk.

Thanks again for being part of Growing Up in Scotland, and helping us to make the study a great success.

Yours sincerely,

Paul Bradshaw
Project Director

REF: P10666/<Serial><Ck><Date>



Appendix C Advance letter (parent)

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<RespTitle> <RespFirstName> <RespSurname>
<AddLine1>
<AddLine2>
<AddLine3>
<AddLine4>
<Postcode>

<date>



Questions?

Your interviewer will be able to help! You can also call us free on **0800 652 2704**, email us at gus@scotcen.org.uk or visit growingupinScotland.org.uk.

Dear <RespFirstName>

We hope you and your family are well, and thanks again for being part of Growing Up in Scotland. To help us understand more about what life is like for families in Scotland during these unusual times we would like you and <ChFirstName> to complete a short online questionnaire and a telephone interview. If you have a partner and you live together, we would like them to do a short paper questionnaire. You can find more details on the back of this letter and in the enclosed leaflet. Please encourage your child to read the leaflet with you.

There is a letter for <ChFirstName> enclosed with this letter – **please make sure you give it to them.**

What's next?

If we have an email address for you, you should have received an email from us with a link to the survey. You should also have received an email message for <ChFirstName> with a link to their online survey. If you don't have the email, you can use the link below and enter your personal login details.

1 Type the link below into your browser:
survey.natcen.ac.uk/GUSparent

2 Enter your accesscode:
<MCaccesscode>

Will someone contact me?

In the next few days, your interviewer, _____, will contact you to arrange a telephone interview. You can call or text your interviewer on _____

We are really grateful to families, like yours, who find the time to take part in Growing Up in Scotland. Each one of you is truly unique – if you don't take part, we can't replace you.

<VoucherText>

Paul Bradshaw
Project Director

What's involved this year?

We would like you and your child to do a short online survey. We would also like you both to do a telephone interview. If you have a partner and you live together, we would like them to complete a paper questionnaire.

Who should complete the online questionnaire?

We would like the parent/carer who was interviewed last time round to complete a short online questionnaire and take part in a telephone interview. **It is important that the same person completes the online questionnaire and the telephone interview.**

There is also a short online survey for your child to complete. A link and login details for the survey are provided in their letter – please give this to them. Ideally, your child should complete their online questionnaire on their own, with no interference. It is fine for you to provide help if they ask you, of course.

You can find more details about the online questionnaires in the enclosed leaflet.

How is my child involved?

If your child is happy to do so, we would like them to take part in a short online survey and a telephone interview.

There are more details in the enclosed leaflet – please talk through this with your child.

Is my partner involved?

If you have a partner and you live together, we would like them to complete a short paper questionnaire. We are sending questionnaires to families where our records show this to be the case.

If you haven't received a paper questionnaire but think you should have, ask your interviewer to arrange for a copy to be sent, or contact us using any of the contact details provided on the front of this letter. If you are no longer living with your partner, he or she does not need to complete the questionnaire. **Please use the large pre-paid envelope enclosed with this letter to post back the completed questionnaire.**

What will happen to the information I give?

As always, the information that you, your child and your partner give will be treated in strict confidence in accordance with data protection legislation. To understand more about what happens to the data you've provided, please read our privacy notice, which can be found on our website: go to growingupinScotland.org, click on the 'Information for GUS families' link and then select 'Frequently Asked Questions'.

Who is carrying out the study?

The study is conducted by ScotCen Social Research on behalf of the Scottish Government. We work in collaboration with a number of academic researchers who are experts in research on children and families.

Where can I find out more?

For more information ask your interviewer, or call us free on **0800 652 2704**, email **gus@scotcen.org.uk** or visit our website **growingupinScotland.org.uk**. If you'd rather we didn't contact you again about this study, then please let us know.

Appendix D Advance letter (young person)



Did you know...

Around 1 in 4 young people
in GUS use social media for
at least 2.5 hours per day.

<date>

Dear <ChFirstName>

As you know, you are one of the young people who have been chosen – out of all the people in Scotland your age – to take part in Growing Up in Scotland (GUS). We would like to hear from you again to find out how you are getting on. Because you and your family have taken part before, we can't replace you with anyone else – you're unique!

What's involved?

We would like you to complete a short online questionnaire and take part in a short telephone interview. We have sent you and your parent/carer a short leaflet which has more details about what's involved – please read this with them.

How do I take part?

Your parent or carer may already have forwarded you an email with a direct link to your web survey. If not, you can take part by using the details below:

1 Type the link below into your browser:
survey.natcen.ac.uk/GUScohortmember

2 Enter your accesscode:
<YPaccesscode>

We would like you to complete the questionnaire on your own, if you can. It is fine for you to ask your parent or carer for help if you need to. It should take about 15 minutes to complete.

If you have any problems with the online survey, please speak to your parent/carer. You can also ask the interviewer or contact us at gus@sctocen.org.uk.

Will someone be contacting me?

An interviewer will call your parent or carer to arrange a time for your telephone interview. It's up to you if you want to take part, but we hope you do. The interviewer will be able to do your interview at a time that suits you. It is very short and will only take around 10 minutes.

Turn over the page to read more about the interview.

What questions will I be asked?

The questions will be about things like school, your family, your friends, your health, and things you do in your free time. There are no right or wrong answers; we just want to hear what you think. To be able to keep in touch with you and to keep you up to date about GUS, we will also ask for your mobile number and email address, if you have one. We will only use these details to contact you about GUS. Don't worry, we'll keep your details safe, just like everything else you tell us.

What will happen to the information I give?

We won't tell anyone your answers, not even your family. It's up to you if you want to talk to other people about what you tell us. However, if the interviewer hears something that makes them worry about you, they may need to tell someone who can help.

Once we have collected all the answers from everyone who takes part, they will be looked at together, anonymously. That means there will be no names attached to the answers and we will not know who said what. We then use the information to understand more about all young people your age in Scotland, not just those taking part in the study.

You can find out more about what happens to the information you give us in the leaflet.

What if I don't want to take part?

If you don't want to take part that's fine - just tell your parent/carer or the interviewer. You can also stop the interview at any point. If there are any activities that you do not want to take part in, just let us know, and we won't ask you why.

Where can I find out more?

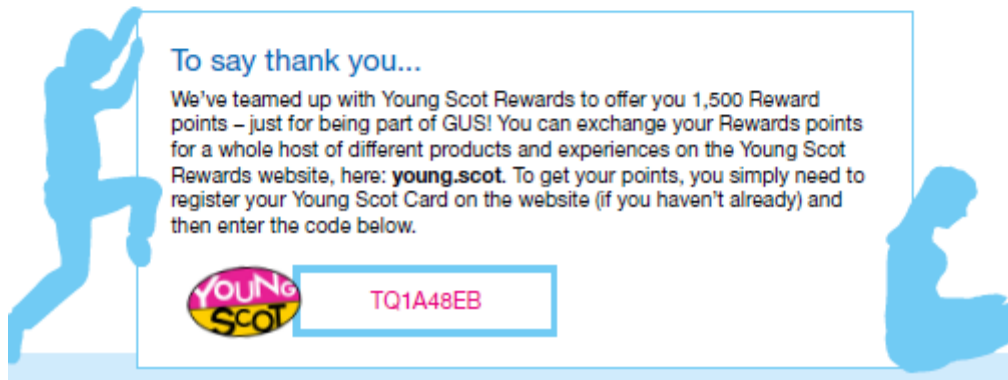
Please read the leaflet enclosed with this letter with your parent or carer. This explains more about what we would like you to do.

If you have any more questions, you can always ask the interviewer. You can also look at our website, growingupinscotland.org.uk, email us at gus@scotcen.org.uk, or call us on 0800 652 270.

Thank you very much for being part of Growing Up in Scotland - I very much hope you'll enjoy taking part.




Paul Bradshaw
Project Director



To say thank you...

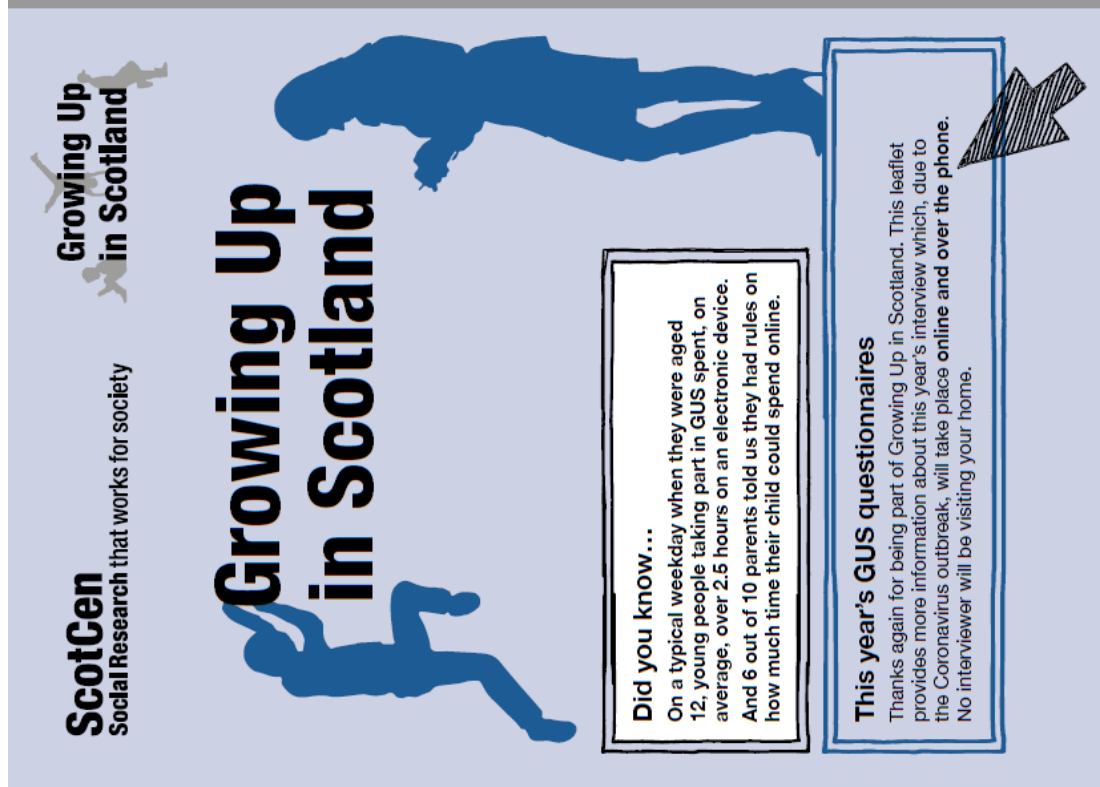
We've teamed up with Young Scot Rewards to offer you 1,500 Reward points - just for being part of GUS! You can exchange your Rewards points for a whole host of different products and experiences on the Young Scot Rewards website, here: young.scot. To get your points, you simply need to register your Young Scot Card on the website (if you haven't already) and then enter the code below.



TQ1A48EB

Appendix E Survey leaflet

This leaflet is also available at: growingupscotland.org.uk > Information for GUS families



ScotGen
Social Research that works for society

Growing Up in Scotland

Growing Up in Scotland

Did you know...
On a typical weekday when they were aged 12, young people taking part in GUS spent, on average, over 2.5 hours on an electronic device.
And 6 out of 10 parents told us they had rules on how much time their child could spend online.

This year's GUS questionnaires
Thanks again for being part of Growing Up in Scotland. This leaflet provides more information about this year's interview which, due to the Coronavirus outbreak, will take place **online and over the phone**.
No interviewer will be visiting your home.

Partner questionnaire

Like last time, if the parent/carer who takes part in the GUS online and telephone interview has a partner who also lives in the household, we would like to hear from them too. We would like partners to complete a paper questionnaire – this should take around 20 minutes. **Once completed, please insert the questionnaire into the large pre-paid envelope enclosed with this leaflet and post it using any postbox nearby.** If you are unsure who should complete the paper questionnaire, please check with your interviewer when he/she calls or contact us using the details below.

What happens to the information I give?

Like everything that you have shared with us in the past, all the information obtained this year will be treated confidentially, in accordance with data protection legislation, and used for research purposes only. To understand more about what happens to the data you provide, please read our more detailed privacy notice. This can be found by clicking on the 'information for GUS families' link on the GUS website (address below), and then selecting 'Frequently Asked Questions'

Thank you for being part of Growing Up in Scotland

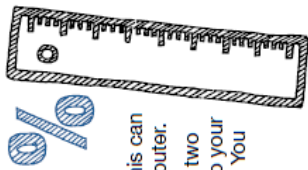
As always, taking part is entirely voluntary, and even if you do take part, you do not have to answer any questions you don't want to answer.

If you have any questions, please ask your interviewer, call us free on **0800 652 2704**, or email us at gus@scotgen.org.uk. You can also visit our website: growingupscotland.org.uk.

We hope you enjoy taking part in Growing Up in Scotland, but if you do decide that you no longer want to be part of the study, you can withdraw at any time by contacting us by phone or email, or by writing to: ScotGen Social Research, Scotiabank House, 6 South Charlotte St, Edinburgh, EH2 4AW.



THANK YOU!



Online questionnaires

We would like you to complete a short online questionnaire. This can be completed on a smartphone, tablet or laptop/desktop computer. If we have an email address for you, you should have received two emails from us, each containing a link that takes you straight to your survey: one for the parent/carer and one for the young person. You can also use the link and login details provided on the letters.

Online questionnaire for the parent/carer

This short questionnaire is for the parent/carer to complete and should only take 10 minutes. Ideally, we would like the parent/carer who took part in the last GUS interview to complete this, and it **should be the same parent/carer who does the telephone interview**. If you have any questions or any problems logging in, please email gus@scotcen.org.uk, or ask your interviewer. The questionnaire will cover topics like:

- Health and wellbeing
- Parenting and relationships, and childhood experiences

Online questionnaire for the young person

There is also a short online survey for the young person to complete. This should take around 15 minutes. Ideally this should be completed by the young person on their own, but it is fine for a parent/carer to help if they need to. The survey will ask about things like:

- Friends, family and relationships
- Health, wellbeing and identity
- School
- Things they might do in their free time



To be able to keep in touch, we will be asking young people for their **mobile number and email address**, if they have one. We will only use these to contact them about GUS. The details will be kept secure and treated in accordance with data protection legislation, just like any other information you give us.

Telephone interviews

Your interviewer will call you to arrange a suitable time for your telephone interview. They will be able to answer any questions you have, including questions you may have about the online questionnaires, or the paper questionnaire.

Parent/carer telephone interview

Parents/carers will be asked to take part in a short telephone interview. This will take around 20 minutes. **We would like the same parent/carer to complete both the online and the telephone questionnaire.** (If applicable, we would like a second parent/carer to complete a paper questionnaire – see the back of this leaflet.) The questions will cover topics such as:

- Young person's health and development, activities and experiences at school
- Education and employment
- Income, housing and family situation



Young person telephone interview

We would also like the young person to take part in a short telephone interview. This will take around 10 minutes and can either be done at the same time as the parent/carer interview or at a different time. The young person interview will cover things like:

- School
- Screen time, physical activity and sleep

No special knowledge is needed to complete the questionnaires – we are just interested to hear what you think. As always, taking part in any of the questionnaires is completely voluntary and you will be able to skip any questions you don't want to answer, and stop at any time.

Did you know...

The last time we spoke to you, around 1 in 4 parents who take part in GUS told us they had difficulty meeting the costs of secondary school and 2 in 3 had to spend more money on things like uniforms and school lunches since their child started secondary school. Information like this helps local authorities across Scotland to better understand and address financial barriers at school in order to ensure a positive school experience for all young people.

Growing Up in Scotland

Sweep 10
2019/2020

CAPI EDIT SPEC
Version 1.0

June 2019

Introduction

The Growing Up in Scotland (GUS) study is a major cohort study funded by the Scottish Government. It is following two groups of children through their early years, into childhood, adolescence and, possibly, beyond into adulthood. GUS is specifically Scottish in focus – all of the interviews take place in Scotland and the survey reflects the Scottish Government's need for accurate information upon which to base its decision-making about policies and services for children and families.

The main aim of the study is to describe the characteristics, circumstances and experiences of children in their early years in Scotland and to improve understanding of how experiences and conditions in early childhood might affect people's chances later in life.

ScotCen Social Research was originally commissioned to undertake the first four years of fieldwork in 2005, and was subsequently commissioned to conduct the next four years of fieldwork for the study, including this sweep, sweep 10.

Sweep 10 involves families from our birth cohort 1, where the child is in their third year of Secondary school in Scotland (aged around 14 years old). We are conducting an interview with the child's main carer (in most cases the mother) as well as interviewing the child, through CASI (Computer Assisted Self-Interview).

Background to editing

The two types of questions that need editing in this survey are:

Open Questions

- Which have no defined codes prior to the interview.
- Interviewers record responses to the question as text.
- All cases that were eligible to answer the question will require editing.

Other – please specify (semi-open questions)

- Codes for obvious answers to the question are specified prior to the interviews
- Interviewers are offered the chance to record text where they feel the response given does not fit into the specified codes, or if they are *unsure* whether it does.
- Only those eligible cases where the interviewer has recorded some text require editing.

Navigating the edit program

In each case, pressing the 'end' key takes you to the next variable requiring editing. You should be automatically taken to the appropriate 'Tryback', which provides instructions on the text requiring coding and the variable name you should code it into.

Standard codes

Tryback 3 'Refer to supervisor/leave for later'

If you are unable to code the response using the instructions you have been given, please refer your serial number and query to your supervisor. Key 'code 3' at Tryback question in order to do this.

Tryback 5 'Back coding attempted, leave as it is'

In the event that you have consulted your supervisor, and the advice is to leave this question as it is, please use code 5.

At the end of each code frame, there are three standard codes to cover instances where recorded responses do not adequately fit elsewhere within the code frame:

Code 94 'Other specific answer not in codeframe'

This is for any answer given by the respondent that answers the original question, but is not covered by any of the codes.

THIS SHOULD BE USED WHEN YOU ARE CODING RESPONSES THAT FIT IN AN "OTHER" CATEGORY (THE ORIGINAL CODE FOR 'OTHER' SHOULD NOT BE USED WHEN YOU ARE EDITING).

Code 95 'Vague or irrelevant answer'

This is for recorded responses that don't really answer the question and cannot be coded into any of the other codes.

Code 96 'Editor can't deal with'

This is for recorded responses that the editor can't deal with.

Remarks

As you go through the coding, you might find remarks on the questions you are coding. Please open and use these remarks to help you code. You will find these remarks in the program itself, and on individual fact sheets. Please do not spend time on general and non-specific comments, only the answers to the questions that the interviewer has recorded in a note rather than correctly coding it in the original codes.

However, only backcode such information when you are certain which code to use. If you are unsure about which code should be used, tab the remark for referral to the researchers.

Soft checks

Soft checks will appear when you are navigating the edit program. Please suppress these as you go through the edit.

CODE FRAME 1

BMG & BPG (In Q.CarerInt block)

Edit question: **XBMG & XBPG**

“Any illnesses or other problems during pregnancy that required medical attention or treatment”

Question Type: Open answer

MULTICODE: MAX. 8 CODES

NEW CODES:

1. Bleeding or threatened miscarriage
2. Persistent vomiting
3. Raised blood pressure, eclampsia/pre-eclampsia or toxæmia
4. Urinary infection
5. Diabetes
6. Too much fluid around the baby
7. Suspected slow growth of baby
8. Anaemia
9. Blood group incompatibilities
10. Other blood disorders including thromboses
11. Backache, sciatica, prolapsed disc
12. Symphysis pubis dysfunction (SPD)
13. Other pelvic joint problems
14. Non-trivial infections
15. Gestational diabetes, raised blood sugar, abnormal glucose tolerance
16. Liver, gall bladder problems, cholestasis
17. Asthma, hay fever, eczema or other allergies
18. Depression or other mental illness
19. Neurological problems: epilepsy, faint(s), blackout(s)
20. Other neurological problems, including migraine attacks
21. Uterine/labour pains, threatened, initial or commenced labour
22. Early rupture of membranes (waters breaking), leak of amniotic fluid
23. Foetal heart slow, faint, inaudible, foetal distress
24. Other foetal problem, suspected or diagnosed in pregnancy
25. Bleeding due to low lying placenta (Placenta previa)
26. Too little fluid around the baby (Oligohydramnios)
27. Pregnancy diagnosed as twins, triplets or more
28. Accident or injury

94. Other specific
95. Vague or irrelevant
96. Editor can't deal with

CODE FRAME 2

DisPrb (In Q.Develop block)

Edit question: XDPrbX

What is the condition?

Question Type: OPEN

MULTICODE: CODE ALL THAT APPLY

NEW CODES:

1. Cancer (neoplasm) including lumps, masses, tumours and growths and benign (non-malignant) lumps and cysts
2. Diabetes
3. Other endocrine/metabolic
4. Mental illness/anxiety/depression/nerves (nes)
5. Mental handicap
6. Epilepsy/fits/convulsions
7. Migraine/headaches
8. Other problems of nervous system
9. Cataract/poor eye sight/blindness
10. Other eye complaints
11. Poor hearing/deafness
12. Tinnitus/noises in the ear
13. Meniere's disease/ear complaints causing balance problems
14. Other ear complaints
15. Stroke/cerebral haemorrhage/cerebral thrombosis
16. Heart attack/angina
17. Hypertension/high blood pressure/blood pressure (nes)
18. Other heart problems
19. Piles/haemorrhoids incl. Varicose Veins in anus.
20. Varicose veins/phlebitis in lower extremities
21. Other blood vessels/embolic
22. Bronchitis/emphysema
23. Asthma
24. Hayfever
25. Other respiratory complaints
26. Stomach ulcer/ulcer (nes)/abdominal hernia/rupture
27. Other digestive complaints (stomach, liver, pancreas, bile ducts, small intestine - duodenum, jejunum and ileum)
28. Complaints of bowel/colon (large intestine, caecum, bowel, colon, rectum)
29. Complaints of teeth/mouth/tongue
30. Kidney complaints
31. Urinary tract infection
32. Other bladder problems/incontinence
33. Reproductive system disorders
34. Arthritis/rheumatism/fibrositis
35. Back problems/slipped disc/spine/neck
36. Other problems of bones/joints/muscles
37. Infectious and parasitic disease
38. Disorders of blood and blood forming organs and immunity disorders
39. Skin complaints
40. Other complaints
41. Unclassifiable (no other codable complaint)
42. Complaint no longer present

- 94. Other specific
- 95. Vague or irrelevant
- 96. Editor can't deal with

See Appendix A.

CODE FRAME 3

OthQu and PothQu (In Q.Emplnc block)

Edit questions: XOthQu and XPotQu

What other exams have you passed or qualifications have you got?

Question Type: Other specify

MULTICODE: MAX. 8 CODES

BACKCODE WHERE APPLICABLE

ORIGINAL CODES:

1. University/CNAA first/undergraduate degree/diploma
2. Postgraduate degree
3. Teacher training qualification
4. Nursing qualification
5. Foundation/advanced modern apprenticeships
6. Other recognised trade apprenticeships
7. OCR/RSA (Vocational) Certificate
8. OCR/RSA (First) Diploma
9. OCR/RSA Advanced Diploma
10. OCR/RSA Higher Diploma
11. Other clerical/commercial qualification
12. City & Guilds – Level 1/Part I
13. City & Guilds – Level 2/Craft/Intermediate/Ordinary/Part II
14. City & Guilds – Level 3/Advanced/Final/Part III
15. City & Guilds – Level 4/Full Technological/Part IV
16. SCOTVEC/BTEC First Certificate
17. SCOTVEC/BTEC First/General Diploma
18. SCOTVEC/BTEC/BEC/TEC (General/Ordinary) National Certificate or Diploma (NC/ONC/OND)
19. SCOTVEC/BTEC/BEC/TEC Higher National Certificate (HNC) or Diploma (HND)
20. SVQ/NVQ Level 1/GSVQ/GNVQ Foundation level
21. SVQ/NVQ Level 2/GSVQ/GNVQ Intermediate level
22. SVQ/NVQ Level 3/GSVQ/GNVQ Advanced level
23. SVQ/NVQ Level 4
24. SVQ/NVQ Level 5
97. Other

CODE FRAME 4
Socio-Economic Coding

MainJb, MainDo, IndSt, JbQual (In Q.Emplnc block)

Questions about the respondent's employment

PrMainJb, PrMainDo, PrIndSt, PrJbQual (In Q.Emplnc block)

Proxy questions about the respondent's partner's employment

BMainJb, BMainDo, BIndSt, BJbQual (In Q.Emplnc block)

Questions about the respondent's employment history for Boost cases

Socio-Economic Coding

SOC, SIC and NS_SEC coding needs to be applied to these questions

CODE FRAME 5

PShp01 (In Q.Schools block)

Edit questions: XPSH01

Does ^childname receive any additional help or support at school?

Question Type: Other specify

BACKCODE WHERE APPLICABLE & NEW CODES

ORIGINAL CODES:

1. He/she attends a special school
2. He/she has individual support in class from a teacher/assistant
3. He/she has individual support in class from a family member
4. He/she has special classes
5. Adaptations have been made to the physical environment for him/her
6. Equipment has been provided for him/her
7. Other (please specify)
8. None of these

NEW CODES:

9. Extra time or other assistance (such as a scribe) with tests or exams
10. Can leave class early/when necessary or has access to a separate room/hub/space if needed

CODE FRAME 6

EmpStatO/ PEmStaO (In Q.EmpInc block/ Q.PartEmp block)

Edit questions: XPEmStat and XEmpSat

Which of the things on this card best describe what you were doing last week, that is, the seven days ending last Sunday?

Question Type: Other specify

MULTICODE: MAX. 8 CODES

BACKCODE WHERE APPLICABLE (only)

*If you get a hard or soft check while backcoding, set value to missing

ORIGINAL CODES:

1. Working 30 or more hours a week
2. Working fewer than 30 hours a week
3. On maternity/parental leave from an employer
4. Looking after home or family
5. Waiting to take up paid work already obtained
6. Out of work and looking for a job
7. Out of work because of long-term sickness or disability
8. On a Government training or employment scheme
9. In full-time education (including on vacation)
10. In part-education (including on vacation)
11. Wholly retired
12. Not in paid work for some other reason (please specify)

CODE FRAME 7

Ove & BOve (In Q.CareInt block)

Edit question: XOve & BOve

What has happened in ^childname's life since last interview. Has ^childname experienced any of the things listed on this card since last_interview?

Question Type: Other specify

MULTICODE: MAX. 8 CODES

BACKCODE WHERE APPLICABLE & NEW CODES

Backcode:

All suicides to be backcoded under relevant death code (i.e. suicide of uncle under 4 death of a grandparent or close relative)

ORIGINAL CODES:

1. Parent got married
2. Death of a parent (or parent figure)
3. Death of a brother or sister
4. Death of a grandparent or other close relative
5. Parent has had a serious illness or accident
6. Brother or sister has had a serious illness or accident
7. Grandparents separated or divorced
8. Other close relatives separated or divorced
9. Stay in foster home/residential care
10. Drug taking/alcoholism in the immediate family
11. Mental disorder in the immediate family
12. Death of a pet
13. Conflict between parents
14. Parent in trouble with the police
15. Parent in prison
16. Parent lost job
17. Family experienced crime
18. Brother/sister in trouble with the police
19. Child in trouble with the police
20. Other disturbing event (please say what)
21. None of these

NEW CODES:

22. Death of friend/ family friend (inc suicides)
23. Grandparent, other close relative or friend has had a serious illness or accident
24. Child's has had a serious illness, including mental illness, or accident

CODE FRAME 8

SubChc (In Q.YPInt block)

Edit question: XSubChc

What subjects are you studying in S4?

Question Type: Other specify

MULTICODE: MAX. 8 CODES

BACKCODE WHERE APPLICABLE & NEW CODES

Backcode:

Business/ Business Management/ Business in Practice to be coded under **4. Business**

Applications of Mathematics to be coded under **15. Mathematics**

ORIGINAL CODES:

1. Administration & IT
2. Art & Design
3. Biology
4. Business
5. Chemistry
6. Computing Science
7. Design & Manufacture
8. Drama
9. English
10. French
11. Geography
12. History
13. Hospitality / Practical Cookery
14. Lifeskills Mathematics
15. Mathematics
16. Modern Studies
17. Music
18. Religious, Moral and Philosophical Studies
19. Spanish
20. Physical Education
21. Physics
22. Practical Woodworking
23. Other (please specify)

NEW CODES:

24. Accounting
25. Automotive Skills
26. Beauty
27. British Sign Language
28. Building Services Engineering
29. Cantonese
30. Care
31. Childcare and Development
32. Classical Studies
33. Construction Crafts
34. Creative Arts
35. Creative Digital Media
36. Creative Industries
37. Dance
38. Design and Technology
39. Early Education and Childcare
40. Economics
41. Energy
42. Engineering Science
43. Engineering Skills
44. English and Communication
45. Environmental Science
46. ESOL
47. Fashion and Textile Technology
48. Financial Services
49. Food and Drink Manufacturing Industry
50. Food, Health and Wellbeing
51. Gaelic (Learners)
52. Gàidhlig
53. German
54. Graphic Communication
55. Hairdressing
56. Health and Food Technology
57. Health and Social Care
58. Health Sector
59. Hospitality
60. Hospitality: Practical Cake Craft
61. Human Biology
62. Information and Communications Technology
63. Italian
64. Laboratory Science
65. Latin
66. Literacy and Numeracy
67. Mandarin
68. Maritime Skills
69. Mathematics of Mechanics
70. Media
71. Modern Languages
72. Modern Languages for Work Purposes
73. Music Technology
74. National 1 and 2
75. People and Society
76. Performance Arts
77. Philosophy
78. Photography
79. Politics
80. Practical Craft Skills
81. Practical Electronics
82. Practical Experiences: Construction and Engineering
83. Practical Metalworking
84. Psychology
85. Retailing
86. Rural Skills
87. Science
88. Science in the Environment
89. Social Subjects
90. Sociology
91. Sport and Recreation
92. Statistics
93. Statistics Award (SCQF level 6)
94. Textiles Industry
95. Travel and Tourism
96. Uniformed and Emergency Services
97. Urdu

APPENDIX A – LONG STANDING ILLNESS CODING GLOSSARY

CAPI variable: DisPrb

01 Cancer (neoplasm) including lumps, masses, tumours and growths and benign (non-malignant) lumps and cysts

Acoustic neuroma
After effect of cancer (nes)
All tumours, growths, masses, lumps and cysts whether malignant or benign eg. tumour on brain, growth in bowel, growth on spinal cord, lump in breast
Cancers sited in any part of the body or system eg. Lung, breast, stomach
Colostomy caused by cancer
Cyst on eye, cyst in kidney.
General arthroma
Hereditary cancer
Hodgkin's disease
Hysterectomy for cancer of womb
Incl. leukaemia (cancer of the blood)
Lymphoma
Mastectomy (nes)
Neurofibromatosis
Part of intestines removed (cancer)
Pituitary gland removed (cancer)
Rodent ulcers
Sarcomas, carcinomas
Skin cancer, bone cancer
Wilms tumour

Endocrine/nutritional/metabolic diseases

02 Diabetes

Incl. Hyperglycaemia

03 Other endocrine/metabolic

Addison's disease
Beckwith - Wiedemann syndrome
Coeliac disease
Cushing's syndrome
Cystic fibrosis
Gilbert's syndrome
Hormone deficiency, deficiency of growth hormone, dwarfism
Hypercalcemia
Hypopotassaemia, lack of potassium
Malacia
Myxoedema (nes)
Obesity/overweight
Phenylketonuria
Rickets
Too much cholesterol in blood
Underactive/overactive thyroid, goitre
Water/fluid retention
Wilson's disease

Thyroid trouble and tiredness - code 03 only
Overactive thyroid and swelling in neck - code 03 only.

Mental, behavioural and personality disorders

04 Mental illness/anxiety/depression/ nerves (nes)

Alcoholism, recovered not cured alcoholic
Anorexia nervosa
Anxiety, panic attacks
Asperger Syndrome
Autism/Autistic
Bipolar Affective Disorder
Catalepsy
Concussion syndrome
Depression
Drug addict
Dyslexia
Hyperactive child.
Nerves (nes)
Nervous breakdown, neurasthenia, nervous trouble
Phobias
Schizophrenia, manic depressive
Senile dementia, forgetfulness, gets confused
Speech impediment, stammer
Stress

Alzheimer's disease, degenerative brain disease = code 08

05 Mental handicap

Incl. Down's syndrome, Mongol
Mentally retarded, subnormal

Nervous system (central and peripheral including brain) - Not mental illness

06 Epilepsy/fits/convulsions

Grand mal
Petit mal
Jacksonian fit
Lennox-Gastaut syndrome
blackouts
febrile convulsions
fit (nes)

07 Migraine/headaches

08 Other problems of nervous system

Abscess on brain
Alzheimer's disease
Bell's palsy
Brain damage resulting from infection (eg. meningitis, encephalitis) or injury
Carpal tunnel syndrome
Cerebral palsy (spastic)
Degenerative brain disease
Fibromyalgia
Friedreich's Ataxia
Guillain-Barre syndrome
Huntington's chorea
Hydrocephalus, microcephaly, fluid on brain
Injury to spine resulting in paralysis
Metachromatic leucodystrophy
Motor neurone disease
Multiple Sclerosis (MS), disseminated sclerosis
Muscular dystrophy
Myalgic encephalomyelitis (ME)
Myasthenia gravis
Myotonic dystrophy

Neuralgia, neuritis
Numbness/loss of feeling in fingers, hand, leg etc
Paraplegia (paralysis of lower limbs)
Parkinson's disease (paralysis agitans)
Partially paralysed (nes)
Physically handicapped - spasticity of all limbs
Pins and needles in arm
Post viral syndrome (ME)
Removal of nerve in arm
Restless legs
Sciatica
Shingles
Spina bifida
Syringomyelia
Trapped nerve
Trigeminal neuralgia

Eye complaints

09 Cataract/poor eye sight/blindness

Incl. operation for cataracts, now need glasses
Bad eyesight, restricted vision, partially sighted
Bad eyesight/nearly blind because of cataracts
Blind in one eye, loss of one eye
Blindness caused by diabetes
Blurred vision
Detached/scarred retina
Hardening of lens
Lens implants in both eyes
Short sighted, long sighted, myopia
Trouble with eyes (nes), eyes not good (nes)
Tunnel vision

10 Other eye complaints

Astigmatism
Buphthalmos
Colour blind
Double vision
Dry eye syndrome, trouble with tear ducts, watery eyes
Eye infection, conjunctivitis
Eyes are light sensitive
Floater in eye
Glaucoma
Haemorrhage behind eye
Injury to eye
Iritis
Keratoconus
Night blindness
Retinitis pigmentosa
Scarred cornea, corneal ulcers
Squint, lazy eye
Stye on eye

Ear complaints

11 Poor hearing/deafness

Conductive/nerve/noise induced deafness
Deaf mute/deaf and dumb
Hard of hearing, slightly deaf
Otosclerosis
Poor hearing after mastoid operation

12 Tinnitus/noises in the ear

Incl. pulsing in the ear

13 Meniere's disease/ear complaints causing balance problems

Labryrinitis,
loss of balance - inner ear
Vertigo

14 Other ear complaints

Incl. otitis media - glue ear
Disorders of Eustachian tube
Perforated ear drum (nes)
Middle/inner ear problems
Mastoiditis
Ear trouble (nes),
Ear problem (wax)
Ear aches and discharges
Ear infection

Complaints of heart, blood vessels and circulatory system

15 Stroke/cerebral haemorrhage/cerebral thrombosis

Incl. stroke victim - partially paralysed and speech difficulty
Hemiplegia, apoplexy, cerebral embolism,
Cerebro - vascular accident

16 Heart attack/angina

Incl. coronary thrombosis, myocardial infarction

17 Hypertension/high blood pressure/blood pressure (nes)

18 Other heart problems

Aortic stenosis, aorta replacement
Cardiac asthma
Cardiac diffusion
Cardiac problems, heart trouble (nes)
Dizziness, giddiness, balance problems (nes)
Hardening of arteries in heart
Heart disease, heart complaint
Heart failure
Heart murmur, palpitations
Hole in the heart
Ischaemic heart disease
Mitral stenosis
Pacemaker
Pains in chest (nes)
Pericarditis
St Vitus dance
Tachycardia, sick sinus syndrome
Tired heart
Valvular heart disease
Weak heart because of rheumatic fever
Wolff - Parkinson - White syndrome

Balance problems due to ear complaint = code 13

19 Piles/haemorrhoids incl. Varicose Veins in anus.

20 Varicose veins/phlebitis in lower extremities

Incl. various ulcers, varicose eczema

21 Other blood vessels/embolic

Arteriosclerosis, hardening of arteries (nes)
Arterial thrombosis

Artificial arteries (nes)
Blocked arteries in leg
Blood clots (nes)
Hypersensitive to the cold
Intermittent claudication
Low blood pressure/hypertension
Poor circulation
Pulmonary embolism
Raynaud's disease
Swollen legs and feet
Telangiectasia (nes)
Thrombosis (nes)
Varicose veins in Oesophagus
Wright's syndrome

NB *Haemorrhage behind eye = code 10*

Complaints of respiratory system

22 Bronchitis/emphysema

Bronchiectasis
Chronic bronchitis

23 Asthma

Bronchial asthma, allergic asthma
Asthma - allergy to house dust/grass/cat fur

NB *Exclude cardiac asthma - code 18*

24 Hayfever

Allergic rhinitis

25 Other respiratory complaints

Abscess on larynx
Adenoid problems, nasal polyps
Allergy to dust/cat fur
Bad chest (nes), weak chest - wheezy
Breathlessness
Bronchial trouble, chest trouble (nes)
Catarrh
Chest infections, get a lot of colds
Churg-Strauss syndrome
Coughing fits
Croup
Damaged lung (nes), lost lower lobe of left lung
Fibrosis of lung
Furred up airways, collapsed lung
Lung complaint (nes), lung problems (nes)
Lung damage by viral pneumonia
Paralysis of vocal cords
Pigeon fancier's lung
Pneumoconiosis, byssinosis, asbestosis and other industrial, respiratory disease
Recurrent pleurisy
Rhinitis (nes)
Sinus trouble, sinusitis
Sore throat, pharyngitis
Throat infection
Throat trouble (nes), throat irritation
Tonsillitis
Ulcer on lung, fluid on lung

TB *(pulmonary tuberculosis) - code 37*

Cystic fibrosis - code 03
Skin allergy - code 39
Food allergy - code 27
Allergy (nes) - code 41
Pilonidal sinus - code 39
Sick sinus syndrome - code 18
Whooping cough - code 37

If complaint is breathlessness with the cause also stated, code the cause:
breathlessness as a result of anaemia (code 38)
breathlessness due to hole in heart (code 18)
breathlessness due to angina (code 16)

Complaints of the digestive system

26 Stomach ulcer/ulcer (nes)/abdominal hernia/rupture

Double/inguinal/diaphragm/hiatus/umbilical hernia
Gastric/duodenal/peptic ulcer
Hernia (nes), rupture (nes)
Ulcer (nes)

27 Other digestive complaints (stomach, liver, pancreas, bile ducts, small intestine - duodenum, jejunum and ileum)

Cirrhosis of the liver, liver problems
Food allergies
Ileostomy
Indigestion, heart burn, dyspepsia
Inflamed duodenum
Liver disease, biliary artesia
Nervous stomach, acid stomach
Pancreas problems
Stomach trouble (nes), abdominal trouble (nes)
Stone in gallbladder, gallbladder problems
Throat trouble - difficulty in swallowing
Weakness in intestines

28 Complaints of bowel/colon (large intestine, caecum, bowel, colon, rectum)

Colitis, colon trouble, ulcerative colitis
Colostomy (nes)
Crohn's disease
Diverticulitis
Enteritis
Faecal incontinence/encopresis.
Frequent diarrhoea, constipation
Grumbling appendix
Hirschsprung's disease
Irritable bowel, inflammation of bowel
Polyp on bowel
Spastic colon

Exclude piles - code 19
Cancer of stomach/bowel - code 01

29 Complaints of teeth/mouth/tongue

Cleft palate, hare lip
Impacted wisdom tooth, gingivitis
No sense of taste
Ulcers on tongue, mouth ulcers

Complaints of genito-urinary system

30 Kidney complaints

Chronic renal failure
Horseshoe kidney, cystic kidney
Kidney trouble, tube damage, stone in the kidney
Nephritis, pyelonephritis
Nephrotic syndrome
Only one kidney, double kidney on right side
Renal TB
Uraemia

31 Urinary tract infection

Cystitis, urine infection

32 Other bladder problems/incontinence

Bed wetting, enuresis
Bladder restriction
Water trouble (nes)
Weak bladder, bladder complaint (nes)

Prostate trouble - code 33

33 Reproductive system disorders

Abscess on breast, mastitis, cracked nipple
Damaged testicles
Endometriosis
Gynaecological problems
Hysterectomy (nes)
Impotence, infertility
Menopause
Pelvic inflammatory disease/PID (female)
Period problems, flooding, pre-menstrual tension/syndrome
Prolapse (nes) if female
Prolapsed womb
Prostrate gland trouble
Turner's syndrome
Vaginitis, vulvitis, dysmenorrhoea

Musculo-skeletal - complaints of bones/joints/muscles

34 Arthritis/rheumatism/fibrositis

Arthritis as result of broken limb
Arthritis/rheumatism in any part of the body
Gout (previously code 03)
Osteoarthritis, rheumatoid arthritis, polymyalgia rheumatica
Polyarteritis Nodosa (previously code 21)
Psoriasis arthritis (also code psoriasis)
Rheumatic symptoms
Still's disease

35 Back problems/slipped disc/spine/neck

Back trouble, lower back problems, back ache
Curvature of spine
Damage, fracture or injury to back/spine/neck
Disc trouble
Lumbago, inflammation of spinal joint
Prolapsed intervertebral discs
Schuermann's disease
Spondylitis, spondylosis
Worn discs in spine - affects legs

*Exclude if damage/injury to spine results in paralysis - code 08
Sciatica or trapped nerve in spine - code 08*

36 Other problems of bones/joints/muscles

Absence or loss of limb eg. lost leg in war, finger amputated, born without arms

Aching arm, stiff arm, sore arm muscle

Bad shoulder, bad leg, collapsed knee cap, knee cap removed

Brittle bones, osteoporosis

Bursitis, housemaid's knee, tennis elbow

Cartilage problems

Chondrodystrophia

Chondromalacia

Cramp in hand

Deformity of limbs eg. club foot, claw-hand, malformed jaw

Delayed healing of bones or badly set fractures

Deviated septum

Dislocations eg. dislocation of hip, clicky hip, dislocated knee/finger

Disseminated lupus

Dupuytren's contraction

Fibromyalgia

Flat feet, bunions,

Fracture, damage or injury to extremities, ribs, collarbone, pelvis, skull, eg. knee injury, broken leg, gun shot wounds in leg/shoulder, can't hold arm out flat - broke it as a child, broken nose

Frozen shoulder

Hip infection, TB hip

Hip replacement (nes)

Legs won't go, difficulty in walking

Marfan Syndrome

Osteomyelitis

Paget's disease

Perthe's disease

Physically handicapped (nes)

Pierre Robin syndrome

Schlatter's disease

Sever's disease

Stiff joints, joint pains, contraction of sinews, muscle wastage

Strained leg muscles, pain in thigh muscles

Systemic sclerosis, myotonia (nes)

Tenosynovitis

Torn muscle in leg, torn ligaments, tendonitis

Walk with limp as a result of polio, polio (nes), after affects of polio (nes)

Weak legs, leg trouble, pain in legs

Muscular dystrophy - code 08

37 Infectious and parasitic disease

AIDS, AIDS carrier, HIV positive (*previously code 03*)

Athlete's foot, fungal infection of nail

Brucellosis

Glandular fever

Malaria

Pulmonary tuberculosis (TB)

Ringworm

Schistosomiasis

Tetanus

Thrush, candida

Toxoplasmosis (nes)

Tuberculosis of abdomen

Typhoid fever

Venereal diseases

Viral hepatitis

Whooping cough

After effect of Poliomyelitis, meningitis, encephalitis - code to site/system
Ear/throat infections etc - code to site

38 Disorders of blood and blood forming organs and immunity disorders

Anaemia, pernicious anaemia
Blood condition (nes), blood deficiency
Haemophilia
Idiopathic Thrombocytopenic Purpura (ITP)
Immunodeficiencies
Polycythaemia (blood thickening), blood too thick
Purpura (nes)
Removal of spleen
Sarcoidosis (*previously code 37*)
Sickle cell anaemia/disease
Thalassaemia
Thrombocythemia

Leukaemia - code 01

39 Skin complaints

abscess in groin
acne
birth mark
burned arm (nes)
carbuncles, boils, warts, verruca
cellulitis (nes)
chilblains
corns, calluses
dermatitis
Eczema
epidermolysis, bulosa
impetigo
ingrown toenails
pilonidal sinusitis
Psoriasis, psoriasis arthritis (also code arthritis)
skin allergies, leaf rash, angio-oedema
skin rashes and irritations
skin ulcer, ulcer on limb (nes)

Rodent ulcer - code 01
Varicose ulcer, varicose eczema - code 20

40 Other complaints

adhesions
dumb, no speech
fainting
hair falling out, alopecia
insomnia
no sense of smell
nose bleeds
sleepwalking
travel sickness

Deaf and dumb - code 11 only

41 Unclassifiable (no other codable complaint)

after effects of meningitis (nes)
allergy (nes), allergic reaction to some drugs (nes)
electrical treatment on cheek (nes)
embarrassing itch (nes)
Forester's disease (nes)
general infirmity

generally run down (nes)
glass in head - too near temple to be removed (nes)
had meningitis - left me susceptible to other things (nes)
internal bleeding (nes)
ipinotalgia
old age/weak with old age
swollen glands (nes)
tiredness (nes)
war wound (nes), road accident injury (nes)
weight loss (nes)

42 Complaint no longer present

*Only use this code if it is actually stated
that the complaint no longer affects the
informant.*

*Exclude if complaint kept under control
by medication – code to site/system*

Growing Up in Scotland

P10666.02 - BC1 Sweep 10

PAPI Edit Spec

(Partner questionnaire)

V1.0

June 2019

Introduction

The Growing Up in Scotland (GUS) partner self-completion questionnaire contains the following questions:

1. **Fully closed questions** – the existing answer codes take care of responses (e.g. answer categories Yes or No), and no “other” option is given. No re-coding or editing is required for these questions.
2. **Other specify questions** – the question combines closed responses with an ‘other’ option where the respondent is asked to write in their response. In this sweep, no further coding of these questions is required.
3. **Open question** – e.g. ‘how tall are you?’ No answer codes are available for respondents to use, so the response is recorded in writing by the respondent. For these questions, guidance has been provided in these instructions.
4. **Multi-code questions with/without exclusive codes** – Please refer to the guidance provided within these instructions.

There are additional checks which relate to inconsistencies in the data. It is important that you only make changes to the data according to the rules written in the editing instructions that are provided in this booklet.

If there is specific routing for a question then this will be given; otherwise you should assume that there is no routing and that all respondents should have answered a particular question.

Coding

Additional coding for routing / sub-route questions

- Where the response to a routing question indicates that sub-route questions should have been answered, any missing / invalid sub-route responses should be coded to 9/99/999
- Where the response to a routing question indicates that sub-route questions should have been skipped, any responses to sub-route questions should be deleted
- If the respondent fails to provide a response to the initial routing question but has answered the sub-route questions, code the initial routing question to indicate the appropriate response (‘Yes’) ... and allow the subsequent responses as is. If the respondent fails to provide a response to both the initial routing question and the subsequent question, code the initial routing question to 9/99/999.

- If the respondent provides an invalid response to the initial routing question, code the initial routing question to 8/98/998... and delete the subsequent responses

For example:

Q28. Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more?

Tick one box

Yes -> Go to 29

No -> Go to 30

Answering both 'No' and 'Yes' would be an invalid combination. The initial question should be coded to 8/98/998 and any answers to subsequent questions should be deleted.

Editing and Coding Instructions

1. Edit rules for Q1

Variable Name: **PjPreICh**

Type: Fully closed question

7 answer categories: Biological/Birth parent, Adoptive parent, Foster carer, Step-parent/ Parent's partner, Grandparent, Other relative, Other non-relative

Question text: What is your relationship to the study child? (Tick one box)

1. Biological/ Birth parent
2. Adoptive parent
3. Foster carer
4. Step-parent/ Parent's partner
5. Grandparent
6. Other relative
7. Other non-relative

Instruction

If multi-coded (two or more categories) code as 8/98/998

2. Edit rules for Q2

Variable Name: **PjPsex**

Type: Other specify question

3 answer categories: Male, Female, In another way (please say how)

Question text: Which of the following describes how you think of yourself? (Tick one box)

1. Male
2. Female
3. In another way (please say how) _____

Instruction

If multi-coded (two or more categories) code as 8/98/998

Create listing of responses for option 3

If they chose 3 and wrote a synonym of male (for example man) code it as 1.

If they chose 3 and wrote a synonym of female (for example woman) code it as 2.

3. Edit rules for Q3

Variable Name: **PjPConf**

Type: Fully closed question

4 answer categories: Very incompetent and lacking in confidence, Moderately incompetent and lacking in confidence, Moderately competent and confident, Very competent and confident

Question text: Please say which of the statements is closest to how you feel. As a parent/carer to the study child I feel... (Tick one box)

1. Very incompetent and lacking in confidence
2. Moderately incompetent and lacking in confidence
3. Moderately competent and confident
4. Very competent and confident

Instruction

If multi-coded (two or more categories) code as 8/98/998

4. Edit rules for Q4

Variable Name: **PjPACIo**

Type: Fully closed question

5 answer categories: Not very close, Fairly close, Very close, Extremely close, Don't know/Don't wish to answer

Question text: And thinking about your relationship with the study child, overall, how close would you say you are to him/her? (Tick one box)

1. Not very close
2. Fairly close
3. Very close
4. Extremely close
5. Don't know/Don't wish to answer

Instruction

If multi-coded (two or more categories) code as 8/98/998

If coded 01–04 and 05, delete the 05

5.Edit rules for Q5-8

Variable Name: **PjPsuvw, PjPsuva, PjPsuvs, PjPsuvm**

Type: Fully closed questions

5 answer categories: 1 All of the time, 2 Most of the time, 3 Some of the time, 4 Hardly ever, 5 Never

Question text: The following few questions are about the time you spend with the study child, including times when others are present.

PjPsuvw	How often do you know who the study child is with when he/she is not at home? (Tick <u>one</u> box)
PjPsuva	How often do you know where he/she is after school? (Tick <u>one</u> box)
PjPsuvs	How often do you know what the study child does with his/her free time? (Tick <u>one</u> box)
PjPsuvm	And how often do you know what the study child spends his/her money on? (Tick <u>one</u> box)

Instruction

If multi-coded (two or more categories) code as most frequent

6. Edit rules for Q9-14

Variable Name: **PjPAI1, PjPAI2, PjPAI3, PjPAI4, PjPAI5, PjPAI6**

Type: Fully closed questions

4 answer categories: 1 Never true, 2 Sometimes true, 3 Often true, 4 Always true

Question text: For each of the following statements, please say how true this is of you and the study child.

PjPAI1	I listen to what he/she has to say. (Tick <u>one</u> box)
PjPAI2	I can tell when he/she is upset about something. (Tick <u>one</u> box)
PjPAI3	The study child talks to me when he/she is having a problem. (Tick <u>one</u> box)
PjPAI4	If I know something is bothering the study child, I ask him/her about it. (Tick <u>one</u> box)
PjPAI5	I pay attention to him/her, even when I am busy. (Tick <u>one</u> box)
PjPAI6	The study child shares his/her thoughts and feelings with me. (Tick <u>one</u> box)

Instruction

If multi-coded (two or more categories) code as 8/98/998

7. Edit rules for Q15-18

Variable Name: **PjPDis1, PjPDis2, PjPDis3, PjPDis4, PjPDis5**

Type: Fully closed questions

4 answer categories: 1. Not at all, 2. A little, 3. Sometimes, 4. Fairly often, 5. Almost all or all of the time

Question text: For each of the following statements, please say how true this is of you and the study child.

PjPDis1	The study child and I get on each other's nerves.
PjPDis2	The study child and I shout at each other.
PjPDis3	When the study child and I argue we stay angry for a very long time.
PjPDis5	When the study child and I disagree, he/she storms out of the room.

Instruction

If multi-coded (two or more categories) code as 8/98/998

8. Edit rules for Q19-26

Variable Name: **PjPInd01, PjPInd04, PjPInd05, PjPInd06, PjPInd09, PjPInd12, PjPInd13, PjPInd14**

Type: Fully closed question

5 answer categories: Not at all true, Somewhat untrue, Somewhat true, Very true,

Question text: Please indicate the extent to which the following statements are true or untrue.

PjPInd01	I encourage the study child to make his/her own decisions. (Tick one box)
PjPInd04	I'm always telling the study child how to behave.
PjPInd05	I often worry that the study child will be hurt or become ill.
PjPInd06	I help the study child to become an independent person. Tick one box.
PjPInd09	I encourage the study child to express his/her opinion.
PjPInd12	I encourage the study child to do things by himself/herself.
PjPInd13	I'm overprotective of the study child.
PjPInd14	I'm always telling the study child what to do and how to behave.

Instruction

If multi-coded (two or more categories) code as 8/98/998

9. Edit rules for Q27

Variable Name: **PjHpgn01**

Type: Fully closed question

6 answer categories: Excellent, Very good, Good, Fair, Poor, Can't say

Question text: In general, would you say your health is excellent, very good, fair, or poor? (Tick one box)

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Excellent2. Very good3. Good4. Fair5. Poor6. Can't say |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|

Instruction

If multi-coded (two or more categories) code as 8/98/998

If coded 01–05 and 06, delete the 06

10. Edit rules for Q28

Variable Name: **PjHIsi03**

Type: Fully closed question (Yes/No)

Question text: Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more? (Tick one box)

- | |
|----------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Yes2. No |
|----------------------------------------------------------------------|

Instruction

If multi-coded (two or more categories) code as 8/98/998

11. Edit rules for Q29

Variable Name: **PjHIsi04**

Type: Fully closed question

3 answer categories: Yes, a lot, Yes, a little, No

Question text: Does this condition or illness reduce your ability to carry out day-to-day activities? (Tick one box)

- | |
|------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Yes, a lot2. Yes, a little3. No |
|------------------------------------------------------------------------------------------------------|

Routing: Respondents who answered 01 at Q28

If answered 02 at Q28 and answered Q29, delete response

Instruction

If multi-coded (two or more categories) code as 8/98/998

12. Edit rules for Q30

Variable Name: **PjMeHee**

Type: Fully closed question (Yes/No)

Question text: Have you ever experienced any emotional or mental health difficulties to the extent that you have received a diagnosis or sought help for it (e.g. from a doctor, nurse or counsellor)?

- | |
|----------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Yes2. No |
|----------------------------------------------------------------------|

Instruction

If multi-coded (two or more categories) code as 8/98/998

13. Edit rules for Q31

Variable Name: **PjMeHem**

Type: Fully closed question (Yes/No)

Question text: Do you currently take any medication for an emotional or mental health condition?

- | |
|----------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Yes2. No |
|----------------------------------------------------------------------|

Instruction

If multi-coded (two or more categories) code as 8/98/998

14. Edit rules for Q32

Variable Name: **PjCidDp**

Type: Fully closed question (Yes/No)

Question text: Have you ever in your life had a period lasting several days or longer when most of the day you felt depressed, or when you lost interest in most things you usually enjoy like school and hobbies?

- | |
|----------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Yes2. No |
|----------------------------------------------------------------------|

Instruction

If multi-coded (two or more categories) code as 8/98/998

15. Edit rules for Q33

Variable Name: **PjCidWp**

Type: Fully closed question (Yes/No)

Question text: Did this worst period start within two months of the death of someone close to you or after a stressful or traumatic event in your life?

- | |
|----------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Yes2. No |
|----------------------------------------------------------------------|

Routing: Respondents who answered 01 at Q32

If answered 02 at Q32 and answered Q33, delete response

Instruction

If multi-coded (two or more categories) code as 8/98/998

16. Edit rules for Q34

Variable Name: **PjCidFI**

Type: Fully closed question

4 answer categories: 1 All day long, 2 Most of the day, 3 About half of the day, 4 Less than half of the day

Question text: How much of the day did these feelings usually last?

1. All day long
2. Most of the day
3. About half of the day
4. Less than half of the day

Routing: Respondents who answered 01 at Q32

If answered 02 at Q32 and answered Q34, delete response

Instruction

If multi-coded (two or more categories) code as 8/98/998

17. Edit rules for Q35

Variable Name: **PjCidDa**

Type: Fully closed question

3 answer categories: 1 Every day, 2 Almost every day, 3 Less often

Question text: Did you feel this way...?

1. Every day
2. Almost every day
3. Less often

Routing: Respondents who answered 01 at Q32

If answered 02 at Q32 and answered Q35, delete response

Instruction

If multi-coded (two or more categories) code as 8/98/998

18. Edit rules for Q36

Variable Name: **PjCidLe**

Type: Fully closed question (Yes/No)

Question text: Did you feel more tired out or low on energy than is usual for you?

- | |
|----------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Yes2. No |
|----------------------------------------------------------------------|

Routing: Respondents who answered 01 at Q32

If answered 02 at Q32 and answered Q36, delete response

Instruction

If multi-coded (two or more categories) code as 8/98/998

19. Edit rules for Q37

Variable Name: **PjCidWe**

Type: Fully closed question

4 answer categories: 1 Gained weight, 2 Lost weight, 3 Both gained and lost some weight, 4 Stayed about the same or was on a diet

Question text: Did you gain or lose weight without trying, or did you stay about the same weight?

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Gained weight2. Lost weight3. Both gained and lost some weight4. Stayed about the same or was on a diet |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Routing: Respondents who answered 01 at Q32
If answered 02 at Q32 and answered Q37, delete response

Instruction

If multi-coded (two or more categories) code as 8/98/998

20. Edit rules for Q38

Variable Name: **PjCidSc**
Type: Fully closed question (Yes/No)
Question text: Did your sleep change?

- | |
|-----------------|
| 1. Yes
2. No |
|-----------------|

Routing: Respondents who answered 01 at Q32
If answered 02 at Q32 and answered Q38, delete response

Instruction

If multi-coded (two or more categories) code as 8/98/998

21. Edit rules for Q39

Variable Name: **PjCidSp**
Type: Fully closed question
3 answer categories: 1 Trouble falling asleep, 2 Waking too early, 3 Sleeping too much

Question text: When your sleep changed, was that trouble falling asleep, waking too much or too early, or sleeping too much?

1. Trouble falling asleep
2. Waking too early
3. Sleeping too much

Routing: Respondents who answered 01 at Q38

If answered 02 at Q32 or answered 02 at Q38 and answered Q39, delete response

Instruction

If multi-coded (two or more categories) code as 8/98/998

22. Edit rules for Q40-42

Variable Name: **PjCidCo, PjCidFd, PjCidDt**

Type: Fully closed question (Yes/No)

Question text: See text box below.

PjCidCo	Did you have a lot more trouble concentrating than usual?
PjCidFd	People sometimes feel down on themselves, no good, worthless. Did you feel this way?
PjCidDt	Did you think a lot about death – either your own, someone else's or death in general?

Routing: Respondents who answered 01 at Q32

If answered 02 at Q32 or answered 02 at Q32 and answered Q40-42, delete response

Instruction

If multi-coded (two or more categories) code as 8/98/998

23. Edit rules for Q43-46

Variable Name: **PjAceDiv, PjAceAlc, PjAceMen, PjAcePri**

Type: Fully closed question (Yes/No)

Question text: See text box below.

PjAceDiv	Thinking about when you were growing up, that is, the time until you turned 18, were your parents ever separated or divorced?
PjAceAlc	Did you live with anyone who was a problem drinker or alcoholic, or anyone who used drugs (such as illegal street drugs or misused prescription drugs)?
PjAceMen	Did you live with anyone who was depressed or mentally ill or suicidal?
PjAcePri	Did you live with anyone who served time or was sentenced to serve time in a prison or a young offenders' institution?

Instruction

If multi-coded (two or more categories) code as 8/98/998

24. Edit rules for Q47-48

Variable Name: **PjAceSwe, PjAcePus**

Type: Fully closed question

4 answer categories: 1 Never, 2 Once or twice, 3 Sometimes, 4 Often

Question text: See text box below.

PjAceSwe	How often did a parent or adult in your home ever swear at you, insult you, or put you down?
PjAcePus	How often did a parent or adult in your home beat, kick or physically hurt you in any way?

Instruction

If multi-coded (two or more categories) code as 8/98/998

25. Edit rules for Q49-50

Variable Name: **PjAceLov, PjAcePhy**

Type: Fully closed question

4 answer categories: 1 None of the time, 2 Rarely, 3 Some of the time, 4 Often

Question text: See text box below.

PjAceLov	How often did you feel that no one in your family loved you or thought you were important or special?
PjAcePhy	How often did you not have enough to eat, or had to wear dirty clothes, or felt that your parents were unable to care for you?

Instruction

If multi-coded (two or more categories) code as 8/98/998

26. Edit rules for Q51

Variable Name: **PjAceVio**

Type: Fully closed question

4 answer categories: 1 Never, 2 Once or twice, 3 Sometimes, 4 Often

Question text: How often did one of your parents or another adult in your home beat, kick or otherwise physically hurt or threaten your other parent or carer?

- | |
|-------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Never2. Once or twice3. Sometimes4. Often |
|-------------------------------------------------------------------------------------------------------------------------|

Instruction

If multi-coded (two or more categories) code as 8/98/998

27. Edit rules for Q52

Variable Name: **PjAceAb**

Type: Fully closed question (Yes/No)

Question text: And finally, did anyone at least 5 years older than you (including adults and young people) ever touch you sexually, or try to make you touch them sexually? Or force you to have any type of sexual intercourse (oral, anal or vaginal)?

- | |
|----------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Yes2. No |
|----------------------------------------------------------------------|

Instruction

If multi-coded (two or more categories) code as 8/98/998

28. Edit rules for Q53

Variable Name: **PjAceAb**

Type: Open question

Question text: For how many hours a week, Monday to Sunday, are you usually physically active?
We are interested in any activity that increases your heart rate and makes you get out of breath some of the time. Some examples are running, walking quickly, cycling and swimming.
Please do not include any time spent at work, but please do include time at the weekend.
Please write in number of hours in the box below. Round to the nearest full hour.

Instruction

If respondent used decimals, please round to the nearest full hour.
Code any invalid answers to 9/99/999

29. Edit rules for Q54-56

Variable Name: **PjTVScd, PjGamSc, PjITiN**

Type: Fully closed question

8 answer categories: 1 'None', 2 'Less than half an hour', 3 'Half an hour to less than 1 hour', 4 '1 hour to less than 2 hours', 5 '2 hours to less than 3 hours', 6 '3 hours to less than 5 hours', 7 '5 hours to less than 7 hours', 8 '7 hours or more'

Question text: See text box below.

PjTVScd	On an average weekday, how many hours do you usually spend watching television, films or videos? This includes using streaming services such as Netflix as well as watching videos on YouTube or other online platforms. This could be on a TV, computer, tablet or a phone. Please do not include any time you may spend doing this at work.
PjGamSc	On an average weekday, how many hours do you usually spend playing electronic or online games? This could be on a phone, on a computer or on a games system, such as an X-Box, PlayStation, Nintendo Switch or DS.
PjITiN	And on an average weekday, how many hours do you usually spend on social media or messaging people you know? For example texting or using Facebook, Twitter, Instagram or Snapchat. Please also include any time chatting with or messaging people you play online games with.

Instruction

If multi-coded (two or more categories) code as 8/98/998

30. Edit rules for Q57

Variable Name: **PjSRpda**

Type: Multi-code question with an exclusive code

12 answer categories: Volunteered in the classroom, school office or library, Attended a parent's evening, Attended a school event in which child participated, Attended a school event in which child did not participate, Attended a Parent Council, PTA, School Board or other such meeting, Visited child's classroom, Volunteered and attended a trip or a school event, Have volunteered for school activities but haven't been asked, Attended open meeting, Helped with fundraising, Something else, None of these/Study child not in secondary school

Question text: Finally, thinking about your involvement in the study child's education, have you participated in any of these activities at his/her school in the last year?
(Tick all the boxes that apply)

1. Volunteered in the classroom, school office or library
2. Attended a parent's evening
3. Attended a school event in which child participated
4. Attended a school event in which child did not participate
5. Attended a Parent Council, PTA, School Board or other such meeting
6. Visited child's classroom
7. Volunteered and attended a trip or a school event
8. Have volunteered for school activities but haven't been asked
9. Attended open meeting
10. Helped with fundraising
11. Something else
12. None of these/Study child not in secondary school

Instruction

12 is an exclusive code. If coded 01-11 and 12, delete code 12.