

Growing Up In Scotland Sweep 11

Data Documentation

Sweep 11 Variable list	P2
Show cards	P54
Main carer pre-notification letter	P160
Main carer invitation letter	P161
YP invitation letter	P163
Survey leaflet	P165
Project instructions	P170
Edit Spec	P230

Growing Up in Scotland – Sweep 11 Variable List

Variable name	Variable label
IDNumber	IDNumber
SampleType	Sample Type
MkOutcome	Mk: FINAL OUTCOME FOR HOUSEHOLD INTERVIEW, = Computed OR UnOut (Admin.Outcome)
Dkypwebo	Dk: YP CAWI outcome
Dkmcwebo	Dk: MC CAWI outcome
Dkypf2fo	Dk: Young person CAPI outcome
Dkypsco	Dk: Young person self-complete outcome
Dkmcinto	Dk: Main carer outcome
DkAnyPrd	Dk: Productive cases flag (CAPI, CASI or CAWI)
MkIntDate_2	Mk: Interview date
MkMothID	Mk: Biological Mother s ID
MkFathID	Mk: Biological Father s ID
MkRespID	Mk: Main Carer ID
MkRsex	Mk: Main Carer Sex (M/F/O)
MkPartID	Mk: Main Carer Partner s ID
MkRPsex	Mk: Main Carer Partner s Sex (M/F/O)
MkHGnp01	Mk: Number of Biological (i.e. natural) parents in household
MkHGnp02	Mk: Whether Samp child s Biological (i.e. natural) mother in HH: 0=No, 1=Yes
MkHGnp03	Mk: Whether Samp child s Biological (i.e. natural) father in HH: 0=No, 1=Yes
DkHGrsp05	Dk: Whether cohort members main carer is lone parent or living as couple
MkWhoSpk	Mk: Interviewer confirmation on who they are speaking with
MkHGSi01	Mk: Can you please tell me, does PersName1 still live here?
MkHGSi02	Mk: Can you please tell me, does PersName2 still live here?
MkHGSi03	Mk: Can you please tell me, does PersName still live here?
MkHGSi04	Mk: Can you please tell me, does PersName still live here?

MkHGSi05	Mk: Can you please tell me, does PersName still live here?
MkHGSi06	Mk: Can you please tell me, does PersName still live here?
MkHGSi07	Mk: Can you please tell me, does PersName still live here?
MkHGSi08	Mk: Can you please tell me, does PersName still live here?
MkHGSi09	Mk: Can you please tell me, does PersName still live here?
MkHGSi10	Mk: Can you please tell me, does PersName still live here?
MkHGSi11	Mk: Can you please tell me, does PersName still live here?
MkHGSi12	Mk: Can you please tell me, does PersName still live here?
MkHGSi13	Mk: Can you please tell me, does PersName still live here?
MkHGSi14	Mk: Can you please tell me, does PersName still live here?
MkHGSi15	Mk: Can you please tell me, does PersName still live here?
MkPersNo1	Mk: ID person 1 - cohort member
MkHGsx1	Mk: Sex person 1 - cohort member
MkHGmr1	Mk: Legal marital status person 1
MkHGlv1	Mk: Whether living together as a couple
DkHGmr1	Dk: De facto marital status
MkPersNo2	Mk: ID person 2
MkHGsx2	Mk: Sex person 2
MkHGmr2	Mk: Legal marital status person 2
MkHGlv2	Mk: Whether living together as a couple - person 2
DkHGmr2	Dk: De facto marital status
MkPersNo3	Mk: ID person 3
MkHGsx3	Mk: Sex person 3
MkHGmr3	Mk: Legal marital status person 3
MkHGlv3	Mk: Whether living together as a couple - person 3
DkHGmr3	Dk: De facto marital status
MkPersNo4	Mk: ID person 4
MkHGsx4	Mk: Sex person 4
MkHGmr4	Mk: Legal marital status person 4
MkHGlv4	Mk: Whether living together as a couple - person 4

DkHGmr4	Dk: De facto marital status
MkPersNo5	Mk: ID person 5
MkHGsx5	Mk: Sex person 5
MkHGmr5	Mk: Legal marital status person 5
MkHGlv5	Mk: Whether living together as a couple - person 5
DkHGmr5	Dk: De facto marital status
MkPersNo6	Mk: ID person 6
MkHGsx6	Mk: Sex person 6
MkHGmr6	Mk: Legal marital status person 6
MkHGlv6	Mk: Whether living together as a couple - person 6
DkHGmr6	Dk: De facto marital status
MkPersNo7	Mk: ID person 7
MkHGsx7	Mk: Sex person 7
MkHGmr7	Mk: Legal marital status person 7
MkHGlv7	Mk: Whether living together as a couple - person 7
DkHGmr7	Dk: De facto marital status
MkPersNo8	Mk: ID person 8
MkHGsx8	Mk: Sex person 8
MkHGmr8	Mk: Legal marital status person 8
MkHGlv8	Mk: Whether living together as a couple - person 8
DkHGmr8	Dk: De facto marital status
MkPersNo9	Mk: ID person 9
MkHGsx9	Mk: Sex person 9
MkHGmr9	Mk: Legal marital status person 9
MkHGlv9	Mk: Whether living together as a couple - person 9
DkHGmr9	Dk: De facto marital status
MkPersNo10	Mk: ID person 10
MkHGsx10	Mk: Sex person 10
MkHGmr10	Mk: Legal marital status person 10
MkHGlv10	Mk: Whether living together as a couple - person 10

DkHGmr10	Dk: De facto marital status
MkPersNo11	Mk: ID person 11
MkHGsx11	Mk: Sex person 11
MkHGmr11	Mk: Legal marital status person 11
MkHGlv11	Mk: Whether living together as a couple - person 11
DkHGmr11	Dk: De facto marital status
MkPersNo12	Mk: ID person 12
MkHGsx12	Mk: Sex person 12
MkHGmr12	Mk: Legal marital status person 12
MkHGlv12	Mk: Whether living together as a couple - person 12
DkHGmr12	Dk: De facto marital status
MkPersNo13	Mk: ID person 13
MkHGsx13	Mk: Sex person 13
MkHGmr13	Mk: Legal marital status person 13
MkHGlv13	Mk: Whether living together as a couple - person 13
DkHGmr13	Dk: De facto marital status
MkPersNo14	Mk: ID person 14
MkHGsx14	Mk: Sex person 14
MkHGmr14	Mk: Legal marital status person 14
MkHGlv14	Mk: Whether living together as a couple - person 14
DkHGmr14	Dk: De facto marital status
MkPersNo15	Mk: ID person 15
MkHGsx15	Mk: Sex person 15
MkHGmr15	Mk: Legal marital status person 15
MkHGlv15	Mk: Whether living together as a couple - person 15
DkHGmr15	Dk: De facto marital status
MkHGr21	Mk: Relationship of person 2 to study child
MkHGr31	Mk: Relationship of person 3 to study child
MkHGr32	Mk: Relationship of person 3 to person 2
MkHGr41	Mk: Relationship of person 4 to study child

MkHGr42	Mk: Relationship of person 4 to person 2
MkHGr43	Mk: Relationship of person 4 to person 3
MkHGr51	Mk: Relationship of person 5 to study child
MkHGr52	Mk: Relationship of person 5 to person 2
MkHGr53	Mk: Relationship of person 5 to person 3
MkHGr54	Mk: Relationship of person 5 to person 4
MkHGr61	Mk: Relationship of person 6 to study child
MkHGr62	Mk: Relationship of person 6 to person 2
MkHGr63	Mk: Relationship of person 6 to person 3
MkHGr64	Mk: Relationship of person 6 to person 4
MkHGr65	Mk: Relationship of person 6 to person 5
MkHGr71	Mk: Relationship of person 7 to study child
MkHGr72	Mk: Relationship of person 7 to person 2
MkHGr73	Mk: Relationship of person 7 to person 3
MkHGr74	Mk: Relationship of person 7 to person 4
MkHGr75	Mk: Relationship of person 7 to person 5
MkHGr76	Mk: Relationship of person 7 to person 6
MkHGr81	Mk: Relationship of person 8 to study child
MkHGr82	Mk: Relationship of person 8 to person 3
MkHGr83	Mk: Relationship of person 8 to person 4
MkHGr84	Mk: Relationship of person 8 to person 5
MkHGr85	Mk: Relationship of person 8 to person 6
MkHGr86	Mk: Relationship of person 8 to person 7
MkHGr91	Mk: Relationship of person 9 to study child
MkHGr92	Mk: Relationship of person 9 to person 2
MkHGr93	Mk: Relationship of person 9 to person 3
MkHGr94	Mk: Relationship of person 9 to person 4
MkHGr95	Mk: Relationship of person 9 to person 5
MkHGr96	Mk: Relationship of person 9 to person 6
MkHGr97	Mk: Relationship of person 9 to person 7

MkHGr98	Mk: Relationship of person 9 to person 8
MkHGr101	Mk: Relationship of person 10 to study child
MkHGr102	Mk: Relationship of person 10 to person 2
MkHGr103	Mk: Relationship of person 10 to person 3
MkHGr104	Mk: Relationship of person 10 to person 4
MkHGr105	Mk: Relationship of person 10 to person 5
MkHGr106	Mk: Relationship of person 10 to person 6
MkHGr107	Mk: Relationship of person 10 to person 7
MkHGr108	Mk: Relationship of person 10 to person 8
MkHGr109	Mk: Relationship of person 10 to person 9
MkHGr111	Mk: Relationship of person 11 to study child
MkHGr112	Mk: Relationship of person 11 to person 2
MkHGr113	Mk: Relationship of person 11 to person 3
MkHGr114	Mk: Relationship of person 11 to person 4
MkHGr115	Mk: Relationship of person 11 to person 5
MkHGr116	Mk: Relationship of person 11 to person 6
MkHGr117	Mk: Relationship of person 11 to person 7
MkHGr118	Mk: Relationship of person 11 to person 8
MkHGr119	Mk: Relationship of person 11 to person 9
MkHGr1110	Mk: Relationship of person 11 to person 10
MkHGr121	Mk: Relationship of person 12 to study child
MkHGr122	Mk: Relationship of person 12 to person 2
MkHGr123	Mk: Relationship of person 12 to person 3
MkHGr124	Mk: Relationship of person 12 to person 4
MkHGr125	Mk: Relationship of person 12 to person 5
MkHGr126	Mk: Relationship of person 12 to person 6
MkHGr127	Mk: Relationship of person 12 to person 7
MkHGr128	Mk: Relationship of person 12 to person 8
MkHGr129	Mk: Relationship of person 12 to person 9
MkHGr1210	Mk: Relationship of person 12 to person 10

MkHGr1211	Mk: Relationship of person 12 to person 11
MkHGr131	Mk: Relationship of person 13 to study child
MkHGr132	Mk: Relationship of person 13 to person 2
MkHGr133	Mk: Relationship of person 13 to person 3
MkHGr134	Mk: Relationship of person 13 to person 4
MkHGr135	Mk: Relationship of person 13 to person 5
MkHGr136	Mk: Relationship of person 13 to person 6
MkHGr137	Mk: Relationship of person 13 to person 7
MkHGr138	Mk: Relationship of person 13 to person 8
MkHGr139	Mk: Relationship of person 13 to person 9
MkHGr1310	Mk: Relationship of person 13 to person 10
MkHGr1311	Mk: Relationship of person 13 to person 11
MkHGr1312	Mk: Relationship of person 13 to person 12
MkHGr141	Mk: Relationship of person 14 to study child
MkHGr142	Mk: Relationship of person 14 to person 2
MkHGr143	Mk: Relationship of person 14 to person 3
MkHGr144	Mk: Relationship of person 14 to person 4
MkHGr145	Mk: Relationship of person 14 to person 5
MkHGr146	Mk: Relationship of person 14 to person 6
MkHGr147	Mk: Relationship of person 14 to person 7
MkHGr148	Mk: Relationship of person 14 to person 8
MkHGr149	Mk: Relationship of person 14 to person 9
MkHGr1410	Mk: Relationship of person 14 to person 10
MkHGr1411	Mk: Relationship of person 14 to person 11
MkHGr1412	Mk: Relationship of person 14 to person 12
MkHGr1413	Mk: Relationship of person 14 to person 13
MkHGr151	Mk: Relationship of person 15 to study child
MkHGr152	Mk: Relationship of person 15 to person 2
MkHGr153	Mk: Relationship of person 15 to person 3
MkHGr154	Mk: Relationship of person 15 to person 4

MkHGr155	Mk: Relationship of person 15 to person 5
MkHGr156	Mk: Relationship of person 15 to person 6
MkHGr157	Mk: Relationship of person 15 to person 7
MkHGr158	Mk: Relationship of person 15 to person 8
MkHGr159	Mk: Relationship of person 15 to person 9
MkHGr1510	Mk: Relationship of person 15 to person 10
MkHGr1511	Mk: Relationship of person 15 to person 11
MkHGr1512	Mk: Relationship of person 15 to person 12
MkHGr1513	Mk: Relationship of person 15 to person 13
MkHGr1514	Mk: Relationship of person 15 to person 14
DkHGagc	Dk: Study child's age at interview (months)
DkHGag1	Dk: Age of person 1 - study child (years)
DkHGag2	Dk: Age of person 2 at interview (banded)
DkHGag3	Dk: Age of person 3 at interview (banded)
DkHGag4	Dk: Age of person 4 at interview (banded)
DkHGag5	Dk: Age of person 5 at interview (banded)
DkHGag6	Dk: Age of person 6 at interview (banded)
DkHGag7	Dk: Age of person 7 at interview (banded)
DkHGag8	Dk: Age of person 8 at interview (banded)
DkHGag9	Dk: Age of person 9 at interview (banded)
DkHGag10	Dk: Age of person 10 at interview (banded)
DkHGag11	Dk: Age of person 11 at interview (banded)
DkHGag12	Dk: Age of person 12 at interview (banded)
DkHGag13	Dk: Age of person 13 at interview (banded)
DkHGag14	Dk: Age of person 14 at interview (banded)
DkHGag15	Dk: Age of person 15 at interview (banded)
Dkhmag5	Dk: Age of natural mother at birth of cohort child (banded)
DkHSize2b	Dk: Number of people in household (banded)
MkHGrCom	Mk: Person completing questions about people living in the household
MkCMIPa	Mk: Which of the following statements best describes your/the young person's current living situation?

MkCMSAdd	Mk: Can I just check, were _you_and_cfname living at this address when we last spoke to your family in the last interview?
MkCMZHou_1	Mk: Main reasons your family moved: To be nearer work
MkCMZHou_2	Mk: Main reasons your family moved: Separation/relationship breakdown
MkCMZHou_3	Mk: Main reasons your family moved: Parent/carer moved in with new partner
MkCMZHou_4	Mk: Main reasons your family moved: Wanted to buy (used to rent)
MkCMZHou_5	Mk: Main reasons your family moved: Wanted a larger or smaller home
MkCMZHou_6	Mk: Main reasons your family moved: To be nearer relative(s)
MkCMZHou_7	Mk: Main reasons your family moved: Could no longer afford it / home was repossessed/eviction
MkCMZHou_8	Mk: Main reasons your family moved: To move to better area / To move away from crime
MkCMZHou_9	Mk: Main reasons your family moved: Problem with neighbours
MkCMZHou_10	Mk: Main reasons your family moved: School catchment area / other education purposes
MkCMZHou_11	Mk: Main reasons your family moved: Just wanted a change
MkCMZHou_12	Mk: Main reasons your family moved: Other reason (please specify)
DkZTen01	Dk: Derived tenure at Sweep 11 - full
DkZTen02	Dk: Derived tenure at Sweep 11 - banded
MkGardenC	Mk: Do you have access to a garden?
MkNumBed	Mk: How many separate bedrooms do you have here?
MkHomles	Mk: In the last two years, have you ever considered yourself to be homeless? That is, you did not have a permanent place to live?
CkZliDa	Ck: Thinking about the household you are in just now, do you live there all the time, or do you regularly stay overnight somewhere else?
CkZLiWhi_1	Ck: Where else stay? With other parent/carer
CkZLiWhi_2	Ck: Where else stay? With other relatives (e.g. grandparents, aunts/uncles)
CkZLiWhi_3	Ck: Where else stay? At boyfriend/girlfriend/partner s home
CkZLiWhi_4	Ck: Where else stay? At a friend's home
CkZLiWhi_5	Ck: Where else stay? At boarding school or college/university accommodation
CkZLiWhi_6	Ck: Where else stay? At a house, flat or room which I own or rent
CkZLiWhi_7	Ck: Where else stay? Other (please specify)
CkZliDn	Ck: Again, thinking about where you are just now, how often do you usually stay overnight in this household?
CkPrmy_1	Ck: Reasons moved out: To start a job or training
CkPrmy_2	Ck: Reasons moved out: To go to college or university

CkPrmy_3	Ck: Reasons moved out: To get married to/live with boyfriend/girlfriend
CkPrmy_4	Ck: Reasons moved out: To share with friends
CkPrmy_5	Ck: Reasons moved out: Parents home was overcrowded
CkPrmy_6	Ck: Reasons moved out: I wanted to live on my own
CkPrmy_7	Ck: Reasons moved out: I had a child/became pregnant
CkPrmy_8	Ck: Reasons moved out: I was forced to leave
CkPrmy_9	Ck: Reasons moved out: I fell out with my parents/other household members
CkPrmy_10	Ck: Reasons moved out: Some other reason (please specify)
CkOve04	Ck: Since last sweep - Death of a parent (or parent figure)
CkOve05	Ck: Since last sweep - Death of a brother or sister
CkOve06	Ck: Since last sweep - Death of a grandparent or other close relative
CkOve10	Ck: Since last sweep - Parent has had a serious illness or accident
CkOve11	Ck: Since last sweep - Brother or sister has had a serious illness or accident
CkOve16	Ck: Since last sweep - Severe mental health issues in the immediate family
CkOve26	Ck: Since last sweep - Severe physical health issues in the immediate family
CkOve15	Ck: Since last sweep - Drug taking/alcoholism in the immediate family
CkOve95_1	Ck: Since last sweep - None of these
CkOve03	Ck: Since last sweep - Parent got married
CkOve18	Ck: Since last sweep - Conflict between parents
CkOve02	Ck: Since last sweep - Parents separated or divorced
CkOve12	Ck: Since last sweep - Grandparents separated or divorced
CkOve13	Ck: Since last sweep - Other close relatives separated or divorced
CkOve21	Ck: Since last sweep - Parent lost job
CkOve17	Ck: Since last sweep - Death of a pet
CkOve19	Ck: Since last sweep - Parent in trouble with the police
CkOve20	Ck: Since last sweep - Parent in prison
CkOve24	Ck: Since last sweep - Brother/sister in trouble with the police
CkOve22	Ck: Since last sweep - Family experienced crime
CkOve14	Ck: Since last sweep - Stay in foster home/residential care
CkOve23	Ck: Since last sweep - Other disturbing event (please say what)

CkOve95_2	Ck: Since last sweep - None of these
DkCorExp1	Dk: Death of parent related to Coronavirus outbreak
DkCorExp2	Dk: Death of sibling related to Coronavirus outbreak
DkCorExp3	Dk: Death of grandparent related to Coronavirus outbreak
DkCorExp4	Dk: Parent serious illness/accident related to Coronavirus outbreak
DkCorExp5	Dk: Sibling serious illness/accident related to Coronavirus outbreak
DkCorExp6	Dk: Severe health issues in immediate family related to Coronavirus outbreak
DkCorExp7	Dk: Parent job loss related to Coronavirus outbreak
DkCorAny	Dk Were any significant life events related to COVID?
CkAlkaf	Ck: Do you look after, or give any regular help or support to, family members, friends, neighbours or others because of either a long-term physical or mental health condition or disability or problems related to old age?
CkAlkaPe_1	Ck: Who do you provide care for in this way? Your mother
CkAlkaPe_2	Ck: Who do you provide care for in this way? Your father
CkAlkaPe_3	Ck: Who do you provide care for in this way? Your brother(s)
CkAlkaPe_4	Ck: Who do you provide care for in this way? Your sister(s)
CkAlkaPe_5	Ck: Who do you provide care for in this way? Your grandmother(s)
CkAlkaPe_6	Ck: Who do you provide care for in this way? Your grandfather(s)
CkAlkaPe_7	Ck: Who do you provide care for in this way? Somebody else
CkAlkaft	Ck: Approximately, how many hours each week do you provide help in this way? Please include any travelling time.
CkRegVot	Ck: Before voting in a national or local election you need to register. Can I just check, have you registered to vote?
CkVoteSP	Ck: Talking to people about the election to the Scottish Parliament in May 2021, we have found that a lot of people didn't manage to vote. Which of the statements on the card best describes what you did?
CkNoVoR1_1	Ck: Reasons didn't vote: I wasn't old enough to vote/I hadn't turned 16
CkNoVoR1_2	Ck: Reasons didn't vote: I was too busy that day
CkNoVoR1_3	Ck: Reasons didn't vote: I didn't know about the election / forgot it was taking place that day
CkNoVoR1_4	Ck: Reasons didn't vote: I was ill that day
CkNoVoR1_5	Ck: Reasons didn't vote: I was concerned about COVID (e.g. being too close to others at the polling station)
CkNoVoR1_6	Ck: Reasons didn't vote: I don't think my vote would make a difference
CkNoVoR1_7	Ck: Reasons didn't vote: I don't think it matters who is elected
CkNoVoR1_8	Ck: Reasons didn't vote: I wasn't registered to vote in time/didn't realise I had to register
CkNoVoR1_9	Ck: Reasons didn't vote: I'm not interested / don't care about politics

CkNoVoR1_10	Ck: Reasons didn't vote: Another reason (please specify)
CkNoVoR2_1	Ck: Reasons didn't vote: I don't think it matters who is elected
CkNoVoR2_2	Ck: Reasons didn't vote: I wasn't registered to vote in time/didn't realise I had to register
CkNoVoR2_3	Ck: Reasons didn't vote: I'm not interested / don't care about politics
CkNoVoR2_4	Ck: Reasons didn't vote: I was concerned about COVID (e.g. being too close to others at the polling station)
CkNoVoR2_5	Ck: Reasons didn't vote: I didn't know about the election / forgot it was taking place that day
CkNoVoR2_6	Ck: Reasons didn't vote: I was ill that day
CkNoVoR2_7	Ck: Reasons didn't vote: I was too busy that day
CkNoVoR2_8	Ck: Reasons didn't vote: I don't think my vote would make a difference
CkNoVoR2_9	Ck: Reasons didn't vote: I wasn't old enough to vote/I hadn't turned 16
CkNoVoR2_10	Ck: Reasons didn't vote: Another reason (please specify)
DKNoVor1	Dk: Reasons didnt vote: I wasnt old enough to vote/I hadnt turned 16
DKNoVor2	Dk: Reasons didnt vote: I was too busy that day
DKNoVor3	Dk: Reasons didnt vote: I didnt know about the election / forgot it was taking place that day
DKNoVor4	Dk: Reasons didnt vote: I was ill that day
DKNoVor5	Dk: Reasons didnt vote: I was concerned about COVID
DKNoVor6	Dk: Reasons didnt vote: I dont think my vote would make a difference
DKNoVor7	Dk: Reasons didnt vote: I dont think it matters who is elected
DKNoVor8	Dk: Reasons didnt vote: I wasnt registered to vote in time/didnt realise I had to register
DKNoVor9	Dk: Reasons didnt vote: Not interested/dont care about politics
DKNoVor10	Dk: Reasons didnt vote: Another reason
CkInfsrc_1	Ck: Source for news: Print newspapers
CkInfsrc_2	Ck: Source for news: Online news websites
CkInfsrc_3	Ck: Source for news: Social media (e.g. Facebook, Instagram, Twitter)
CkInfsrc_4	Ck: Source for news: Youtube
CkInfsrc_5	Ck: Source for news: TV programmes (including the News)
CkInfsrc_6	Ck: Source for news: Radio programmes
CkInfsrc_7	Ck: Source for news: Publicity materials from political parties (such as flyers and posters)
CkInfsrc_8	Ck: Source for news: Party websites
CkInfsrc_9	Ck: Source for news: None of the above, but have used other sources (please specify)

CkInfsrc_10	Ck: Source for news: Have not followed news about politics in Scotland in last year
CkPoltk_1	Ck: Who talked to: Nobody
CkPoltk_2	Ck: Who talked to: Parents/carers
CkPoltk_3	Ck: Who talked to: Other family members
CkPoltk_4	Ck: Who talked to: Friends
CkPoltk_5	Ck: Who talked to: People in my class at school or college/colleagues at work
CkPoltk_6	Ck: Who talked to: Someone else (please specify)
CkTkpop	Ck: How often do you talk with your parents/carers about government and politics?
CkTkpos	Ck: How often do you talk with people in your class at school or college or colleagues at work about government and politics?
CkPinyou	Ck: To what extent do you think your parents/carers influence your political views?
CkPinpar	Ck: To what extent do you think you influence the political views of your parents/carers?
CkEledif	Ck: How much of a difference do you think it makes to your own life who wins in the elections to the Scottish Parliament?
CkPlsens	Ck: To what extent do you agree or disagree with the following statements? Sometimes politics and government seem so complicated that a person like me cannot really make sense of it all.
CkEvatt	Ck: And to what extent do you agree or disagree with the following statement? Before long, climate change will have a serious impact on me and my family.
CkPolaca_1	Ck: Registering thoughts: Contacted my local council
CkPolaca_2	Ck: Registering thoughts: Attended a public meeting
CkPolaca_3	Ck: Registering thoughts: Contacted an MP or MSP
CkPolaca_4	Ck: Registering thoughts: Responded to a consultation document
CkPolaca_5	Ck: Registering thoughts: Attended a protest, rally or demonstration
CkPolaca_6	Ck: Registering thoughts: Given money to a campaign or organisation
CkPolaca_7	Ck: Registering thoughts: Bought - or refused to buy - any products for political or ethical reasons
CkPolaca_8	Ck: Registering thoughts: None of these, but have done something else
CkPolaca_9	Ck: Registering thoughts: Not done anything like this to register my thoughts about an issue
CkAnyAct_1	Ck: Done in last 12 months: Gone to a party, pub or nightclub
CkAnyAct_2	Ck: Done in last 12 months: Watched live sport, gone to a gig, gone to the theatre or cinema
CkAnyAct_3	Ck: Done in last 12 months: Attended a religious service
CkAnyAct_4	Ck: Done in last 12 months: Done voluntary or community work
CkAnyAct_5	Ck: Done in last 12 months: Gone to museums, galleries, historic places or stately homes
CkAnyAct_6	Ck: Done in last 12 months: Sung in a choir or played in a band or orchestra

CkAnyAct_7	Ck: Done in last 12 months: Done arts or crafts activities
CkAnyAct_8	Ck: Done in last 12 months: Gone to youth clubs, scouts, Boys' or Girls' Brigade or similar organised activities
CkAnyAct_9	Ck: Done in last 12 months: Read for enjoyment
CkAnyAct_10	Ck: Done in last 12 months: Spent time with/hung out with friends without doing much in particular
CkAnyAct_11	Ck: Done in last 12 months: Gaming, that is on a phone, tablet, computer or games system
CkAnyAct_12	Ck: Done in last 12 months: None of these
CkDisc	Ck: How often do you go to a party, pub or nightclub...
CkSpor	Ck: How often do you go to watch live sport, to a gig, the theatre or the cinema?
CkRlsv	Ck: How often do you attend a religious service?
CkVolw	Ck: How often do you do voluntary or community work?
CkMusm	Ck: How often do you go to museums or galleries, visit a historic place or stately home?
CkBand	Ck: How often do you sing in a choir or play in a band or orchestra?
CkCrft	Ck: How often do you do arts or crafts activities?
CkOrga	Ck: How often do you go to youth clubs, scouts, Boys or Girls Brigade or similar organised activities?
CkRjoy	Ck: How often do you read for enjoyment?
CkSpfd	Ck: How often do you spend time or hang out with friends without doing much in particular (outside of school, training or work)?
CkGame	Ck: How often do you game? That is, on a phone or tablet, on a computer or on a games system, such as an X-Box or PlayStation.
CkIKnos	Ck: The next questions are about being online. How much do you know about protecting yourself from strangers online?
CkIKnop	Ck: And how much do you know about protecting personal information online?
CkPhysDaR	Ck: The next question is about how physically active you are. For how many hours a week are you usually physically active?
CkVegyn	Ck: The next few questions are about what you eat and drink. Which, if any, of the options listed on the card applies to you?
CkVegwy	Ck: And which of the things on this card, if any, would you say is the main reason you are vegetarian/vegan?
CkFend	Ck: How many times a week do you usually drink energy drinks such as Red Bull, Monster and Rockstar?
CkSleSc	Ck: Thinking about when you have school, college or work the next day. How many hours of sleep do you usually get?
CkSleNs	Ck: Now thinking about when you do not have school, college or work the next day. How many hours of sleep do you usually get?
CkSleWe	Ck: During the last month, how long has it usually taken for you to fall asleep at night?
CkHgen01	Ck: Now thinking about your health. In general, would you say your health is...?
CkUnTrgs_1	Ck: Treated unfairly because: Your sex or gender
CkUnTrgs_2	Ck: Treated unfairly because: Your ethnicity
CkUnTrgs_3	Ck: Treated unfairly because: Your nationality

CkUnTrgs_4	Ck: Treated unfairly because: Your accent
CkUnTrgs_5	Ck: Treated unfairly because: The amount of money you or your family have
CkUnTrgs_6	Ck: Treated unfairly because: Your sexual orientation
CkUnTrgs_7	Ck: Treated unfairly because: Your trans status, including non-binary identities
CkUnTrgs_8	Ck: Treated unfairly because: Your mental ill-health
CkUnTrgs_9	Ck: Treated unfairly because: Any other health problems or disabilities
CkUnTrgs_10	Ck: Treated unfairly because: Sectarian reasons
CkUnTrgs_11	Ck: Treated unfairly because: Your religious belief or faith
CkUnTrgs_12	Ck: Treated unfairly because: Your age
CkUnTrgs_13	Ck: Treated unfairly because: Other reason
CkUnTrgs_14	Ck: Treated unfairly because: I have not experienced this
CkTrtunc	Ck: And how many times has this happened in the last 12 months?
CkSSSch2	Ck: Can I just check, do you currently go to school?
CkSSlVw	Ck: When did you leave school?
CkSSlVv_1	Ck: Main reason left school: I was not doing well at school
CkSSlVv_2	Ck: Main reason left school: I needed/ wanted to earn money from a job or training programme
CkSSlVv_3	Ck: Main reason left school: I had the results I needed
CkSSlVv_4	Ck: Main reason left school: I was fed up with school
CkSSlVv_5	Ck: Main reason left school: To start an apprenticeship/ employment training programme
CkSSlVv_6	Ck: Main reason left school: To go to college or university
CkSSlVv_7	Ck: Main reason left school: My parents advised me to leave
CkSSlVv_8	Ck: Main reason left school: I wanted to work
CkSSlVv_9	Ck: Main reason left school: My friends were leaving
CkSSlVv_10	Ck: Main reason left school: I couldn't get a bursary or Educational Maintenance Allowance to stay
CkSSlVv_11	Ck: Main reason left school: None of these
CkSchYr	Ck: What school year are you currently in?
CkScht	Ck: Are you attending school full time or part time?
CkPSck	Ck: Last time we spoke to you, you were attending the following school. Can you tell me if you are still attending this school?
CkStchw	Ck: How often did the following things happen to you? You are/were told by a teacher that your work is/was good.
CkStche	Ck: How often did the following things happen to you? You are/were encouraged to ask questions in class.

CkStchu	Ck: And how often do/did the following things happen? You were told off by a teacher because your work is/was untidy or is/was not done on time?
CkStcht	Ck: And how often do/did the following things happen? You were told off by a teacher for misbehaving in class?
CkSaco	Ck: And on the whole, do you agree or disagree with the following statements: School has helped give me confidence to make decisions
CkSala	Ck: And on the whole, do you agree or disagree with the following statements: School has done little to prepare me for life after school
CkSawo	Ck: And on the whole, do you agree or disagree with the following statements: School work was generally worth doing
CkSath	Ck: And on the whole, do you agree or disagree with the following statements: My teachers helped me to do my best
CkSchp	Ck: How pressured do you feel by the schoolwork you have to do? By schoolwork I mean both work you do in class and at home.
CkEduWo	Ck: Have/did you ever done any work experience at school?
CkEduWoA	Ck: Which type of work experience have you done?
CkSubChf_1	Ck: Studying in S5: Administration & IT
CkSubChf_2	Ck: Studying in S5: Art & Design
CkSubChf_3	Ck: Studying in S5: Biology
CkSubChf_4	Ck: Studying in S5: Business
CkSubChf_5	Ck: Studying in S5: Chemistry
CkSubChf_6	Ck: Studying in S5: Computing Science
CkSubChf_7	Ck: Studying in S5: Design & Manufacture
CkSubChf_8	Ck: Studying in S5: Drama
CkSubChf_9	Ck: Studying in S5: English
CkSubChf_10	Ck: Studying in S5: French
CkSubChf_11	Ck: Studying in S5: Geography
CkSubChf_12	Ck: Studying in S5: Graphic communication
CkSubChf_13	Ck: Studying in S5: History
CkSubChf_14	Ck: Studying in S5: Human biology
CkSubChf_15	Ck: Studying in S5: Leadership Award
CkSubChf_16	Ck: Studying in S5: Mathematics
CkSubChf_17	Ck: Studying in S5: Modern Studies
CkSubChf_18	Ck: Studying in S5: Music
CkSubChf_19	Ck: Studying in S5: Personal Development Award

CkSubChf_20	Ck: Studying in S5: Photography
CkSubChf_21	Ck: Studying in S5: Physical Education
CkSubChf_22	Ck: Studying in S5: Physics
CkSubChf_23	Ck: Studying in S5: Psychology
CkSubChf_24	Ck: Studying in S5: Religious, Moral and Philosophical Studies
CkSubChf_25	Ck: Studying in S5: Spanish
CkSubChf_26	Ck: Studying in S5: Other
DkSubChfN	Dk: Total number of subjects studied in S5
CkSubCfr_1	Ck: Reason for choosing subject S5: My parents advised me to study a subject
CkSubCfr_2	Ck: Reason for choosing subject S5: Teachers advised me to study a subject
CkSubCfr_3	Ck: Reason for choosing subject S5: I need to do a subject for Highers or further education
CkSubCfr_4	Ck: Reason for choosing subject S5: I need to do a subject for a career
CkSubCfr_5	Ck: Reason for choosing subject S5: There were no other subjects that I wanted to study
CkSubCfr_6	Ck: Reason for choosing subject S5: I expected I would do well in a subject at the exam
CkSubCfr_7	Ck: Reason for choosing subject S5: I like doing the subject
CkSubCfr_8	Ck: Reason for choosing subject S5: I like the teachers for a subject
CkSubCfr_9	Ck: Reason for choosing subject S5: It's different from the subjects I've been doing before in school
CkSubCfr_10	Ck: Reason for choosing subject S5: Friends would also be doing this subject
CkSubCfr_11	Ck: Reason for choosing subject S5: Chosen to fit my timetable / other subject(s) did not fit timetable
CkSubCfr_12	Ck: Reason for choosing subject S5: Some other reason (please specify)
CkSubCfr_13	Ck: Reason for choosing subject S5: Have not chosen any subjects for S5
CkSubChs_1	Ck: Studying in S6: Mathematics
CkSubChs_2	Ck: Studying in S6: Art and Design
CkSubChs_3	Ck: Studying in S6: Award in Religion, Belief and Values
CkSubChs_4	Ck: Studying in S6: Biology
CkSubChs_5	Ck: Studying in S6: Business Management
CkSubChs_6	Ck: Studying in S6: Business with Information Technology
CkSubChs_7	Ck: Studying in S6: Chemistry
CkSubChs_8	Ck: Studying in S6: Computing Science
CkSubChs_9	Ck: Studying in S6: Drama

CkSubChs_10	Ck: Studying in S6: English
CkSubChs_11	Ck: Studying in S6: Exercise and Fitness Leadership
CkSubChs_12	Ck: Studying in S6: French
CkSubChs_13	Ck: Studying in S6: Geography
CkSubChs_14	Ck: Studying in S6: History
CkSubChs_15	Ck: Studying in S6: Leadership Award
CkSubChs_16	Ck: Studying in S6: Modern Studies
CkSubChs_17	Ck: Studying in S6: Music
CkSubChs_18	Ck: Studying in S6: Personal Development Award
CkSubChs_19	Ck: Studying in S6: Physical Education
CkSubChs_20	Ck: Studying in S6: Physics
CkSubChs_21	Ck: Studying in S6: Social Services and Healthcare
CkSubChs_22	Ck: Studying in S6: Social Services, Children and Young People
CkSubChs_23	Ck: Studying in S6: Spanish
CkSubChs_24	Ck: Studying in S6: Sports Development
CkSubChs_25	Ck: Studying in S6: Other
DkSubChsN	Dk: Total number of subjects studied in S6
CkSubCsr_1	Ck: Reason for choosing subject S6: My parents advised me to study a subject
CkSubCsr_2	Ck: Reason for choosing subject S6: Teachers advised me to study a subject
CkSubCsr_3	Ck: Reason for choosing subject S6: I need to do a subject for Highers or further education
CkSubCsr_4	Ck: Reason for choosing subject S6: I need to do a subject for a career
CkSubCsr_5	Ck: Reason for choosing subject S6: There were no other subjects that I wanted to study
CkSubCsr_6	Ck: Reason for choosing subject S6: I expected I would do well in a subject at the exam
CkSubCsr_7	Ck: Reason for choosing subject S6: I like doing a subject
CkSubCsr_8	Ck: Reason for choosing subject S6: I like the teachers for a subject
CkSubCsr_9	Ck: Reason for choosing subject S6: It's different from the subjects I've been doing before in school
CkSubCsr_10	Ck: Reason for choosing subject S6: Friends would also be doing this subject
CkSubCsr_11	Ck: Reason for choosing subject S6: Chosen to fit my timetable / other subject(s) did not fit timetable
CkSubCsr_12	Ck: Reason for choosing subject S6: Some other reason (please specify)
CkSubCsr_13	Ck: Reason for choosing subject S6: Have not chosen any subjects for S6

CkSbwfo	Ck: Thinking back to when you were in S4, were you able to take all the subjects or courses you wanted to?
CkSbwfoy_1	Ck: Reason couldn't take subjects S4: The subject/course wasn't offered in my school
CkSbwfoy_2	Ck: Reason couldn't take subjects S4: My grades weren't good enough
CkSbwfoy_3	Ck: Reason couldn't take subjects S4: I had too many subjects/courses and needed to drop one/some
CkSbwfoy_4	Ck: Reason couldn't take subjects S4: The subject/course I wanted wasn't in the right column
CkSbwfoy_5	Ck: Reason couldn't take subjects S4: I didn't like the teacher
CkSbwfoy_6	Ck: Reason couldn't take subjects S4: Other reason(s)
CkSbwFi	Ck: And were you able to take all the subjects or courses you wanted to in S5?
CkSbwFiy_1	Ck: Reason couldn't take subjects S5: The subject/course wasn't offered in my school
CkSbwFiy_2	Ck: Reason couldn't take subjects S5: My grades weren't good enough
CkSbwFiy_3	Ck: Reason couldn't take subjects S5: I had too many subjects/courses and needed to drop one/some
CkSbwFiy_4	Ck: Reason couldn't take subjects S5: The subject/course I wanted wasn't in the right column
CkSbwFiy_5	Ck: Reason couldn't take subjects S5: I didn't like the teacher
CkSbwFiy_6	Ck: Reason couldn't take subjects S5: Other reason(s)
CkSbwSi	Ck: Were you able to take all the subjects or courses you wanted to this year?
CkSbwSiy_1	Ck: Reason couldn't take subjects S6: The subject/course wasn't offered in my school
CkSbwSiy_2	Ck: Reason couldn't take subjects S6: My grades weren't good enough
CkSbwSiy_3	Ck: Reason couldn't take subjects S6: I had too many subjects/courses and needed to drop one/some
CkSbwSiy_4	Ck: Reason couldn't take subjects S6: The subject/course I wanted wasn't in the right column
CkSbwSiy_5	Ck: Reason couldn't take subjects S6: I didn't like the teacher
CkSbwSiy_6	Ck: Reason couldn't take subjects S6: Other reason(s)
CkCivDel	Ck: Thinking about the last year_inschool, were you ever in a class in which current political issues were discussed?
CkQOthr_1	Ck: Non-SQA qualification: GCSE
CkQOthr_2	Ck: Non-SQA qualification: AS Level
CkQOthr_3	Ck: Non-SQA qualification: A-Level
CkQOthr_4	Ck: Non-SQA qualification: NVQ
CkQOthr_5	Ck: Non-SQA qualification: BTEC
CkQOthr_6	Ck: Non-SQA qualification: City and Guilds
CkQOthr_7	Ck: Non-SQA qualification: Other (specify)
CkQOthr_8	Ck: Non-SQA qualification: No, none of these

CkQGCSE	Ck: How many GCSEs do you have at grade C or higher?
CkQASLev	Ck: How many AS levels do you have at grade C or higher?
CkQALev	Ck: How many A levels do you have at grade C or higher?
CkCivFor	Ck: Have you ever chosen a subject in school which was mainly about politics or society? You may have taken this subject in S3, S4, S5 or S6.
CkLCoInt	Ck: The next few questions are about your experience of education when the country was in lockdown between March and June 2020 and between January and March 2021.
CkLcoca	Ck: When home from school or college: I had access to a computer, laptop or tablet when I needed it for study
CkLcogu	Ck: When home from school or college: I gave up on trying to study until the school/college opened again
CkLcoho	Ck: When home from school or college: Someone at home helped with my coursework when I needed it
CkLcosu	Ck: When home from school or college: I had the support I needed from my teachers
CkCovwtm	Ck: Please tell me how much you agree or disagree with each statement. I am worried about the time I missed at school, college or training
CkCovwqu	Ck: (And how much do you agree or disagree with this statement?) I am worried about the impact the coronavirus outbreak had on my qualifications or training
CkCovwjp	Ck: (And how much do you agree or disagree with this statement?) I am worried about the long-term impact the coronavirus outbreak will have on my job prospects
CkFhest	Ck: Are you currently studying at college or university?
CkFhepf	Ck: And are you studying full-time or part-time?
CkFheq_1	Ck: Currently studying for: Highers
CkFheq_2	Ck: Currently studying for: Advanced Higher
CkFheq_3	Ck: Currently studying for: A levels
CkFheq_4	Ck: Currently studying for: National Progression Award
CkFheq_5	Ck: Currently studying for: SVQ/NVQ
CkFheq_6	Ck: Currently studying for: SQA Awards
CkFheq_7	Ck: Currently studying for: National Certificate/NC
CkFheq_8	Ck: Currently studying for: Higher National Certificate/HNC
CkFheq_9	Ck: Currently studying for: Higher National Diploma/HND
CkFheq_10	Ck: Currently studying for: Degree
CkFheq_11	Ck: Currently studying for: Something else
CkEdtap_1	Ck: Other course applied for in last 2 yrs: Degree course
CkEdtap_2	Ck: Other course applied for in last 2 yrs: HND or Advanced Diploma

CkEdtap_3	Ck: Other course applied for in last 2 yrs: HNC or Advanced Certificate
CkEdtap_4	Ck: Other course applied for in last 2 yrs: NC/National certificate
CkEdtap_5	Ck: Other course applied for in last 2 yrs: Pre-apprenticeship program
CkEdtap_6	Ck: Other course applied for in last 2 yrs: Foundation apprenticeship
CkEdtap_7	Ck: Other course applied for in last 2 yrs: Modern apprenticeship
CkEdtap_8	Ck: Other course applied for in last 2 yrs: SVQ
CkEdtap_9	Ck: Other course applied for in last 2 yrs: Other education or training course
CkEdtap_10	Ck: Other course applied for in last 2 yrs: No, not applied for any
CkEdtaa_1	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? ^EdTapTxt[1]
CkEdtaa_2	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? ^EdTapTxt[2]
CkEdtaa_3	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? ^EdTapTxt[3]
CkEdtaa_4	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? ^EdTapTxt[4]
CkEdtaa_5	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? ^EdTapTxt[5]
CkEdtaa_6	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? ^EdTapTxt[6]
CkEdtaa_7	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? ^EdTapTxt[7]
CkEdtaa_8	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? ^EdTapTxt[8]
CkEdtaa_9	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? ^EdTapTxt[9]
CkEdtaa_10	Ck: And, other than any courses which you are currently on, have you been accepted for any of the courses you have applied for? None of these
DkEdtaa1	Dk: Accepted on to course - Degree
DkEdtaa2	Dk: Accepted on to course - HND or Advanced Diploma
DkEdtaa3	Dk: Accepted on to course - HNC or Advanced certificate
DkEdtaa4	Dk: Accepted on to course - NC/National Certificate
DkEdtaa5	Dk: Accepted on to course - Pre-apprenticeship
CkCasAS	Ck: SHOWCARD I3 What do you see yourself doing after you leave school?

CkCrad_1	Ck: Source of advice on post-school: Your friends
CkCrad_2	Ck: Source of advice on post-school: Your parents/carers
CkCrad_3	Ck: Source of advice on post-school: Other family members
CkCrad_4	Ck: Source of advice on post-school: Your Pupil Support/Guidance teacher/tutor at school
CkCrad_5	Ck: Source of advice on post-school: Other teachers at school
CkCrad_6	Ck: Source of advice on post-school: A Skills Development Scotland Careers Adviser
CkCrad_7	Ck: Source of advice on post-school: A careers website such as My World of Work or PlanIt
CkCrad_8	Ck: Source of advice on post-school: A university or college representative talking to you and your classmates
CkCrad_9	Ck: Source of advice on post-school: An employer or training provider talking to you and your classmates
CkCrad_10	Ck: Source of advice on post-school: Social media
CkCrad_11	Ck: Source of advice on post-school: Somewhere or someone else (please specify)
CkCrad_12	Ck: Source of advice on post-school: None of these
CkCradMn	Ck: And which of these would you say was the main source of advice when you were deciding to do after S4?
CkCrin	Ck: Did the advice you received influence what you decided to do after S4?
CkCrim_1	Ck: Most important when deciding what to do after S4: What I'm good at
CkCrim_2	Ck: Most important when deciding what to do after S4: What I enjoy doing
CkCrim_3	Ck: Most important when deciding what to do after S4: What my parents advised me to do
CkCrim_4	Ck: Most important when deciding what to do after S4: What my teachers advised me to do
CkCrim_5	Ck: Most important when deciding what to do after S4: What a careers adviser advised me to do
CkCrim_6	Ck: Most important when deciding what to do after S4: Which jobs earn the most money
CkCrim_7	Ck: Most important when deciding what to do after S4: Which jobs involve helping others
CkCrim_8	Ck: Most important when deciding what to do after S4: Which jobs have work-based learning routes i.e. apprenticeships
CkCrim_9	Ck: Most important when deciding what to do after S4: My personal characteristics
CkCrim_10	Ck: Most important when deciding what to do after S4: Doing something that has a positive impact on society
CkCrim_11	Ck: Most important when deciding what to do after S4: Which jobs require a degree for entry
CkCrim_12	Ck: Most important when deciding what to do after S4: Something else
CkCasCh	Ck: Did your plans for staying on or leaving education after S4 change as a result of the coronavirus outbreak?
CkCasChH	Ck: How did your plans change?
CkAprnt	Ck: Are you currently doing an apprenticeship?
CkTraSch	Ck: Are you currently doing any other kind of work-based training course or scheme?

CkAppCol	Ck: Does this apprenticeship involve study at a college or training centre?
CkTrnCol	Ck: Does this training course involve study at a college or training centre?
CkAppTy	Ck: What type of apprenticeship are you doing?
CkApprsn	Ck: What is the main reason you applied for your apprenticeship?
CkTrasn	Ck: What is the main reason you applied to your training course?
CkApppa	Ck: Thinking about the apprenticeship or training course you are currently doing, do you get any regular payment for this?
CkJoPay	Ck: Thinking about your regular payments for doing an apprenticeship or training course, after tax and other deductions, how much were you paid in the last month?
CkEvAppT	Ck: Have you ever done an apprenticeship or a work-based training course?
CkAppTFin	Ck: Did you complete this apprenticeship, that is, follow it all the way through or did you leave before the end?
CkTraTFin	Ck: Did you complete this training course, that is, follow it all the way through or did you leave before the end?
CkWevr01	Ck: Have you ever had a paid job, either as an employee or self-employed? This could include working in a part-time paid job while at school or college, even if it was just for a few hours at a time.
CkWnow01	Ck: Do you currently have a job, either as an employee or self-employed?
CkMaiAc_1	Ck: What you were doing last week: At school
CkMaiAc_2	Ck: What you were doing last week: At college/university
CkMaiAc_3	Ck: What you were doing last week: Working (either full-time or part-time)
CkMaiAc_4	Ck: What you were doing last week: Apprenticeship or training course/scheme
CkMaiAc_5	Ck: What you were doing last week: Voluntary work
CkMaiAc_6	Ck: What you were doing last week: Taking time out/gap year
CkMaiAc_7	Ck: What you were doing last week: Unemployed and looking for work
CkMaiAc_8	Ck: What you were doing last week: Not working, studying, or looking for work
CkMaiAc_9	Ck: What you were doing last week: Waiting to take up a college/university place, job, apprenticeship or training programme
CkMaiAc_10	Ck: What you were doing last week: Something else (please specify)
CkWrkInt	Ck: If you have/had more than one job, I'd like you to think of your main job.
CkWsts02	Ck: Are/were you working as an employee or are/were you self-employed (in your main job)?
CkJbHrs3	Ck: How many hours do/did you work in a normal week - including any paid or unpaid overtime?
CkWsup01	Ck: In your (main) job, do/did you have any formal responsibility for supervising the work of other employees?
CkJbQual	Ck: Do/did you require any qualifications or membership of any professional bodies to do your job?
CkWsiz01	Ck: About how many people worked for your employer at the place where you worked?
CkWsiz02	Ck: How many people do/did you employ?

Dkcsec01	Dk: Young person NSSEC - 6 category
CkJoShf	Ck: And can I just check, does/did your main job involve shift work?
CkJoZero	Ck: And in your main job, do/did you have a zero hours contract?
CkJoTy_1	Ck: Features of main job: Holiday job
CkJoTy_2	Ck: Features of main job: Working for an employment agency
CkJoTy_3	Ck: Features of main job: Casual type of work
CkJoTy_4	Ck: Features of main job: Seasonal work
CkJoTy_5	Ck: Features of main job: Done under contract for a fixed period or for a fixed task
CkJoTy_6	Ck: Features of main job: An internship
CkJoTy_7	Ck: Features of main job: Other non-permanent arrangement (please specify)
CkJoTy_8	Ck: Features of main job: None of these
CkJofnd	Ck: And how did you find your main job?
CkJoHowM	Ck: In total, how many different jobs have you had?
CkEmrti	Ck: How well informed do/did you feel about your rights at work?
CkEmrtk	Ck: Which of these statements best describes how you feel about your rights at work?
CkEmrta	Ck: Which of these statements best describes how you feel about your rights at work?
CkWpay02	Ck: Last time you were paid (in your main job) what was your total take home pay - that is after all deductions for tax, National Insurance, union dues, pension and so on, but including overtime, bonuses, commission and tips?
CkWpay03	Ck: What period did that pay cover?
CkLvvg	Ck: The Living Wage in Scotland is currently £9.50 an hour. Are you paid at or above the Living Wage?
CkWpay19	Ck: Thinking about the last 12 months, what was your take home income? That is, the amount you personally received after all taxes and costs.
CkCovAff_1	Ck: Job/training issue due to COVID: I lost job/ job opportunity or a place on an apprenticeship or training scheme
CkCovAff_2	Ck: Job/training issue due to COVID: I couldn't find a job
CkCovAff_3	Ck: Job/training issue due to COVID: I dropped out of school or college
CkCovAff_4	Ck: Job/training issue due to COVID: Changed jobs (within same sector)
CkCovAff_5	Ck: Job/training issue due to COVID: Worked more hours
CkCovAff_6	Ck: Job/training issue due to COVID: Worked fewer hours
CkCovAff_7	Ck: Job/training issue due to COVID: Took a pay cut
CkCovAff_8	Ck: Job/training issue due to COVID: Furloughed or on self-employed income support
CkCovAff_9	Ck: Job/training issue due to COVID: None of the above

CkWoMo_1	Ck: Important job factors: High income
CkWoMo_2	Ck: Important job factors: A job that offers good training opportunities
CkWoMo_3	Ck: Important job factors: An interesting job
CkWoMo_4	Ck: Important job factors: Flexible working hours
CkWoMo_5	Ck: Important job factors: Generous holidays/time off
CkWoMo_6	Ck: Important job factors: A good step on the career ladder
CkWoMo_7	Ck: Important job factors: A job that is useful to society
CkWoMo_8	Ck: Important job factors: A job that helps other people
CkWoMo_9	Ck: Important job factors: A job that is good for the environment or helps save the planet
CkWoMo_10	Ck: Important job factors: Job security
CkWoMo_11	Ck: Important job factors: Being challenged in the work you do
CkWoMo_12	Ck: Important job factors: Other
CkLkjb	Ck: Now thinking about the last four weeks. Have you looked for any kind of paid work at any time in those four weeks? This includes either working as an employee or being self-employed.
CkLkjwt_1	Ck: Current activities: Looking for paid work
CkLkjwt_2	Ck: Current activities: Looking for an education or training course
CkLkjwt_3	Ck: Current activities: Waiting for a job to start
CkLkjwt_4	Ck: Current activities: Waiting for an education, apprenticeship or training course to start
CkLkjwt_5	Ck: Current activities: Waiting for exam or course results
CkLkjwt_6	Ck: Current activities: Waiting for the result of a job application
CkLkjwt_7	Ck: Current activities: Waiting for the result of an application to an education, apprenticeship or training course
CkLkjwt_8	Ck: Current activities: None of the above
CkWknr_1	Ck: Reasons not working: Too busy with family
CkWknr_2	Ck: Reasons not working: Can't find a job that interests me
CkWknr_3	Ck: Reasons not working: Can't find a job with enough flexibility
CkWknr_4	Ck: Reasons not working: Can't find a job that's suitable
CkWknr_5	Ck: Reasons not working: Because of health problems/injury/disability
CkWknr_6	Ck: Reasons not working: I would be worse off financially if I started to work
CkWknr_7	Ck: Reasons not working: Travelling to work would be very difficult for me
CkWknr_8	Ck: Reasons not working: None of the above

CkWksup	Ck: In the last 12 months, have you been given any help with finding a job or training course?
CkWksupw_1	Ck: Who provided that support?: A charity
CkWksupw_2	Ck: Who provided that support?: College or school
CkWksupw_3	Ck: Who provided that support?: Family / friends
CkWksupw_4	Ck: Who provided that support?: Jobcentre Plus
CkWksupw_5	Ck: Who provided that support?: My local Council
CkWksupw_6	Ck: Who provided that support?: myworldofwork.co.uk/ (website)
CkWksupw_7	Ck: Who provided that support?: Other sources of online support (please specify)
CkWksupw_8	Ck: Who provided that support?: A private company
CkWksupw_9	Ck: Who provided that support?: Skills Development Scotland Centre
CkWksupw_10	Ck: Who provided that support?: Other (please specify)
CkOInSou_1	Ck: Sources of income: Regular allowance, pocket money or other cash help from parents
CkOInSou_2	Ck: Sources of income: Regular cash help from other relatives or friends outside the household
CkOInSou_3	Ck: Sources of income: State benefit payments
CkOInSou_4	Ck: Sources of income: Educational Maintenance Allowance
CkOInSou_5	Ck: Sources of income: Bursary
CkOInSou_6	Ck: Sources of income: Any other education grants or studentships
CkOInSou_7	Ck: Sources of income: Income from investments (include interest on savings)
CkOInSou_8	Ck: Sources of income: Other source(s) (Please specify)
CkOInSou_9	Ck: Sources of income: None of these
CkOtSol	Ck: Total overall income in the last month after tax and other deductions
CkFutca	Ck: Agree or disagree: I have a clear idea of the career that I want
CkFutfa	Ck: Agree or disagree: I would like to raise a family sometime in the future
CkFutci	Ck: Agree or disagree: Having a career or profession is important to me
CkFutbu	Ck: Agree or disagree: I would like to run my own business
CkFutbi	Ck: Agree or disagree: I don't mind not enjoying my work if it pays the bills
CkNHsa01	Ck: How satisfied or dissatisfied are you with the area you live in?
CkNHgw11X	Ck: Leaving aside your own garden, if you have one, how satisfied are you with the availability around here of somewhere green and pleasant to walk or sit?
CkSafeda	Ck: How safe do you feel walking alone in your neighbourhood after dark?

CkGrSpVi	Ck: Thinking about the last 12 months, how often have you visited local greenspace for outdoor activity and exercise or to meet up with friends?
CkGrSpDo_1	Ck: Greenspace activities: Taking the dog for a walk
CkGrSpDo_2	Ck: Greenspace activities: Going for a walk (without a dog)
CkGrSpDo_3	Ck: Greenspace activities: Cycling, mountain biking, skateboarding, roller blading, scootering
CkGrSpDo_4	Ck: Greenspace activities: Running/jogging
CkGrSpDo_5	Ck: Greenspace activities: Playing casual sports or games (i.e. kicking a ball around, rounders)
CkGrSpDo_6	Ck: Greenspace activities: Hanging out with friends
CkGrSpDo_7	Ck: Greenspace activities: Spending time with family
CkGrSpDo_8	Ck: Greenspace activities: Hanging out alone (e.g. enjoying nice weather, reading, listening to music)
CkGrSpDo_9	Ck: Greenspace activities: Enjoying being in nature (e.g. listening to birdsong, noticing the changing seasons)
CkGrSpDo_10	Ck: Greenspace activities: Birdwatching/wildlife watching or helping look after nature/wildlife
CkGrSpDo_11	Ck: Greenspace activities: Any other type of activities
CkGrSpDo_12	Ck: Greenspace activities: None of these
CkGrSpAc	Ck: Agree or disagree: My local greenspace is a good place for young people to play or be active (e.g. to walk, cycle, take part in informal sports)
CkGrSpHa	Ck: Agree or disagree: My local greenspace is a good place for young people to hang out or meet friends
CkGrSpNa	Ck: Agree or disagree: My local greenspace is a good space for young people to enjoy or learn about nature
CkNHls01X	Ck: How would you rate social and leisure facilities for people like yourself?
CkPubTra	Ck: And how would you rate the availability of public transport in your area?
DkNuCarb	Dk: No of cars or vans available for private use by members of household - banded
CkDriLic	Ck: Do you have either a provisional or a full driving licence?
CkAccCar	Ck: And do you have access to a car, van, motorbike, moped or other vehicle?
CkTrsw	Ck: Now thinking about getting to the place you study or work. How do you usually travel?
CkTrch_1	Ck: Main reason use travel method: Close/nearby/not far away
CkTrch_2	Ck: Main reason use travel method: Most convenient
CkTrch_3	Ck: Main reason use travel method: Quickest method
CkTrch_4	Ck: Main reason use travel method: Only method available
CkTrch_5	Ck: Main reason use travel method: Too far to walk
CkTrch_6	Ck: Main reason use travel method: No public transport/ public transport unsuitable
CkTrch_7	Ck: Main reason use travel method: Good exercise/fresh air

CkTrch_8	Ck: Main reason use travel method: No car/transport
CkTrch_9	Ck: Main reason use travel method: Cheapest method/ it is free
CkTrch_10	Ck: Main reason use travel method: Other reason
CkTRTI	Ck: Thinking of your usual journey on a typical day, how long does it take you to get from home to school, college, university, your training place or work one way?
DkCfai01	Dk: Faith (Child, new)
CkPa1Ch	Ck: We would now like to ask you some questions about your parents or carers. Do you still live with [Main Carer respondent from previous sweep]?
CkConPa2	Ck: Are you still in touch with [Main Carer respondent from previous sweep]?
CkPa1Rel	Ck: Which of the below best describes [Main Carer respondent from previous sweep]'s relationship to you?
CkPa1See	Ck: How often do you usually see [Main Carer respondent from previous sweep] at the moment?
CkPar1Sem	Ck: Would you like to see him/her ...
CkPa1Set	Ck: How often do you have contact with him/her by telephone, text or email, or via apps like FaceTime or WhatsApp?
CkPa2Ch	Ck: Do you still live with [Partner of Main Carer respondent from previous sweep]?
CkConPart2	Ck: Are you still in touch with [Partner of Main Carer respondent from previous sweep]?
CkPa2Rel	Ck: Which of the below best describes [Partner of Main Carer respondent from previous sweep]'s relationship to you?
CkPa2see	Ck: How often do you usually see [Partner of Main Carer respondent from previous sweep] at the moment?
CkPar2sem	Ck: Would you like to see him/her...
CkPa2set	Ck: How often do you have contact with him/her by telephone, text or email, or via apps like FaceTime or WhatsApp?
CkPaNCh	Ck: Is there anyone living with you that you consider to be a parent figure? [Other parent figure X]
CkPaNRel	Ck: Which of the below best describes their relationship to you?
CkPa3Ch	Ck: Is there anyone else living with you and [Other parent figure X] that you consider to be a parent figure? [Other parent figure Y]
CkPa4Ch	Ck: Is there anyone else living with you and [Partner of Main Carer respondent from previous sweep] that you consider to be a parent figure? [Other parent figure Y]
CkPar101	Ck: [Main Carer respondent from previous sweep] listens to what I have to say
CkPar102	Ck: [Main Carer respondent from previous sweep] I can count on him/her to help me when I have a problem.
CkPar103	Ck: [Main Carer respondent from previous sweep] I talk to him/her when I am having a problem.
CkPar105	Ck: [Main Carer respondent from previous sweep] I share my thoughts and feelings with him/her.
CkPar106	Ck: [Main Carer respondent from previous sweep] He/She pays attention to me.
CkPar201	Ck: [Partner of Main Carer respondent from previous sweep] listens to what I have to say
CkPar202	Ck: [Partner of Main Carer respondent from previous sweep] I can count on him/her to help me when I have a problem.

CkPar203	Ck: [Partner of Main Carer respondent from previous sweep] I talk to him/her when I am having a problem.
CkPar205	Ck: [Partner of Main Carer respondent from previous sweep] I share my thoughts and feelings with him/her.
CkPar206	Ck: [Partner of Main Carer respondent from previous sweep] He/She pays attention to me.
CkParn01	Ck: [Other parent figure X] listens to what I have to say
CkParn02	Ck: [Other parent figure X] I can count on him/her to help me when I have a problem.
CkParn03	Ck: [Other parent figure X] I talk to him/her when I am having a problem.
CkParn05	Ck: [Other parent figure X] I share my thoughts and feelings with him/her.
CkParn06	Ck: [Other parent figure X] He/She pays attention to me.
CkPa3Rel	Ck: [Other parent figure Y] Which of the below best describes their relationship to you?
CkPar301	Ck: [Other parent figure Y] He/She listens to what I have to say.
CkPar302	Ck: [Other parent figure Y] I can count on him/her to help me when I have a problem.
CkPar303	Ck: [Other parent figure Y] I talk to him/her when I am having a problem.
CkPar305	Ck: [Other parent figure Y] I share my thoughts and feelings with him/her.
CkPar306	Ck: [Other parent figure Y] He/She pays attention to me.
CkPEwCkC	Ck: Do you have any parents who live somewhere else?
CkPEwnuC	Ck: Do you have more than one parent who lives at a different address?
CkPe1coC	Ck: Are you happy to answer some questions about your parent/carer(s) who lives at a different address than you?
CkPe1ReC	Ck: [Other household parent] Which of the below best describes their relationship to you?
CkPE1See	Ck: [Other household parent] How often do you usually see this parent/carer at the moment?
CkPE1Sem	Ck: [Other household parent] Would you like to see him/her
CkPE1SetC	Ck: [Other household parent] How often do you have contact with him/her by telephone, text or email, or via apps like FaceTime or WhatsApp?
CkPEw101	Ck: [Other household parent] He/She listens to what I have to say.
CkPEw102	Ck: [Other household parent] I can count on him/her to help me when I have a problem.
CkPEw103	Ck: [Other household parent] I talk to him/her when I am having a problem.
CkPEw105	Ck: [Other household parent] I share my thoughts and feelings with him/her.
CkPEw106	Ck: [Other household parent] He/She pays attention to me.
CkWed	Ck: Do you wish your life was different?
CkWer	Ck: Do you feel that your life is just right?
CkWea	Ck: Do you feel you have what you want in life?

CkWeg	Ck: Do you feel you have a good life?
CkLone	Ck: How much of the time during the past week have you felt lonely?
CkFefo	Ck: When I am failing, I worry about what others think of me.
CkFeft	Ck: When I am failing, I am afraid that I might not have enough talent.
CkFeff	Ck: When I am failing, this makes me doubt my plans for the future.
CkGMin	Ck: Your intelligence is something about you that you can't change very much.
CkSBel	Ck: I make friends easily
CkSOut	Ck: I feel like an outsider (or left out of things)
CkSupAd	Ck: There is at least one adult that I trust and can talk to if I have a problem.
CkSup_1	Ck: Who speak to if worried: Keep it to myself
CkSup_2	Ck: Who speak to if worried: Talk to my parent(s)
CkSup_3	Ck: Who speak to if worried: Talk to a brother/sister
CkSup_4	Ck: Who speak to if worried: Talk to another relative
CkSup_5	Ck: Who speak to if worried: Talk to a friend
CkSup_6	Ck: Who speak to if worried: Talk to my boyfriend/girlfriend
CkSup_7	Ck: Who speak to if worried: Talk to a teacher
CkSup_8	Ck: Who speak to if worried: Talk to someone else (please specify)
CkUpsRel_1	Ck: Broken up with boyfriend/girlfriend
CkUpsRel_2	Ck: Fallen out with close friend(s)
CkUpsRel_3	Ck: Fallen out with parent(s) and did not speak to them for more than a few days
CkUpsRel_4	Ck: Fallen out with other family member(s) and did not speak to them for more than a few days
CkUpsRel_5	Ck: None of the above
CkVic_1	Ck: In last 12 months: Insulted you, called you names, threatened or shouted at you in a public place, at school, college or anywhere else
CkVic_2	Ck: In last 12 months: Spread gossip about you, ignored you or you've experienced other emotional abuse
CkVic_3	Ck: In last 12 months: Been physically violent towards you, e.g. pushed, shoved, hit, slapped or punched you
CkVic_4	Ck: In last 12 months: Hit you with or used a weapon against you
CkVic_5	Ck: In last 12 months: Stolen something from you e.g. a mobile phone, money etc.
CkVic_6	Ck: In last 12 months: Harassed or bothered you via mobile phone, email or social media
CkVic_7	Ck: In last 12 months: Sent pictures of you or rumours about you via phone, email social media or online

CkVic_8	Ck: In last 12 months: Made an unwelcome sexual approach to you
CkVic_9	Ck: In last 12 months: Assaulted you sexually
CkVic_10	Ck: In last 12 months: None of these
CkCrFrl	Ck: My friends listen to what I have to say.
CkCrFrc	Ck: I can count on my friends to help me when I have a problem.
CkCrFrt	Ck: I talk to my friends when I am having a problem.
CkCrFrb	Ck: If my friends know something is bothering me, they ask me about it.
CkCrFrs	Ck: I share my thoughts and feelings with my friends.
CkCrFra	Ck: My friends pay attention to me.
CkSoMeAn	Ck: I feel anxious if I m not able to check social media or messaging apps regularly
CkSoMeLi	Ck: I care about the number of likes/retweets/comments I get when I post something on social media
CkSoMeFe	Ck: Other peoples social media posts sometimes make me feel worse about my own life
CkSoMeSt	Ck: Social media and messaging apps help me stay in touch with my friends
CkSoMeTi	Ck: After you have finished school, college or work, how often, if at all, do you usually check your social media or messaging apps?"
CkGenID	Ck: Which of the following describes how you think of yourself?
CkGenTra	Ck: Do you consider yourself to be trans or have a trans history? Trans is a term used to describe people whose gender is not the same as the sex they were described as at birth.
CkSexId	Ck: And which of the following describes how you think of yourself?
CkPubId	Ck: Whether male or female questions should be asked
CkWhichQ	Ck: Which set of questions asked
CkMalDV	Ck: Have you noticed a deepening of your voice?
CkMalDVA	Ck: How old were you when you first noticed a deepening of your voice? Please write in below.
CkMalFH	Ck: Has hair begun to grow on your face?
CkMalIFA	Ck: How old were you when you first noticed facial hair growing on your face? Please write in below.
CkFemEM	Ck: Have you ever menstruated (had your period)?
CkFemMA	Ck: How old were you when you first had your period? Please write in below.
CkFrBoGi	Ck: Do you currently have a boyfriend or girlfriend?
CkSexOr	Ck: Have you ever had oral sex? We are referring only to things which happened with your consent.
CkSexInt	Ck: Have you ever had sexual intercourse with someone? We are referring only to things which happened with your consent.
CkSexPrC	Ck: Have you ever had sex without using a condom?

CkSexPrA	Ck: And have you ever had sexual intercourse without using any form of protection or contraception?
CkSexAgN	Ck: How old were you the first time you had sexual intercourse? We are referring only to things which happened with your consent. Please write in below.
CkSexReg	Ck: And looking back now to the first time you had sexual intercourse, do you think ...
CkSexPart	Ck: With how many different people in total have you had sexual intercourse?
CkPreCh	Ck: Do you have any children?
CkPreCur	Ck: Are you currently pregnant/expecting a baby with someone?
CkPreEv	Ck: Have you ever been pregnant/expecting a baby with someone?
CkFeel7	Ck: Do you think your body is...
CkFeel8	Ck: How do you feel about the way you look?
CkSDQni	Ck: I try to be nice to other people. I care about their feelings.
CkSDQrt	Ck: I am restless, I find it hard to sit down for long.
CkSDQac	Ck: I get a lot of headaches, stomach-aches or sickness.
CkSDQsh	Ck: I usually share with others, for example food or drink.
CkSDQan	Ck: I get very angry and often lose my temper.
CkSDQal	Ck: I would rather be alone than with other people.
CkSDQto	Ck: I am generally willing to do what other people want.
CkSDQwo	Ck: I worry a lot.
CkSDQhe	Ck: I am helpful if someone is hurt, upset or feeling ill.
CkSDQfi	Ck: I am constantly fidgeting or squirming.
CkSDQfr	Ck: I have at least one good friend.
CkSDQfg	Ck: I fight a lot. I can make other people do what I want.
CkSDQun	Ck: I am often unhappy, depressed or tearful.
CkSDqli	Ck: Other people generally like me.
CkSDQdi	Ck: I am easily distracted, I find it difficult to concentrate.
CkSDQne	Ck: I am nervous in new situations. I easily lose confidence.
CkSDQki	Ck: I am kind to children.
CkSDQly	Ck: I am often accused of lying or cheating.
CkSDQpb	Ck: Other people pick on me or bully me.
CkSDQvo	Ck: I often offer help to others (family members, friends, colleagues).

CkSDQth	Ck: I think before I do things.
CkSDQst	Ck: I take things that are not mine from home, work, or elsewhere.
CkSDQgo	Ck: I get along better with older people than with people my own age.
CkSDQfe	Ck: I have many fears. I am easily scared.
CkSDQwk	Ck: I finish the work I'm doing. My attention is good.
CkGadNer	Ck: ...Feeling nervous, anxious or on edge?
CkGadWoS	Ck: ...Not being able to stop or control worrying?
CkGadWoD	Ck: ...Worrying too much about different things?
CkGadRel	Ck: ...Having trouble relaxing?
CkGadRes	Ck: ...Being so restless that it is hard to sit still?
CkGadAnn	Ck: ...Becoming easily annoyed or irritable?
CkGadAfr	Ck: ...Feeling afraid as if something awful might happen?
CkPHQSI	Ck: Trouble falling or staying asleep, or sleeping too much?
CkPHQTi	Ck: Feeling tired or having little energy?
CkPHQAp	Ck: Poor appetite or overeating?
CkPHQBa	Ck: Feeling bad about yourself - or that you are a failure or have let yourself or your family down?
CkPHQCo	Ck: Trouble concentrating on things, such as reading the news or watching television?
CkPHQMo	Ck: Moving or speaking so slowly that other people could have noticed?
CkPHQRe	Ck: Or the opposite - being so fidgety or restless that you have been moving around a lot more than usual?
CkPHQDe	Ck: Thoughts that you would be better off dead, or of hurting yourself in some way?
CkMeHeSu_1	Ck: To support mental health: Spoken to a doctor
CkMeHeSu_2	Ck: To support mental health: Taken medication prescribed to you by a doctor or other medical professional
CkMeHeSu_3	Ck: To support mental health: Self medicated (i.e. taken medication not prescribed to you by a doctor or other medical professional)
CkMeHeSu_4	Ck: To support mental health: Spoken to a teacher
CkMeHeSu_5	Ck: To support mental health: Spoken to a school counsellor
CkMeHeSu_6	Ck: To support mental health: Spoken to another mental health professional (incl. therapist or psychiatrist)
CkMeHeSu_7	Ck: To support mental health: Called a helpline
CkMeHeSu_8	Ck: To support mental health: Spoken to a friend or family member
CkMeHeSu_9	Ck: To support mental health: Something else
CkMeHeSu_10	Ck: To support mental health: I have not done anything specifically to support my mental health

CkDean	Ck: Has a doctor ever told you that you suffer from depression or serious anxiety?
CkTrde	Ck: Are you currently being treated for depression or serious anxiety?
CkTRDV	Ck: Have you ever received treatment for depression or serious anxiety?
CkYSeHar	Ck: Since we last spoke to you, have you hurt yourself on purpose in any way?
CkYSeHaW	Ck: Which of the below best describes how often you have hurt yourself on purpose since we last spoke to you?
CkASBInt	Ck: The next questions are about things that you may have done. Please answer them as honestly and accurately as you can. Remember - we won't tell anyone your answers. Press <Enter> to continue.
CkASBsy	Ck: No of times: taken something from a shop or a store without paying for it?
CkASBry	Ck: No of times: been rowdy or rude in a public place so that people complained or got into trouble?
CkASBmy	Ck: No of times: stolen money or other things that someone else left lying somewhere (e.g. at school, work or home)?
CkCASBcr	Ck: No of times: used someone else's credit/debit card or bank account details online, to buy things, or obtain money, without the owner's permission?
CkASBky	Ck: No of times: carried a knife or weapon in case it is needed in a fight?
CkASBpy	Ck: No of times: deliberately damaged or destroyed property (e.g. windows, cars, or street lights)?
CkASBby	Ck: No of times: broken into a locked place to steal something (e.g. from someone's house or car)?
CkASBgy	Ck: No of times: written things or sprayed paint on property that did not belong to you (e.g. a car, phone box or building)?
CkASBwy	Ck: No of times: used force, threats or a weapon to get money or something else from somebody?
CkASBhy	Ck: No of times: hit, kicked or punched someone with the intention of hurting or injuring them (please do not include brothers or sisters)?
CkCASBch	Ck: No of times: Accessed someone else's internet-enabled device/account without their permission and/or sent a harmful programme or software to deliberately damage other computers?
CkCASBha	Ck: No of times: harassed or bothered someone via mobile phone, email or social media?
CkCASBrm	Ck: No of times: sent pictures or spread rumours about someone via phone, email, social media or online?
CkBSm2	Ck: Have you ever tried a cigarette, even if it was only a single puff?
CkBSn	Ck: How often do you smoke now? Please do not include using e-cigarettes or vaping devices.
CkBSe2	Ck: Have you ever tried an e-cigarette or vaping device, even if it was only a single puff?
CkBESnC	Ck: How often do you smoke e-cigarettes or vaping devices now?
CkBSa2	Ck: Have you ever had an alcoholic drink? That is, more than a few sips.
CkBal	Ck: On how many days have you drunk alcohol in the last 30 days?
CkAlfn	Ck: How many times have you had five or more alcoholic drinks at a time in the last 12 months? A drink is half a pint of lager, beer or cider, one alcopop, a small glass of wine, or a measure of spirits.
CkDrugMe2	Ck: Have you ever tried cannabis? (Also sometimes called marijuana, green, weed, or a joint).

CkDrugMo	Ck: How often have you used cannabis?
CkDrugOe	Ck: Have you ever tried any drugs other than cannabis?
CkDrugOo2	Ck: How often have you used drugs other than cannabis?
CkDrugOI_1	Ck: Other drugs ever tried: Prescription only painkillers that were not prescribed for you (morphine, codeine, co-codamol, oxycontin, tramadol, gabap)
CkDrugOI_2	Ck: Other drugs ever tried: Cocaine (coke, charlie, white, flake, ching, posh, petrol)
CkDrugOI_3	Ck: Other drugs ever tried: Ecstasy / MDMA Powder (E , X , eccies, XTC , MDMA, swedgerz, pingers, sweeties, pills, Mandy, madman)
CkDrugOI_4	Ck: Other drugs ever tried: Poppers (amyl nitrate, liquid gold, TNT)
CkDrugOI_5	Ck: Other drugs ever tried: Tranquilisers: Benzodiazepines without prescription (temazepam, nitrazepam, diazepam, etizolam, Valium, Xanax, blues, yel)
CkDrugOI_6	Ck: Other drugs ever tried: LSD (acid, tabs, trips, blotters)
CkDrugOI_7	Ck: Other drugs ever tried: Other
CkDrugOI_8	Ck: Other drugs ever tried: None of the above
CkPoIT	Ck: And still thinking about the time since we last spoke to you, have you been stopped and talked to by the police?
CkPoIS	Ck: Since we last spoke to you, have you been stopped and searched by the police?
CkCaut	Ck: Since we last spoke to you, have you been given a formal warning or charged by the police for committing a crime?
CkMSupCpL	Mk: Since we last spoke to you, have you been referred to a Children's Reporter or been to a Children's Panel (also known as a Children's Hearing)?
CkMSup01	Mk: Since we last spoke to you, have you spent any time looked after, or on a supervision requirement?
CkContrl	Ck: Which of these statements is more true for you?
CkOptFu	Ck: Agree or disagree: I'm usually optimistic about my future
CkOptCh	Ck: And compared with before the Coronavirus outbreak in March 2020, do you feel...
CkRisk	Ck: On a scale from 0-10, where 0 is never and 10 is always, how willing to take risks would you say you are?
DkRVSco	Final Adjusted Receptive Vocabulary Score
DkSCSco	Final Adjusted Sentence Comprehension Score
DkEVSco	Final Adjusted Expressive Vocabulary Score
DkLCStSc	Dk: Listening Comprehension Standard Score
MkCAssPrb1	Mk: Difficulties with cog assessment: No difficulties experienced
MkCAssPrb2	Mk: Difficulties with cog assessment: Assessment was interrupted
MkCAssPrb3	Mk: Difficulties with cog assessment: Young Person was ill

MkCAssPrb4	Mk: Difficulties with cog assessment: Young Person was tired
MkCAssPrb5	Mk: Difficulties with cog assessment: Parent interfered
MkCAssPrb6	Mk: Difficulties with cog assessment: Deviated from standard approach
MkCAssPrb7	Mk: Difficulties with cog assessment: Something else
WkXhei01	Wk: INTERVIEWER: CONFIRM YOU HAVE CONSENT FROM @R_LCFNAMEU@R TO TAKE THEIR HEIGHT MEASUREMENT. IF SO, MEASURE HEIGHT AND CODE. IF NOT, PLEASE CODE WHY YOU ARE NOT MEASURING THE HEIGHT. INCLUDE DISGUISED REFUSALS SUCH AS
WkZhcm01	Wk: Height in centimetres
WkXhei021	Wk: Reason for refusal - Cannot see point/Height already known/Doctor has measurement
WkXhei022	Wk: Reason for refusal - Too busy/Taken too long already/ No time
WkXhei023	Wk: Reason for refusal - Young person too ill/frail/tired
WkXhei024	Wk: Reason for refusal - Considered intrusive information
WkXhei025	Wk: Reason for refusal - Young person too anxious/nervous/ shy/embarrassed
WkXhei026	Wk: Reason for refusal - Adult Refused (no other reason given)
WkXhei027	Wk: Reason for refusal - Adult Refused (no other reason given)
WkXhei028	Wk: Reason for refusal - Other
WkZeht01	Wk: ASK @R_LCFNAMEU@R FOR AN ESTIMATED HEIGHT. WILL IT BE GIVEN IN METRES OR IN FEET AND INCHES? IF RESPONDENT DOESN T KNOW HEIGHT, USE <CTRL K>, IF RESPONDENT ISN T WILLING TO GIVE HEIGHT, USE <CTRL R>.
WkZeht02	Wk: Estimated height in metres
WkZeht03	Wk: Estimated height - feet
WkZeht04	Wk: Estimated height - inches
DkZeht05	Dk: FINAL MEASURED OR ESTIMATED HEIGHT (CM), TO BE FED INTO HOUSEHOLD ADMIN, ONLY VISIBLE IN TEST VERSION.
WkXhei03	Wk: Reason for not obtaining height - Young person away from home during fieldwork period
WkXhei04	Wk: Reason for not obtaining height - Young person too anxious/ nervous/ shy/ embarrassed /upset
WkXhei05	Wk: Reason for not obtaining height - Young person is unsteady on feet
WkXhei06	Wk: Reason for not obtaining height - Young person cannot stand upright/too stooped
WkXhei07	Wk: Reason for not obtaining height - Young person is chairbound
WkXhei08	Wk: Reason for not obtaining height - Confined to bed
WkXhei09	Wk: Reason for not obtaining height - Young person unable to remove shoes

WkXhei10	Wk: Reason for not obtaining height - Young person would not stand still
WkXhei11	Wk: Reason for not obtaining height - Ill or in pain
WkXhei12	Wk: Reason for not obtaining height - Stadiometer faulty or not available
WkXhei13	Wk: Reason for not obtaining height - Young person asleep
WkXhei95	Wk: Reason for not obtaining height - Other - specify
WkXhei14	Wk: INTERVIEWER: CODE ONE ONLY.
WkXhei151	Wk: What cased the height measurement to be unreliable? Hairstyle or wig
WkXhei152	Wk: What cased the height measurement to be unreliable? Turban or other religious headgear
WkXhei153	Wk: What cased the height measurement to be unreliable? Young person stooped
WkXhei154	Wk: What cased the height measurement to be unreliable? Young person refused stretching
WkXhei155	Wk: What cased the height measurement to be unreliable? Young person would not stand still
WkXhei156	Wk: What cased the height measurement to be unreliable? Young person wore shoes
WkXhei157	Wk: What cased the height measurement to be unreliable? Other, please specify
CkMBookHt	Ck: So, just to confirm, @R_LCFname s@R height is: _Height cm or _Foot feet _Inch inches. INTERVIEWER: IF HEIGHT LOOKS WRONG, GO BACK TO HEIGHT AND RE-MEASURE.
WkXwei01	Wk: INTERVIEWER: CONFIRM YOU HAVE CONSENT FROM @R_LCFNAMEU@R TO TAKE THEIR WEIGHT MEASUREMENT. IF SO MEASURE WEIGHT AND CODE. IF NOT, PLEASE CODE WHY YOU ARE NOT TAKING THE WEIGHT MEASUREMENT. INCLUDE DISGUISED REFUSALS SUC
WkZwkg01	Wk: INTERVIEWER: RECORD WEIGHT.
DkZwkg01	Dk: Measured weight, either Weight or WtChAd - WtAdult, hidden to interviewer.
WkXwei021	Wk: Reason for refusing weight measuremt: Cannot see point/Weight already known/Doctor has measurement
WkXwei022	Wk: Reason for refusing weight measuremt: Too busy/Taken long enough already/No time
WkXwei023	Wk: Reason for refusing weight measuremt: Young person too ill/frail/tired
WkXwei024	Wk: Reason for refusing weight measuremt: Considered intrusive information
WkXwei025	Wk: Reason for refusing weight measuremt: Young person too anxious/nervous/shy/embarrassed
WkXwei026	Wk: Reason for refusing weight measuremt: Refused (no other reason given)
WkXwei027	Wk: Reason for refusing weight measuremt: Other
WkXwei03	Wk: Intvr reason for not obtaining weight: Young person away from home during fieldwork period (specify in a Note)
WkXwei04	Wk: Intvr reason for not obtaining weight: Young person too anxious/ nervous/ shy/ embarrassed /upset
WkXwei05	Wk: Intvr reason for not obtaining weight: Young person is unsteady on feet
WkXwei06	Wk: Intvr reason for not obtaining weight: Young person cannot stand upright

WkXwei07	Wk: Intvr reason for not obtaining weight: Young person is chairbound
WkXwei08	Wk: Intvr reason for not obtaining weight: Confined to bed
WkXwei09	Wk: Intvr reason for not obtaining weight: Young person unable to remove shoes
WkXwei10	Wk: Intvr reason for not obtaining weight: Young person + adult weighs more than 130 kg
WkXwei11	Wk: Intvr reason for not obtaining weight: Young person Ill or in pain
WkXwei12	Wk: Intvr reason for not obtaining weight: Scales not working
WkXwei13	Wk: Intvr reason for not obtaining weight: Parent unable to hold Young person
WkXwei14	Wk: Intvr reason for not obtaining weight: Young person asleep
WkXwei23	Wk: Intvr reason for not obtaining weight: Adult weighs more than 200kg
WkXwei95	Wk: Intvr reason for not obtaining weight: Other - specify
WkZewt01	Wk: Estimated weight in kilograms or pounds
WkZewt02	Wk: INTERVIEWER: PLEASE RECORD ESTIMATED WEIGHT IN KILOGRAMS.
WkZewt03	Wk: INTERVIEWER: PLEASE RECORD ESTIMATED WEIGHT. ENTER STONES.
WkZewt04	Wk: INTERVIEWER: PLEASE RECORD ESTIMATED WEIGHT. ENTER POUNDS.
DkZewt05	Dk: Final measured or estimated weight (kg)
WkXwei15	Wk: INTERVIEWER CODE: WERE SCALES PLACED ON...?: Uneven floor
WkXwei16	Wk: INTERVIEWER CODE: WERE SCALES PLACED ON...?: Carpet
WkXwei17	Wk: INTERVIEWER CODE: WERE SCALES PLACED ON...?: Floor with vibrations from washing machine/dishwasher
WkXwei18	Wk: INTERVIEWER CODE: WERE SCALES PLACED ON...?: None of these
WkXwei19	Wk: INTERVIEWER: CODE ONE ONLY.
CkMBookWt	Ck: Confirmed weight
CkHWInt	Ck: Finally, we'd like to collect some information on the height and weight of the young people we are speaking to. If you are unsure about either of these, an estimate will be fine.
CkSlfHt	Ck: Please could you tell me your height?
CkSHtM	Ck: Estimated height in metres.
CkSHtFt	Ck: Estimated height - feet.
CkSHtIn	Ck: Estimated height - inches.
CkSlfWt	Ck: Please could you tell me your weight?
CkSWtKg	Ck: Estimated weight in kilograms.
CkSWtSt	Ck: Estimated weight - stones.

CkSWtOun	Ck: Estimated height - pounds.
Dkbmiok	Dk: Is BMI reliable
Dkbmi_b	Dk: BMI - incl. unreliable measurements
Dkbmi	Dk: BMI (reliable measurements only)
Dkbmi_sr	Dk: BMI for self-reported height and weight
Dkintbmi	Dk: International BMI cut-offs
Dkintbmi_sr	Dk: International BMI cut-offs for self reported height and weight
Dkisdbmc	Dk: ISD BMI centiles classification
Dkisdbmc_sr	Dk: ISD BMI centiles classification for self-reported height and weight
Dkisdbmi	Dk: Childrens BMI - 5 groups ISD classification
Dkisdbmi_sr	Dk: Childrens BMI - 5 groups ISD classification for self-reported height and weight
Dkisdhwt	Dk: Study child weight within/outwith ISD healthy range
Dkisdovw	Dk: Study child overweight, including obese (ISD)
MkMCC_RID	Mk: ID of person completing MC CASI
MkMCC_PID	Mk: ID of partner of person completing MC CASI
MkSamRes	Mk: Whether web adult respondent is same respondent as last sweep
MkChkRe	Mk: Whether young person lives with web respondent
MkPacon	Mk: Whether parent has contact with cohort member not living with them
MkRelPar	Mk: New web adult respondent relationship with cohort member
MkCouple	Mk: Are you living with someone as a couple?
MkPlvck	Mk: Were you living with [Current Partner] at the last interview?
MkNHasb01	Mk: Neighbourhood in last year: Noisy neighbours or regular loud parties
MkNHasb02	Mk: Neighbourhood in last year: Vandalism, graffiti or other deliberate damage to property
MkNHasb03	Mk: Neighbourhood in last year: Rubbish or litter lying around
MkNHasb04	Mk: Neighbourhood in last year: Neighbour disputes
MkNHasb05	Mk: Neighbourhood in last year: Groups or individuals intimidating or harassing others
MkNHasb06	Mk: Neighbourhood in last year: Drug misuse or dealing
MkNHasb07	Mk: Neighbourhood in last year: Rowdy behaviour e.g. drunkenness, hooliganism or loutish behaviour
MkNHasb08	Mk: Neighbourhood in last year: Abandoned or burnt out vehicles
MkNHasb09	Mk: Neighbourhood in last year: None of these

MkNHasb10	Mk: Neighbourhood in last year: Don't know
MkNHasb11	Mk: Neighbourhood in last year: Prefer not to answer
MkNHasb12	Mk: Neighbourhood in last year: <none>
MkZlivAI2	Mk: Have you always lived with the young person?
MkZlivAW	Mk: How old was the young person when you first started living with him/her?
MkZlivAC	Mk: And have you lived with the young person continuously since then?
MkVoteSP2	Mk: Which of the statements below best describes what you did?
MkPolTiP_1	Mk: Who talked to: Nobody
MkPolTiP_2	Mk: Who talked to: My own child(ren)
MkPolTiP_3	Mk: Who talked to: Family members other than own child(ren)
MkPolTiP_4	Mk: Who talked to: Friends
MkPolTiP_5	Mk: Who talked to: Colleagues at work
MkPolTiP_6	Mk: Who talked to: Someone else
MkPolTiP_7	Mk: Don't know
MkPolTiP_8	Mk: Prefer not to answer
MkPolTiP_9	Mk: <none>
MkPTkpop	Mk: How often do you talk with your own child(ren) about government and politics?
MkPolInP	Mk: To what extent do you think the young person influences your political views?
MkPolInY	Mk: To what extent do you think you influence the political views of the young person?
MkEvatp	Mk: To what extent do you agree or disagree with the following statement? Before long, climate change will have a serious impact on me and my family
MkPolAap_1	Mk: Registering thoughts: Contacted my local council
MkPolAap_2	Mk: Registering thoughts: Attended a public meeting
MkPolAap_3	Mk: Registering thoughts: Contacted an MP or MSP
MkPolAap_4	Mk: Registering thoughts: Responded to a consultation document
MkPolAap_5	Mk: Registering thoughts: Attended a protest, rally or demonstration
MkPolAap_6	Mk: Registering thoughts: Given money to a campaign or organisation
MkPolAap_7	Mk: Registering thoughts: Bought - or refused to buy - any products for political or ethical reasons
MkPolAap_8	Mk: Registering thoughts: Raised the issue in an organisation I belong to
MkPolAap_9	Mk: Registering thoughts: Spoken to an influential person

MkPoIAap_10	Mk: Registering thoughts: None of these, but have done something else
MkPoIAap_11	Mk: Registering thoughts: Not done anything like this to register my thoughts about an issue
MkPoIAap_12	Mk: Registering thoughts: Don't know
MkPoIAap_13	Mk: Registering thoughts: Prefer not to answer
MkPoIAap_14	Mk: Registering thoughts: <none>
MkCAdvs_1	Mk: Who talk to about post-school: Teachers at their school
MkCAdvs_2	Mk: Who talk to about post-school: Skills Development Scotland Careers adviser attached to the school
MkCAdvs_3	Mk: Who talk to about post-school: Skills Development Scotland Careers adviser at careers office outside school
MkCAdvs_4	Mk: Who talk to about post-school: Representatives of a college
MkCAdvs_5	Mk: Who talk to about post-school: Representatives of a university
MkCAdvs_6	Mk: Who talk to about post-school: Potential employers or apprenticeship providers
MkCAdvs_7	Mk: Who talk to about post-school: Friends or family members
MkCAdvs_8	Mk: Who talk to about post-school: Someone else
MkCAdvs_9	Mk: Who talk to about post-school: None of these
MkCAdvs_10	Mk: Who talk to about post-school: Don't know
MkCAdvs_11	Mk: Who talk to about post-school: Prefer not to answer
MkCAdvs_12	Mk: Who talk to about post-school: <none>
MkCAdvw_1	Mk: Sources of info about post-school: My World of Work website
MkCAdvw_2	Mk: Sources of info about post-school: My Kids Career website
MkCAdvw_3	Mk: Sources of info about post-school: Planit website
MkCAdvw_4	Mk: Sources of info about post-school: Apprenticeships.scot website
MkCAdvw_5	Mk: Sources of info about post-school: College or university website(s)
MkCAdvw_6	Mk: Sources of info about post-school: Job websites (e.g. Indeed, S1Jobs, Monster, etc.)
MkCAdvw_7	Mk: Sources of info about post-school: Results helpline
MkCAdvw_8	Mk: Sources of info about post-school: Print media (e.g. Newspapers, magazines, etc.)
MkCAdvw_9	Mk: Sources of info about post-school: Social media (e.g. Facebook, Twitter, Instagram, etc.)
MkCAdvw_10	Mk: Sources of info about post-school: Other
MkCAdvw_11	Mk: Sources of info about post-school: None of these
MkCAdvw_12	Mk: Sources of info about post-school: Don't know
MkCAdvw_13	Mk: Sources of info about post-school: Prefer not to answer

MkCAadvw_14	Mk: Sources of info about post-school: <none>
MkOpsps_1	Mk: Discussed with YP: Staying on at school
MkOpsps_2	Mk: Discussed with YP: Going to college
MkOpsps_3	Mk: Discussed with YP: Starting an apprenticeship
MkOpsps_4	Mk: Discussed with YP: Starting some other type of work-based training
MkOpsps_5	Mk: Discussed with YP: Getting a full-time job (either as an employee or self-employed)
MkOpsps_6	Mk: Discussed with YP: Volunteering
MkOpsps_7	Mk: Discussed with YP: None of these
MkOpsps_8	Mk: Discussed with YP: Don't know
MkOpsps_9	Mk: Discussed with YP: Prefer not to answer
MkOpsps_10	Mk: Discussed with YP: <none>
MkPasps	Mk: What did you yourself want the young person to do after he/she had finished S4?
MkPSas_1	Mk: YP by mid-twenties: Gone to University
MkPSas_2	Mk: YP by mid-twenties: Gone to college
MkPSas_3	Mk: YP by mid-twenties: Completed an apprenticeship
MkPSas_4	Mk: YP by mid-twenties: Had a full-time paid job
MkPSas_5	Mk: YP by mid-twenties: Had a part-time paid job
MkPSas_6	Mk: YP by mid-twenties: Worked in the family business
MkPSas_7	Mk: YP by mid-twenties: Worked unpaid as a volunteer
MkPSas_8	Mk: YP by mid-twenties: Started a family
MkPSas_9	Mk: YP by mid-twenties: Left home
MkPSas_10	Mk: YP by mid-twenties: Been travelling
MkPSas_11	Mk: YP by mid-twenties: Something else (please specify at the next question)
MkPSas_12	Mk: YP by mid-twenties: None of these
MkPSas_13	Mk: YP by mid-twenties: I don't mind
MkPSas_14	Mk: YP by mid-twenties: Don't know
MkPSas_15	Mk: YP by mid-twenties: Prefer not to answer
MkPSas_16	Mk: YP by mid-twenties: <none>
MkOptFu2	Mk: I'm usually optimistic about my future.
MkOptCh2	Mk: And compared with before the Coronavirus outbreak in March 2020, do you feel...

MkPAClo	Mk: Overall, how close would you say you are to the young person?
MkPall	Mk: I listen to what the young person has to say.
MkPalu	Mk: I can tell when the young person is upset about something.
MkPAIt	Mk: The young person talks to me when he/she is having a problem.
MkPAIa	Mk: I pay attention to the young person, even when I am busy.
MkPAIs	Mk: The young person shares his/her thoughts and feelings with me.
MkHp gn01	Mk: In general, would you say your health is excellent, very good, good, fair, or poor?
MkCovshi1	Mk: Contacted because severe risk from COVID: Yes – me
MkCovshi2	Mk: Contacted because severe risk from COVID: Yes – study child
MkCovshi3	Mk: Contacted because severe risk from COVID: Yes – someone else in the household
MkCovshi4	Mk: Contacted because severe risk from COVID: No
MkCovshi5	Mk: Contacted because severe risk from COVID: Don't know
MkCovshi6	Mk: Contacted because severe risk from COVID: Prefer not to answer
MkCovshi7	Mk: Contacted because severe risk from COVID: <none>
MkHlsi03	Mk: Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more?
MkHlsi04	Mk: Does this condition or illness reduce your ability to carry out day-to-day activities?
MkHlsiA	Mk: Does the young person have any physical or mental health conditions or illnesses lasting, or expected to last for 12 months or more?
Mkhlsa01	Mk: New illness/disability 1 - type of illness/disability
MkHldaA1	Mk: Vision (e.g. due to blindness or partial sight)
MkHldaA2	Mk: Hearing (e.g. due to deafness or partial hearing)
MkHldaA3	Mk: Mobility, such as difficulty moving around
MkHldaA4	Mk: Learning or concentrating or remembering
MkHldaA5	Mk: Mental health
MkHldaA6	Mk: Stamina or breathing difficulty
MkHldaA7	Mk: Social or behavioural issues (e.g due to neuro diverse conditions such as Autism, Attention Deficit or Asperger's Syndrome)
MkHldaA8	Mk: Other impairment(s)
MkHldaA9	Mk: None of these
MkHldaAa	Mk: Does this condition or illness limit the young person's activities in any way?
MkHlsiB	Mk: Does the young person have any other physical or mental health conditions or illnesses lasting, or expected to last, for 12 months or more?

Mkhlsb01	Mk: New illness/disability 2 - type of illness/disability
MkHldaB1	Mk: Vision (e.g. due to blindness or partial sight)
MkHldaB2	Mk: Hearing (e.g. due to deafness or partial hearing)
MkHldaB3	Mk: Mobility, such as difficulty moving around
MkHldaB4	Mk: Learning or concentrating or remembering
MkHldaB5	Mk: Mental health
MkHldaB6	Mk: Stamina or breathing difficulty
MkHldaB7	Mk: Social or behavioural issues (e.g due to neuro diverse conditions such as Autism, Attention Deficit or Asperger's Syndrome)
MkHldaB8	Mk: Other impairment(s)
MkHldaB9	Mk: None of these
MkHldaBa	Mk: Does this condition or illness limit the young person's activities in any way?
MkHlsiC	Mk: Does the young person have any other physical or mental health conditions or illnesses lasting, or expected to last, for 12 months or more?
Mkhlsc01	Mk: New illness/disability 3 - type of illness/disability
MkHldaC1	Mk: Vision (e.g. due to blindness or partial sight)
MkHldaC2	Mk: Hearing (e.g. due to deafness or partial hearing)
MkHldaC3	Mk: Mobility, such as difficulty moving around
MkHldaC4	Mk: Learning or concentrating or remembering
MkHldaC5	Mk: Mental health
MkHldaC6	Mk: Stamina or breathing difficulty
MkHldaC7	Mk: Social or behavioural issues (e.g due to neuro diverse conditions such as Autism, Attention Deficit or Asperger's Syndrome)
MkHldaC8	Mk: Other impairment(s)
MkHldaC9	Mk: None of these
MkHldaCa	Mk: Does this condition or illness limit the young person's activities in any way?
MkHlmt05	Mk: During the past four weeks, have you accomplished less than you would like as a result of any emotional problems, such as feeling depressed or anxious?
MkHlmt06	Mk: During the past four weeks, did you not do work or other regular activities as carefully as usual as a result of any emotional problems, such as feeling depressed or anxious?
MkHpgn02	Mk: How much time during the past four weeks have you felt calm and peaceful?
MkHpgn03	Mk: How much of the time during the past four weeks did you have a lot of energy?
MkHpgn04	Mk: How much of the time during the past four weeks have you felt down?

MkHpgn05	Mk: During the past four weeks, how much of the time has your physical health or emotional problems interfered with your social activities like visiting with friends, relatives etc?
MkPmhs_1	Mk: To support mental health: Spoken to a doctor
MkPmhs_2	Mk: To support mental health: Taken medication prescribed to you by a doctor or other medical professional
MkPmhs_3	Mk: To support mental health: Self-medicated (i.e. taken medication not prescribed to you by a doctor or other medical professional)
MkPmhs_4	Mk: To support mental health: Spoken to a mental health professional (incl. therapist or psychiatrist)
MkPmhs_5	Mk: To support mental health: Called a helpline
MkPmhs_6	Mk: To support mental health: Spoken to a friend or family member
MkPmhs_7	Mk: To support mental health: Something else (please specify)
MkPmhs_8	Mk: To support mental health: I have not done anything specifically to support my mental health
MkPmhs_9	Mk: To support mental health: Don't know
MkPmhs_10	Mk: To support mental health: Prefer not to answer
MkPmhs_11	Mk: To support mental health: <none>
MkPmda	Mk: Has a doctor ever told you that you suffer from depression or serious anxiety?
MkPmctd	Mk: Are you currently being treated for depression or serious anxiety?
MkPmetd	Mk: Have you ever received treatment for depression or serious anxiety?
MkHAAlc04C	Mk: Which of the following best describes how often you usually drank alcohol while you were pregnant?
MkHCig01C	Mk: During your pregnancy with the young person, did you smoke cigarettes at all?
MkBneo02	Mk: Did the young person spend any time in a Special Care Baby Unit (SCBU) or a Neo-Natal Unit after he/she was born?
MkBFDDe02	Mk: And was the young person ever breastfed?
MkWrkLsYr2	Mk: Can I just check, have you had a paid job, either as an employee or self-employed, since the last interview?
MkWrkEv3	Mk: Have you ever had a paid job, either as an employee or self-employed?
MkWrkNow3	Mk: Do you currently have a job, either as an employee or self-employed?
MkEmpStat_1	Mk: What you were doing last week: Working 30 or more hours a week
MkEmpStat_2	Mk: What you were doing last week: Working fewer than 30 hours a week
MkEmpStat_3	Mk: What you were doing last week: On maternity/parental leave from an employer
MkEmpStat_4	Mk: What you were doing last week: Looking after home or family
MkEmpStat_5	Mk: What you were doing last week: Waiting to take up paid work already obtained
MkEmpStat_6	Mk: What you were doing last week: Out of work and looking for a job
MkEmpStat_7	Mk: What you were doing last week: Out of work, because of long-term sickness or disability

MkEmpStat_8	Mk: What you were doing last week: On a Government training or employment scheme
MkEmpStat_9	Mk: What you were doing last week: In full-time education (including on vacation)
MkEmpStat_10	Mk: What you were doing last week: In part-time education (including on vacation)
MkEmpStat_11	Mk: What you were doing last week: Wholly retired
MkEmpStat_12	Mk: What you were doing last week: Not in paid work for some other reason (please specify)
MkLkWk3	Mk: Have you looked for paid work since the last interview?
MkSameJob	Mk: I'd like to check whether any of your employment details have changed since the last interview, including your job title. Can you tell us if the following information is correct?
MkJbHrs4	Mk: How many hours do you now work in a normal week including any paid or unpaid overtime?
MkJbHrs5	Mk: How many hours do/did you normally work in a week including any paid or unpaid overtime?
DkMJbHrs	Dk: Combined Job Hours variable
MkEmpSt3	Mk: Are/Were you working as an employee or are/were you self-employed (in your main job)?
MkJbQual2	Mk: Do/Did you require any qualifications or membership of any professional bodies to do your job?
MkSuper2	Mk: In your job, do/did you have any formal responsibility for supervising the work of other employees?
MkNumEmp3	Mk: About how many people worked for your employer at the place where you worked? This is the total number of employees that are/were at your workplace.
MkNumEmp4	Mk: How many people do/did you employ?
MkWcvR_1	Mk: Job issue due to COVID: Lost job
MkWcvR_2	Mk: Job issue due to COVID: Retrained or changed to work in a different sector
MkWcvR_3	Mk: Job issue due to COVID: Changed jobs (within same sector)
MkWcvR_4	Mk: Job issue due to COVID: Unable to work for health reasons (in the past and/or currently)
MkWcvR_5	Mk: Job issue due to COVID: Worked more hours (in the past and/or currently)
MkWcvR_6	Mk: Job issue due to COVID: Worked fewer hours (in the past and/or currently)
MkWcvR_7	Mk: Job issue due to COVID: Took a pay cut (in the past and/or currently)
MkWcvR_8	Mk: Job issue due to COVID: Furloughed or on self-employed income support scheme (in the past)
MkWcvR_9	Mk: Job issue due to COVID: Work(ed) from home more often (in the past and/or currently)
MkWcvR_10	Mk: Job issue due to COVID: Felt concern about long-term job security (in the past and/or currently)
MkWcvR_11	Mk: Job issue due to COVID: None of the above
MkWcvR_12	Mk: Job issue due to COVID: Don't know
MkWcvR_13	Mk: Job issue due to COVID: Prefer not to answer
MkWcvR_14	Mk: Job issue due to COVID: <none>

MkPrWkLsYr	Mk: Has your partner done any paid work, either as an employee or self-employed, since the last interview?
MkPrEvPdWk	Mk: There are now some questions now about partner's current or recent paid work. Has partner ever had a paid job, either as an employee or self-employed?
MkPrCurrWk	Mk: Does your partner currently have a job, either as an employee or self-employed?
MkPrEmStat_1	Mk: What partner was doing last week: Working 30 or more hours a week
MkPrEmStat_2	Mk: What partner was doing last week: Working fewer than 30 hours a week
MkPrEmStat_3	Mk: What partner was doing last week: On maternity/parental leave from an employer
MkPrEmStat_4	Mk: What partner was doing last week: Looking after home or family
MkPrEmStat_5	Mk: What partner was doing last week: Waiting to take up paid work already obtained
MkPrEmStat_6	Mk: What partner was doing last week: Out of work and looking for a job
MkPrEmStat_7	Mk: What partner was doing last week: Out of work, because of long-term sickness or disability
MkPrEmStat_8	Mk: What partner was doing last week: On a Government training or employment scheme
MkPrEmStat_9	Mk: What partner was doing last week: In full-time education (including on vacation)
MkPrEmStat_10	Mk: What partner was doing last week: In part-time education (including on vacation)
MkPrEmStat_11	Mk: What partner was doing last week: Wholly retired
MkPrEmStat_12	Mk: What partner was doing last week: Not in paid work for some other reason (please specify)
MkPrEmStat_13	Mk: What partner was doing last week: Don't know
MkPrEmStat_14	Mk: What partner was doing last week: Prefer not to answer
MkPrEmStat_15	Mk: What partner was doing last week: <none>
MkPrLKwk1	Mk: Has your partner looked for paid work since the last interview?
MkPrSamJob	Mk: I'd like to check whether any of your partner's employment details have changed since the last interview, including their job title. Can you tell us if the following information is correct?
MkPrJbHrs2	Mk: How many hours does your partner now work in a normal week - including any paid or unpaid overtime?
MkPrJbHrs	Mk: How many hours does/did your partner normally work in a week - including any paid or unpaid overtime?
DkYJbHrs	Dk: Combined Job Hours variable
MkPrEmpSt	Mk: Is/Was partner working as an employee or are/were they self-employed in their main job?
MkPrJbQual	Mk: Does/Did partner require any qualifications or membership of any professional bodies to do their job?
MkPrSuper	Mk: In their job, does/did partner have any formal responsibility for supervising the work of other employees?
MkPrNmEmp	Mk: About how many people worked for partner's employer at the place where they worked? This is the total number of employees that are/were at their workplace.
MkPrNmEmp2	Mk: How many people does/did partner employ?

MkWcvP_1	Mk: Partner job issue due to COVID: Lost job
MkWcvP_2	Mk: Partner job issue due to COVID: Retrained or changed to work in a different sector
MkWcvP_3	Mk: Partner job issue due to COVID: Changed jobs (within same sector)
MkWcvP_4	Mk: Partner job issue due to COVID: Unable to work for health reasons (in the past and/or currently)
MkWcvP_5	Mk: Partner job issue due to COVID: Worked more hours (in the past and/or currently)
MkWcvP_6	Mk: Partner job issue due to COVID: Worked fewer hours (in the past and/or currently)
MkWcvP_7	Mk: Partner job issue due to COVID: Took a pay cut (in the past and/or currently)
MkWcvP_8	Mk: Partner job issue due to COVID: Furloughed or on self-employed income support scheme (in the past)
MkWcvP_9	Mk: Partner job issue due to COVID: Work(ed) from home more often (in the past and/or currently)
MkWcvP_10	Mk: Partner job issue due to COVID: Felt concern about long-term job security (in the past and/or currently)
MkWcvP_11	Mk: Partner job issue due to COVID: None of the above
MkWcvp_12	Mk: Partner job issue due to COVID: Don't know
MkWcvp_13	Mk: Partner job issue due to COVID: Prefer not to answer
MkWcvp_14	Mk: Partner job issue due to COVID: <none>
Dkmsta01	Dk: Respondents employment status ver1
Dkmsta10	Dk: Household employment: Measure 1
Dkwsta02	Dk: Mothers employment status (incl. adopt./foster/step-mothers)
Dkmsta02	Dk: Respondents employment status ver2
Dkysta01	Dk: Partners employment status ver1
Dkysta02	Dk: Partners employment status ver2
Dkmsec01	Dk: Respondent NSSEC - 6 category
Dkysec01	Dk: Partner NSSEC - 6 Category
Dkmsec10	Dk: Household NSSEC - 6 Category
MkWInc_1	Mk: Sources of income: Wages and salaries
MkWInc_2	Mk: Sources of income: Self-employment income
MkWInc_3	Mk: Sources of income: Investment income (including interest from savings and investments)
MkWInc_4	Mk: Sources of income: State benefits or tax credits (inc. Child benefit but not Covid-related support)
MkWInc_5	Mk: Sources of income: State retirement pensions
MkWInc_6	Mk: Sources of income: Private pensions (inc pension from former employer)
MkWInc_7	Mk: Sources of income: Other kinds of regular allowance from outside your household

MkWInc_8	Mk: Sources of income: Covid-related support scheme
MkWInc_9	Mk: Sources of income: Other income
MkWInc_10	Mk: Sources of income: Don't know
MkWInc_11	Mk: Sources of income: Prefer not to answer
MkWInc_12	Mk: Sources of income: <none>
MkWbnf_1	Mk: Current benefit: Child Benefit
MkWbnf_2	Mk: Current benefit: Universal Credit
MkWbnf_3	Mk: Current benefit: Tax Credit (incl. Working Tax Credit, Child Tax Credits)
MkWbnf_4	Mk: Current benefit: Housing Benefit
MkWbnf_5	Mk: Current benefit: Council Tax Benefit/Council Tax Reduction
MkWbnf_6	Mk: Current benefit: Employment and Support Allowance
MkWbnf_7	Mk: Current benefit: Disability Living Allowance
MkWbnf_8	Mk: Current benefit: Another benefit for people with disabilities
MkWbnf_9	Mk: Current benefit: Some other state benefit or allowance
MkWbnf_10	Mk: Current benefit: None of these
MkWbnf_11	Mk: Current benefit: Don't know
MkWbnf_12	Mk: Current benefit: Prefer not to answer
MkWbnf_13	Mk: Current benefit: <none>
MkInct	Mk: When thinking about your household income before tax, do you usually think of this in weekly, monthly or annual amounts?
MkWincwe	Mk: Total weekly household income from all sources before tax - including benefits, interest from savings and so on?
MkWincMo	Mk: Total monthly household income from all sources before tax - including benefits, interest from savings and so on?
MkWincAn	Mk: Total annual household income from all sources before tax - including benefits, interest from savings and so on?
MkWInc09	Mk: Household income (full categories)
Dkeqv5	Dk: Equivalised income (banded)
Dkeqvinc	Dk: Equivalised income
MkWmnf01	Mk: Taking everything together, how well would you say you and your family are managing financially these days?
MkFinCox	Mk: And compared with before the coronavirus outbreak in March 2020, is your family's financial situation now...?
MkMedck1	Mk: Have you gained any new educational qualifications since we last spoke to you in the last interview?
MkMedNe	Mk: What type of educational qualification did you gain since the last interview?

MkMeNew	Mk: Below is a list of common educational qualifications. Starting from the top, please look down the list of qualifications below and select the first one you come to that you have passed, if any.
MkMeNewq	Mk: Do you have any qualifications not listed at the previous question?
MkEducFin	Mk: And how old were you when you left full-time continuous education?
MkMpedc1	Mk: Has your partner gained any new educational qualifications since we spoke to you in the last interview?
MkYeNe	Mk: What type of educational qualification did your partner gain since the last interview?
MkYeNew	Mk: Below is a list of common educational qualifications. Starting from the top, please look down the list of qualifications below and select the first one you come to that partner has passed, if any.
MkYeNewO	Mk: Does partner have any qualifications not listed at the previous question?
DkYEdu01	Dk: And how old was partner when they left full-time continuous education?
DkMedu04	Dk: Highest Education level of Respondent (SCQF)
Dkyedu04	Dk: Highest Education level of Partner (SCQF)
Dkmedu10	Dk: Highest Education level in hhold (SCQF)
MkMorg01	Mk: In which country were you born?
MkRUKTiA	Mk: What age were you when you first came to live in the UK?
MkRUKTiY	Mk: And in total, how long have you lived in the UK?
MkMorgP1	Mk: In which country was partner born?
MkPUKTiA	Mk: What age was partner when they first came to live in the UK?
MkPUKTiY	Mk: And in total, how long has partner lived in the UK?
Dkmeth07	Dk: Ethnicity
Dkyeth07	Dk: Ethnicity (partner)
MkMeds01	Mk: New resp - any school quals (list 1)
MkMedf01	Mk: New resp - any further ed quals (list 2)
MkMeds02	Mk: Section 1: Standard Grades 4-7 etc
MkMeds03	Mk: Section 2: Standard Grades 1-3 etc
MkMeds04	Mk: Section 3: Higher etc
MkMeds05	Mk: Section 4: Overseas exam/certificate
MkMedf02	Mk: Main resp quals: University degree/diploma
MkMedf03	Mk: Main resp quals: Postgraduate degree
MkMedf04	Mk: Main resp quals: Teacher training qualification
MkMedf05	Mk: Main resp quals: Nursing qualification

MkMedf06	Mk: Main resp quals: Foundation/advanced modern apprenticeships
MkMedf07	Mk: Main resp quals: Other recognised trade apprenticeships
MkMedf08	Mk: Main resp quals: OCR/RSA - (Vocational) Certificate
MkMedf09	Mk: Main resp quals: OCR/RSA - (First) Diploma
MkMedf10	Mk: Main resp quals: OCR/RSA - Advanced Diploma
MkMedf11	Mk: Main resp quals: OCR/RSA - Higher Diploma
MkMedf12	Mk: Main resp quals: Other clerical, commercial qualification
MkMedf13	Mk: Main resp quals: City&Guilds - Level 1/Part I
MkMedf14	Mk: Main resp quals: City&Guilds - Level 2/Craft/ Intermediate/ Ordinary/ Part II
MkMedf15	Mk: Main resp quals: City&Guilds - Level 3/Advanced/ Final/ Part III
MkMedf16	Mk: Main resp quals: City&Guilds - Level 4/Full Technological/ Part IV
MkMedf17	Mk: Main resp quals: SCOTVEC/BTEC First Certificate
MkMedf18	Mk: Main resp quals: SCOTVEC/BTEC First/General Diploma
MkMedf19	Mk: Main resp quals: SCOTVEC/BTEC/BEC/TEC NC/ONC/OND
MkMedf20	Mk: Main resp quals: SCOTVEC/BTEC/BEC/TEC HNC or HND
MkMedf21	Mk: Main resp quals: SVQ/NVQ Level 1/GSVQ/GNVQ Foundation level
MkMedf22	Mk: Main resp quals: SVQ/NVQ Level 2/GSVQ/GNVQ Intermediate level
MkMedf23	Mk: Main resp quals: SVQ/NVQ Level 3/GSVQ/GNVQ Advanced level
MkMedf24	Mk: Main resp quals: SVQ/NVQ Level 4
MkMedf25	Mk: Main resp quals: SVQ/NVQ Level 5
MkMedf26	Mk: Main resp quals: Professional qualification
MkYeds01	Mk: New part - any school quals (list 1)
MkYeds02	Mk: Part - Section 1: SCE SG 4-7 etc
MkYeds03	Mk: Part - Section 2: SCE SG 1-3 etc
MkYeds04	Mk: Part - Section 3: SCE Higher etc
MkYeds05	Mk: Part - Section 4: Overseas exam qls
MkYedf01	Mk: Partner quals: University/CNAA first/undergraduate degree/diploma
MkYedf02	Mk: Partner quals: Postgraduate degree
MkYedf03	Mk: Partner quals: Teacher training qualification
MkYedf04	Mk: Partner quals: Nursing qualification

MkYedf05	Mk: Partner quals: Foundation/advanced modern apprenticeships
MkYedf06	Mk: Partner quals: Other recognised trade apprenticeships
MkYedf07	Mk: Partner quals: OCR/RSA - (Vocational) Certificate
MkYedf08	Mk: Partner quals: OCR/RSA - (First) Diploma
MkYedf09	Mk: Partner quals: OCR/RSA - Advanced Diploma
MkYedf10	Mk: Partner quals: OCR/RSA - Higher Diploma
MkYedf11	Mk: Partner quals: Other clerical, commercial qualification
MkYedf12	Mk: Partner quals: City&Guilds - Level 1/Part I
MkYedf13	Mk: Partner quals: City&Guilds - Level 2/Craft/ Intermediate/ Ordinary/ Part II
MkYedf14	Mk: Partner quals: City&Guilds - Level 3/Advanced/ Final/ Part III
MkYedf15	Mk: Partner quals: City&Guilds - Level 4/Full Technological/ Part IV
MkYedf16	Mk: Partner quals: SCOTVEC/BTEC First Certificate
MkYedf17	Mk: Partner quals: SCOTVEC/BTEC First/General Diploma
MkYedf18	Mk: Partner quals: SCOTVEC/BTEC/BEC/TEC NC/ONC/OND
MkYedf19	Mk: Partner quals: SCOTVEC/BTEC/BEC/TEC HNC or HND
MkYedf20	Mk: Partner quals: SVQ/NVQ Level 1/GSVQ/GNVQ Foundation level
MkYedf21	Mk: Partner quals: SVQ/NVQ Level 2/GSVQ/GNVQ Intermediate level
MkYedf22	Mk: Partner quals: SVQ/NVQ Level 3/GSVQ/GNVQ Advanced level
MkYedf23	Mk: Partner quals: SVQ/NVQ Level 4
MkYedf24	Mk: Partner quals: SVQ/NVQ Level 5
MkYedf25	Mk: Partner quals: Professional qualification
ALksimdq2020	ALk SIMD2020 quintiles
ALkurin2	ALk: SG urban-rural classification
DkWTbrth	Sw11 Main Carer cross-sectional weights
DkWTbth2	Sw 11 Main Carer longitudinal weights
DkWTchld	Sw11 Young Person cross-sectional weights
DkWTchd2	Sw 11 Young Person longitudinal weights
DkPSU	PSUs for GUS sw11 Main Carer cross-sectional weights
DkStrata	Strata for GUS sw11 Main Carer cross-sectional weights

P14866/BC1/Sweep 11 Young person cards v4

GROWING UP IN SCOTLAND

PLEASE NOTE:

- **Not all cards apply to everyone**
- **There is nothing to do in preparation for the interview**

P14866/BC1/Sweep 11 Young person cards v4

GROWING UP IN SCOTLAND

PLEASE NOTE:

- **Not all cards apply to everyone**
- **There is nothing to do in preparation for the interview**

CARD A1

- 1. Single, that is, never married**
- 2. Married and living with husband/wife**
- 3. A civil partner in a legally-recognised Civil Partnership**
- 4. Married and separated from husband/wife**
- 5. Divorced**
- 6. Widowed**
- 7. Other**

CARD A1

- 1. Single, that is, never married**
- 2. Married and living with husband/wife**
- 3. A civil partner in a legally-recognised Civil Partnership**
- 4. Married and separated from husband/wife**
- 5. Divorced**
- 6. Widowed**
- 7. Other**

CARD A2

1. Spouse / Legally recognised civil partner
2. Partner / Cohabitee
3. Biological son / daughter / child
4. Adopted son / daughter / child
5. Foster son / daughter / child of partner
6. Step-son / step-daughter / child of partner
7. Son-in-law / daughter-in-law / child-in-law
8. Biological parent / Birth parent
9. Adoptive parent
10. Foster parent / Foster carer
11. Step-parent / Parent's partner
12. Parent-in-law
13. Biological brother / sister / sibling
14. Half-brother / Half-sister / Half-sibling (i.e. one biological/birth parent the same)
15. Step-brother / Step-sister / Step-sibling (i.e. no biological/birth parent the same)
16. Adopted brother / Adopted sister / Adopted sibling
17. Foster brother / Foster sister / Foster sibling
18. Brother-in law / Sister-in-law / Sibling through marriage or civil partnership
19. Grand-child
20. Grand-parent
21. Other relative
22. Other non-relative

CARD A2

1. Spouse / Legally recognised civil partner
2. Partner / Cohabitee
3. Biological son / daughter / child
4. Adopted son / daughter / child
5. Foster son / daughter / child of partner
6. Step-son / step-daughter / child of partner
7. Son-in-law / daughter-in-law / child-in-law
8. Biological parent / Birth parent
9. Adoptive parent
10. Foster parent / Foster carer
11. Step-parent / Parent's partner
12. Parent-in-law
13. Biological brother / sister / sibling
14. Half-brother / Half-sister / Half-sibling (i.e. one biological/birth parent the same)
15. Step-brother / Step-sister / Step-sibling (i.e. no biological/birth parent the same)
16. Adopted brother / Adopted sister / Adopted sibling
17. Foster brother / Foster sister / Foster sibling
18. Brother-in law / Sister-in-law / Sibling through marriage or civil partnership
19. Grand-child
20. Grand-parent
21. Other relative
22. Other non-relative

CARD A3

- 1. To be nearer work**
- 2. Separation/relationship breakdown**
- 3. Parent/carer moved in with new partner**
- 4. Wanted to buy (used to rent)**
- 5. Wanted a larger or smaller home**
- 6. To be nearer relative(s)**
- 7. Could no longer afford it / home was repossessed/eviction**
- 8. To move to better area / To move away from crime**
- 9. Problem with neighbours**
- 10. School catchment area / other education purposes**
- 11. Just wanted a change**
- 12. Other reason (please specify)**

CARD A3

- 1. To be nearer work**
- 2. Separation/relationship breakdown**
- 3. Parent/carer moved in with new partner**
- 4. Wanted to buy (used to rent)**
- 5. Wanted a larger or smaller home**
- 6. To be nearer relative(s)**
- 7. Could no longer afford it / home was repossessed/eviction**
- 8. To move to better area / To move away from crime**
- 9. Problem with neighbours**
- 10. School catchment area / other education purposes**
- 11. Just wanted a change**
- 12. Other reason (please specify)**

CARD B1

- 1. With other parent/carer**
- 2. With other relatives (e.g. grandparents, aunts/uncles)**
- 3. At boyfriend/girlfriend/partner's home**
- 4. At a friend's home**
- 5. At boarding school or college/university accommodation**
- 6. At a house, flat or room which I own or rent**
- 7. Other (please specify)**

CARD B1

- 1. With other parent/carer**
- 2. With other relatives (e.g. grandparents, aunts/uncles)**
- 3. At boyfriend/girlfriend/partner's home**
- 4. At a friend's home**
- 5. At boarding school or college/university accommodation**
- 6. At a house, flat or room which I own or rent**
- 7. Other (please specify)**

CARD B2

- 1. Every night**
- 2. 5-6 nights a week**
- 3. 3-4 nights a week**
- 4. Once or twice a week**
- 5. Less often but at least once a month**
- 6. Less often than once a month**
- 7. Never**

CARD B2

- 1. Every night**
- 2. 5-6 nights a week**
- 3. 3-4 nights a week**
- 4. Once or twice a week**
- 5. Less often but at least once a month**
- 6. Less often than once a month**
- 7. Never**

CARD B3

- 1. To start a job or training**
- 2. To go to college or university**
- 3. To get married / live with boyfriend/girlfriend**
- 4. To share with friends**
- 5. Parents' home was overcrowded**
- 6. I wanted to live on my own**
- 7. I had a child / became pregnant**
- 8. I was forced to leave**
- 9. I fell out with my parents / other household members**
- 10. Some other reason**

CARD B3

- 1. To start a job or training**
- 2. To go to college or university**
- 3. To get married / live with boyfriend/girlfriend**
- 4. To share with friends**
- 5. Parents' home was overcrowded**
- 6. I wanted to live on my own**
- 7. I had a child / became pregnant**
- 8. I was forced to leave**
- 9. I fell out with my parents / other household members**
- 10. Some other reason**

CARD B4

- 1. Death of a parent (or parent figure)**
- 2. Death of a brother or sister**
- 3. Death of a grandparent or other close relative**
- 4. Parent has had a serious illness or accident**
- 5. Brother or sister has had a serious illness or accident**
- 6. Severe mental health issues in the immediate family**
- 7. Severe physical health issues in the immediate family**
- 8. Drug taking/alcoholism in the immediate family**
- 9. None of these**

CARD B4

- 1. Death of a parent (or parent figure)**
- 2. Death of a brother or sister**
- 3. Death of a grandparent or other close relative**
- 4. Parent has had a serious illness or accident**
- 5. Brother or sister has had a serious illness or accident**
- 6. Severe mental health issues in the immediate family**
- 7. Severe physical health issues in the immediate family**
- 8. Drug taking/alcoholism in the immediate family**
- 9. None of these**

CARD B5

- 1. Parent got married**
- 2. Conflict between parents**
- 3. Parents separated or divorced**
- 4. Grandparents separated or divorced**
- 5. Other close relatives separated or divorced**
- 6. Parent lost job**
- 7. Death of a pet**
- 8. Parent in trouble with the police**
- 9. Parent in prison**
- 10. Brother/sister in trouble with the police**
- 11. Family experienced crime**
- 12. Stay in foster home/residential care**
- 13. Other disturbing event**
- 14. None of these**

CARD B5

- 1. Parent got married**
- 2. Conflict between parents**
- 3. Parents separated or divorced**
- 4. Grandparents separated or divorced**
- 5. Other close relatives separated or divorced**
- 6. Parent lost job**
- 7. Death of a pet**
- 8. Parent in trouble with the police**
- 9. Parent in prison**
- 10. Brother/sister in trouble with the police**
- 11. Family experienced crime**
- 12. Stay in foster home/residential care**
- 13. Other disturbing event**
- 14. None of these**

CARD C1

- 1. Your mother**
- 2. Your father**
- 3. Your brother(s)**
- 4. Your sister(s)**
- 5. Your grandmother(s)**
- 6. Your grandfather(s)**
- 7. Somebody else**

CARD C1

- 1. Your mother**
- 2. Your father**
- 3. Your brother(s)**
- 4. Your sister(s)**
- 5. Your grandmother(s)**
- 6. Your grandfather(s)**
- 7. Somebody else**

CARD C2

- 1. Under 3 hours a week**
- 2. 3-4 hours a week**
- 3. 5-9 hours a week**
- 4. 10-19 hours a week**
- 5. 20-29 hours per week**
- 6. 30 or more hours a week**

CARD C2

- 1. Under 3 hours a week**
- 2. 3-4 hours a week**
- 3. 5-9 hours a week**
- 4. 10-19 hours a week**
- 5. 20-29 hours per week**
- 6. 30 or more hours a week**

CARD D1

- 1. I did not think about voting in the Scottish Parliament election in May 2021**
- 2. I thought about voting in the Scottish Parliament election but in the end I did not**
- 3. I voted in the Scottish Parliament election in May 2021**

CARD D1

- 1. I did not think about voting in the Scottish Parliament election in May 2021**
- 2. I thought about voting in the Scottish Parliament election but in the end I did not**
- 3. I voted in the Scottish Parliament election in May 2021**

CARD D2

- 1. I wasn't old enough to vote/I hadn't turned 16**
- 2. I was too busy that day**
- 3. I didn't know about the election / forgot it was taking place that day**
- 4. I was ill that day**
- 5. I was concerned about COVID (e.g. being too close to others at the polling station)**
- 6. I don't think my vote would make a difference**
- 7. I don't think it matters who is elected**
- 8. I wasn't registered to vote in time/didn't realise I had to register**
- 9. I'm not interested / don't care about politics**
- 10. Another reason**

CARD D2

- 1. I wasn't old enough to vote/I hadn't turned 16**
- 2. I was too busy that day**
- 3. I didn't know about the election / forgot it was taking place that day**
- 4. I was ill that day**
- 5. I was concerned about COVID (e.g. being too close to others at the polling station)**
- 6. I don't think my vote would make a difference**
- 7. I don't think it matters who is elected**
- 8. I wasn't registered to vote in time/didn't realise I had to register**
- 9. I'm not interested / don't care about politics**
- 10. Another reason**

CARD D3

- 1. I don't think it matters who is elected**
- 2. I wasn't registered to vote in time/didn't realise I had to register**
- 3. I'm not interested / don't care about politics**
- 4. I was concerned about COVID (e.g. being too close to others at the polling station)**
- 5. I didn't know about the election / forgot it was taking place that day**
- 6. I was ill that day**
- 7. I was too busy that day**
- 8. I don't think my vote would make a difference**
- 9. I wasn't old enough to vote/I hadn't turned 16**
- 10. Another reason**

CARD D3

- 1. I don't think it matters who is elected**
- 2. I wasn't registered to vote in time/didn't realise I had to register**
- 3. I'm not interested / don't care about politics**
- 4. I was concerned about COVID (e.g. being too close to others at the polling station)**
- 5. I didn't know about the election / forgot it was taking place that day**
- 6. I was ill that day**
- 7. I was too busy that day**
- 8. I don't think my vote would make a difference**
- 9. I wasn't old enough to vote/I hadn't turned 16**
- 10. Another reason**

CARD D4

- 1. Print newspapers**
- 2. Online news websites**
- 3. Social media (e.g. Facebook, Instagram, Twitter)**
- 4. Youtube**
- 5. TV programmes (including the News)**
- 6. Radio programmes**
- 7. Publicity materials from political parties (such as flyers and posters)**
- 8. Party websites**
- 9. None of the above but have used other sources (please specify)**
- 10. Have not followed news about politics in Scotland in last year**

CARD D4

- 1. Print newspapers**
- 2. Online news websites**
- 3. Social media (e.g. Facebook, Instagram, Twitter)**
- 4. Youtube**
- 5. TV programmes (including the News)**
- 6. Radio programmes**
- 7. Publicity materials from political parties (such as flyers and posters)**
- 8. Party websites**
- 9. None of the above but have used other sources (please specify)**
- 10. Have not followed news about politics in Scotland in last year**

CARD D5

- 1. Nobody**
- 2. Parents/carers**
- 3. Other family members**
- 4. Friends**
- 5. People in my class at school or college/colleagues at work**
- 6. Someone else**

CARD D5

- 1. Nobody**
- 2. Parents/carers**
- 3. Other family members**
- 4. Friends**
- 5. People in my class at school or college/colleagues at work**
- 6. Someone else**

CARD D6

- 1. Every day or nearly every day**
- 2. Less often but at least once a week**
- 3. Less often but at least a few times a month**
- 4. Less often but at least a few times a year**

CARD D6

- 1. Every day or nearly every day**
- 2. Less often but at least once a week**
- 3. Less often but at least a few times a month**
- 4. Less often but at least a few times a year**

CARD D7

- 1. A lot**
- 2. A little**
- 3. Not very much**
- 4. Not at all**

CARD D7

- 1. A lot**
- 2. A little**
- 3. Not very much**
- 4. Not at all**

CARD D8

- 1. A great deal**
- 2. Quite a lot**
- 3. Some**
- 4. Not very much**
- 5. None at all**

CARD D8

- 1. A great deal**
- 2. Quite a lot**
- 3. Some**
- 4. Not very much**
- 5. None at all**

CARD D9

- 1. Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Strongly disagree**

CARD D9

- 1. Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Strongly disagree**

CARD D10

- 1. Contacted my local council**
- 2. Attended a public meeting**
- 3. Contacted an MP or MSP**
- 4. Responded to a consultation document**
- 5. Attended a protest, rally or demonstration**
- 6. Given money to a campaign or organisation**
- 7. Bought - or refused to buy - any products for political or ethical reasons**
- 8. None of these, but have done something else**

CARD D10

- 1. Contacted my local council**
- 2. Attended a public meeting**
- 3. Contacted an MP or MSP**
- 4. Responded to a consultation document**
- 5. Attended a protest, rally or demonstration**
- 6. Given money to a campaign or organisation**
- 7. Bought - or refused to buy - any products for political or ethical reasons**
- 8. None of these, but have done something else**

CARD E1

- 1. Gone to a party, pub or nightclub**
- 2. Watched live sport, gone to a gig, gone to the theatre or to the cinema**
- 3. Attended a religious service**
- 4. Done voluntary or community work**
- 5. Gone to museums, galleries, historic places or stately homes**
- 6. Sung in a choir or played in a band or orchestra**
- 7. Done arts or crafts activities**
- 8. Gone to youth clubs, scouts, Boys' or Girls' Brigade or similar organised activities**
- 9. Read for enjoyment**
- 10. Spent time with/hung out with friends without doing much in particular (outside of school, training or work)**
- 11. Gaming, that is on a phone, tablet, computer or games system (e.g. an X-Box or PlayStation)**

CARD E1

- 1. Gone to a party, pub or nightclub**
- 2. Watched live sport, gone to a gig, gone to the theatre or to the cinema**
- 3. Attended a religious service**
- 4. Done voluntary or community work**
- 5. Gone to museums, galleries, historic places or stately homes**
- 6. Sung in a choir or played in a band or orchestra**
- 7. Done arts or crafts activities**
- 8. Gone to youth clubs, scouts, Boys' or Girls' Brigade or similar organised activities**
- 9. Read for enjoyment**
- 10. Spent time with/hung out with friends without doing much in particular (outside of school, training or work)**
- 11. Gaming, that is on a phone, tablet, computer or games system (e.g. an X-Box or PlayStation)**

CARD E2

- 1. Most days**
- 2. At least once a week**
- 3. At least once a month**
- 4. Several times a year**
- 5. Once a year or less**
- 6. Never or almost never**

CARD E2

- 1. Most days**
- 2. At least once a week**
- 3. At least once a month**
- 4. Several times a year**
- 5. Once a year or less**
- 6. Never or almost never**

CARD E3

- 1. A great deal**
- 2. Quite a lot**
- 3. Not very much**
- 4. Nothing at all**

CARD E3

- 1. A great deal**
- 2. Quite a lot**
- 3. Not very much**
- 4. Nothing at all**

CARD E4

- 1. Vegan**
- 2. Completely vegetarian – I don't eat any meat or fish**
- 3. Semi-vegetarian – I am usually vegetarian but occasionally eat meat or fish**
- 4. None of the above**

CARD E4

- 1. Vegan**
- 2. Completely vegetarian – I don't eat any meat or fish**
- 3. Semi-vegetarian – I am usually vegetarian but occasionally eat meat or fish**
- 4. None of the above**

CARD E5

- 1. My parents are vegetarian/vegan**
- 2. It's better for the environment**
- 3. Because of my religion or beliefs**
- 4. It's better for my health**
- 5. I'm concerned about animal welfare**
- 6. I think it's unethical to eat meat**
- 7. I don't like the taste/enjoy eating meat**
- 8. Other reason**

CARD E5

- 1. My parents are vegetarian/vegan**
- 2. It's better for the environment**
- 3. Because of my religion or beliefs**
- 4. It's better for my health**
- 5. I'm concerned about animal welfare**
- 6. I think it's unethical to eat meat**
- 7. I don't like the taste/enjoy eating meat**
- 8. Other reason**

CARD F1

- 1. Never**
- 2. Less than once a week**
- 3. Once a week**
- 4. 2-4 days a week**
- 5. 5-6 days a week**
- 6. Once a day, every day**
- 7. Every day, more than once**

CARD F1

- 1. Never**
- 2. Less than once a week**
- 3. Once a week**
- 4. 2-4 days a week**
- 5. 5-6 days a week**
- 6. Once a day, every day**
- 7. Every day, more than once**

CARD F2

- 1. 0-15 minutes**
- 2. 16-30 minutes**
- 3. 31-45 minutes**
- 4. 46-60 minutes**
- 5. More than 60 minutes**

CARD F2

- 1. 0-15 minutes**
- 2. 16-30 minutes**
- 3. 31-45 minutes**
- 4. 46-60 minutes**
- 5. More than 60 minutes**

CARD G2

- 1. Your sex or gender**
- 2. Your ethnicity**
- 3. Your nationality**
- 4. Your accent**
- 5. The amount of money you or your family have**
- 6. Your sexual orientation**
- 7. Your trans status, including non-binary identities**
- 8. Your mental ill-health**
- 9. Any other health problems or disability**
- 10. Sectarian reasons**
- 11. Your religious belief or faith**
- 12. Your age**
- 13. Other reason**

CARD G2

- 1. Your sex or gender**
- 2. Your ethnicity**
- 3. Your nationality**
- 4. Your accent**
- 5. The amount of money you or your family have**
- 6. Your sexual orientation**
- 7. Your trans status, including non-binary identities**
- 8. Your mental ill-health**
- 9. Any other health problems or disability**
- 10. Sectarian reasons**
- 11. Your religious belief or faith**
- 12. Your age**
- 13. Other reason**

CARD H1

- 1. I was not doing well at school**
- 2. I needed/wanted to earn money from a job or training programme**
- 3. I had the results I needed**
- 4. I was fed up with school**
- 5. To start an apprenticeship/employment training programme**
- 6. To go to college or university**
- 7. My parents advised me to leave**
- 8. I wanted to work**
- 9. My friends were leaving**
- 10. I couldn't get a bursary or Educational Maintenance Allowance to stay**

CARD H1

- 1. I was not doing well at school**
- 2. I needed/wanted to earn money from a job or training programme**
- 3. I had the results I needed**
- 4. I was fed up with school**
- 5. To start an apprenticeship/employment training programme**
- 6. To go to college or university**
- 7. My parents advised me to leave**
- 8. I wanted to work**
- 9. My friends were leaving**
- 10. I couldn't get a bursary or Educational Maintenance Allowance to stay**

CARD H2

- 1. Very often**
- 2. Often**
- 3. Not very often**
- 4. Never**

CARD H2

- 1. Very often**
- 2. Often**
- 3. Not very often**
- 4. Never**

CARD H3

- 1. Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Disagree strongly**

CARD H3

- 1. Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Disagree strongly**

CARD H4

- 1. Not at all**
- 2. A little**
- 3. Quite a lot**
- 4. A lot**

CARD H4

- 1. Not at all**
- 2. A little**
- 3. Quite a lot**
- 4. A lot**

CARD H5

- 1. General work experience**
- 2. Work placement that was part of a specific subject or course**
- 3. Both of these**

CARD H5

- 1. General work experience**
- 2. Work placement that was part of a specific subject or course**
- 3. Both of these**

CARD H6

- 1. My parents advised me to study a subject**
- 2. Teachers advised me to study a subject**
- 3. I need to do a subject for Highers or further education**
- 4. I need to do a subject for a career**
- 5. There were no other subjects that I wanted to study**
- 6. I expected I would do well in a subject at the exam**
- 7. I like doing a subject**
- 8. I like the teachers for a subject**
- 9. It's different from the subjects I've been doing before in school**
- 10. Friends would also be doing this subject**
- 11. Chosen to fit my timetable / other subject(s) did not fit timetable**
- 12. Some other reason**

CARD H6

- 1. My parents advised me to study a subject**
- 2. Teachers advised me to study a subject**
- 3. I need to do a subject for Highers or further education**
- 4. I need to do a subject for a career**
- 5. There were no other subjects that I wanted to study**
- 6. I expected I would do well in a subject at the exam**
- 7. I like doing a subject**
- 8. I like the teachers for a subject**
- 9. It's different from the subjects I've been doing before in school**
- 10. Friends would also be doing this subject**
- 11. Chosen to fit my timetable / other subject(s) did not fit timetable**
- 12. Some other reason**

CARD H7

- 1. The subject/course wasn't offered in my school**
- 2. My grades weren't good enough**
- 3. I had too many subjects/courses and needed to drop one/some**
- 4. The subject/course I wanted wasn't in the right column**
- 5. I didn't like the teacher**
- 6. Other reason(s)**

CARD H7

- 1. The subject/course wasn't offered in my school**
- 2. My grades weren't good enough**
- 3. I had too many subjects/courses and needed to drop one/some**
- 4. The subject/course I wanted wasn't in the right column**
- 5. I didn't like the teacher**
- 6. Other reason(s)**

CARD H8

- 1. GCSE**
- 2. AS Level**
- 3. A-Level**
- 4. NVQ**
- 5. BTEC**
- 6. City and Guilds**
- 7. Other (please specify)**

CARD H8

- 1. GCSE**
- 2. AS Level**
- 3. A-Level**
- 4. NVQ**
- 5. BTEC**
- 6. City and Guilds**
- 7. Other (please specify)**

CARD I1

- 1. Always true**
- 2. Sometimes true**
- 3. Not true**

CARD I1

- 1. Always true**
- 2. Sometimes true**
- 3. Not true**

CARD I2

- 1. Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Strongly disagree**

CARD I2

- 1. Strongly agree**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Strongly disagree**

CARD I3

- 1. I want to go to University**
- 2. I want to go to College**
- 3. I want to begin an apprenticeship, or some other vocational training course**
- 4. I want to begin full-time work**
- 5. I want to do something else**
- 6. Not sure**

CARD I3

- 1. I want to go to University**
- 2. I want to go to College**
- 3. I want to begin an apprenticeship, or some other vocational training course**
- 4. I want to begin full-time work**
- 5. I want to do something else**
- 6. Not sure**

CARD I4

- 1. Your friends**
- 2. Your parents/carers**
- 3. Other family members**
- 4. Your Pupil Support/Guidance teacher/tutor at school**
- 5. Other teachers at school**
- 6. A Skills Development Scotland Careers Adviser**
- 7. A careers website such as My World of Work or PlanIt**
- 8. A university or college representative talking to you and your classmates**
- 9. An employer or training provider talking to you and your classmates**
- 10. Social media**
- 11. Somewhere or someone else (please specify)**

CARD I4

- 1. Your friends**
- 2. Your parents/carers**
- 3. Other family members**
- 4. Your Pupil Support/Guidance teacher/tutor at school**
- 5. Other teachers at school**
- 6. A Skills Development Scotland Careers Adviser**
- 7. A careers website such as My World of Work or PlanIt**
- 8. A university or college representative talking to you and your classmates**
- 9. An employer or training provider talking to you and your classmates**
- 10. Social media**
- 11. Somewhere or someone else (please specify)**

CARD I5

- 1. What I'm good at**
- 2. What I enjoy doing**
- 3. What my parents advised me to do**
- 4. What my teachers advised me to do**
- 5. What a careers adviser advised me to do**
- 6. Which jobs earn the most money**
- 7. Which jobs involve helping others**
- 8. Which jobs have work-based learning routes i.e. apprenticeships**
- 9. My personal characteristics (e.g. gender, disability)**
- 10. Doing something that has a positive impact on society**
- 11. Which jobs require a degree for entry**
- 12. Something else**

CARD I5

- 1. What I'm good at**
- 2. What I enjoy doing**
- 3. What my parents advised me to do**
- 4. What my teachers advised me to do**
- 5. What a careers adviser advised me to do**
- 6. Which jobs earn the most money**
- 7. Which jobs involve helping others**
- 8. Which jobs have work-based learning routes i.e. apprenticeships**
- 9. My personal characteristics (e.g. gender, disability)**
- 10. Doing something that has a positive impact on society**
- 11. Which jobs require a degree for entry**
- 12. Something else**

CARD J1

- 1. I wanted to enter into or progress in a specific career**
- 2. I wanted to gain a qualification**
- 3. I wanted to be paid whilst training**
- 4. I thought an apprenticeship was a good way to develop work-related skills**
- 5. I have to do an apprenticeship for my job**
- 6. Another reason (please specify)**

CARD J1

- 1. I wanted to enter into or progress in a specific career**
- 2. I wanted to gain a qualification**
- 3. I wanted to be paid whilst training**
- 4. I thought an apprenticeship was a good way to develop work-related skills**
- 5. I have to do an apprenticeship for my job**
- 6. Another reason (please specify)**

CARD K1

- 1. At school**
- 2. At college/university**
- 3. Working (either full-time or part-time)**
- 4. Apprenticeship or training course/scheme**
- 5. Voluntary work**
- 6. Taking time out/gap year**
- 7. Unemployed and looking for work**
- 8. Not working, studying, or looking for work**
- 9. Waiting to take up a college/university place, job, apprenticeship or training programme**
- 10. Something else (please specify)**

CARD K1

- 1. At school**
- 2. At college/university**
- 3. Working (either full-time or part-time)**
- 4. Apprenticeship or training course/scheme**
- 5. Voluntary work**
- 6. Taking time out/gap year**
- 7. Unemployed and looking for work**
- 8. Not working, studying, or looking for work**
- 9. Waiting to take up a college/university place, job, apprenticeship or training programme**
- 10. Something else (please specify)**

CARD K2

- 1. 1-5 people**
- 2. 6-24 people**
- 3. 25-49 people**
- 4. 50-499 people**
- 5. 500+ people**

CARD K2

- 1. 1-5 people**
- 2. 6-24 people**
- 3. 25-49 people**
- 4. 50-499 people**
- 5. 500+ people**

CARD K3

- 1. Holiday job**
- 2. Working for an employment agency**
- 3. Casual type of work**
- 4. Seasonal work**
- 5. Done under contract for a fixed period or for a fixed task**
- 6. An internship**
- 7. Other non-permanent arrangement**

CARD K3

- 1. Holiday job**
- 2. Working for an employment agency**
- 3. Casual type of work**
- 4. Seasonal work**
- 5. Done under contract for a fixed period or for a fixed task**
- 6. An internship**
- 7. Other non-permanent arrangement**

CARD K4

- 1. Through a friend or family member**
- 2. Through your school or college**
- 3. Through someone else that you know**
- 4. Through a job centre**
- 5. Through a recruitment agency**
- 6. Through a jobs website**
- 7. Through social media**
- 8. Some other way**

CARD K4

- 1. Through a friend or family member**
- 2. Through your school or college**
- 3. Through someone else that you know**
- 4. Through a job centre**
- 5. Through a recruitment agency**
- 6. Through a jobs website**
- 7. Through social media**
- 8. Some other way**

CARD K5

- 1. Very well informed**
- 2. Well informed**
- 3. Not very well informed**
- 4. Not well informed at all**

CARD K5

- 1. Very well informed**
- 2. Well informed**
- 3. Not very well informed**
- 4. Not well informed at all**

CARD K6

- 1. I know a lot about my rights at work**
- 2. I could know more and would like to be able to find out more**
- 3. I could know more but I don't feel I need to**

CARD K6

- 1. I know a lot about my rights at work**
- 2. I could know more and would like to be able to find out more**
- 3. I could know more but I don't feel I need to**

CARD K7

- 1. I don't know much but know where to get advice**
- 2. I don't know nearly enough and would like to know more**
- 3. I don't know much and am not interested**

CARD K7

- 1. I don't know much but know where to get advice**
- 2. I don't know nearly enough and would like to know more**
- 3. I don't know much and am not interested**

CARD K8

- 1. One week**
- 2. Fortnight**
- 3. Four weeks**
- 4. One calendar month**
- 5. One year**
- 6. Other**

CARD K8

- 1. One week**
- 2. Fortnight**
- 3. Four weeks**
- 4. One calendar month**
- 5. One year**
- 6. Other**

CARD L1

- 1. I lost job/ job opportunity or a place on an apprenticeship or training scheme**
- 2. I couldn't find a job**
- 3. I dropped out of school or college**
- 4. Changed jobs (within same sector)**
- 5. Worked more hours**
- 6. Worked fewer hours**
- 7. Took a pay cut**
- 8. Furloughed or on self-employed income support scheme**

CARD L1

- 1. I lost job/ job opportunity or a place on an apprenticeship or training scheme**
- 2. I couldn't find a job**
- 3. I dropped out of school or college**
- 4. Changed jobs (within same sector)**
- 5. Worked more hours**
- 6. Worked fewer hours**
- 7. Took a pay cut**
- 8. Furloughed or on self-employed income support scheme**

CARD M1

- 1. High income**
- 2. A job that offers good training opportunities**
- 3. An interesting job**
- 4. Flexible working hours**
- 5. Generous holidays/time off**
- 6. A good step on the career ladder**
- 7. A job that is useful to society**
- 8. A job that helps other people**
- 9. A job that is good for the environment or helps save the planet**
- 10. Job security**
- 11. Being challenged in the work you do**
- 12. Other**

CARD M1

- 1. High income**
- 2. A job that offers good training opportunities**
- 3. An interesting job**
- 4. Flexible working hours**
- 5. Generous holidays/time off**
- 6. A good step on the career ladder**
- 7. A job that is useful to society**
- 8. A job that helps other people**
- 9. A job that is good for the environment or helps save the planet**
- 10. Job security**
- 11. Being challenged in the work you do**
- 12. Other**

CARD M2

- 1. Looking for paid work**
- 2. Looking for an education or training course**
- 3. Waiting for a job to start**
- 4. Waiting for an education, apprenticeship or training course to start**
- 5. Waiting for exam or course results**
- 6. Waiting for the result of a job application**
- 7. Waiting for the result of an application to an education, apprenticeship or training course**

CARD M2

- 1. Looking for paid work**
- 2. Looking for an education or training course**
- 3. Waiting for a job to start**
- 4. Waiting for an education, apprenticeship or training course to start**
- 5. Waiting for exam or course results**
- 6. Waiting for the result of a job application**
- 7. Waiting for the result of an application to an education, apprenticeship or training course**

CARD M3

- 1. Too busy with family**
- 2. Can't find a job that interests me**
- 3. Can't find a job with enough flexibility**
- 4. Can't find a job that's suitable**
- 5. Because of health problems/injury/disability**
- 6. I would be worse off financially if I started to work**
- 7. Travelling to work would be very difficult for me**

CARD M3

- 1. Too busy with family**
- 2. Can't find a job that interests me**
- 3. Can't find a job with enough flexibility**
- 4. Can't find a job that's suitable**
- 5. Because of health problems/injury/disability**
- 6. I would be worse off financially if I started to work**
- 7. Travelling to work would be very difficult for me**

CARD M4

- 1. A charity**
- 2. College or school**
- 3. Family / friends**
- 4. Jobcentre Plus**
- 5. My local Council**
- 6. myworldofwork.co.uk/ (website)**
- 7. Other sources of online support**
- 8. A private company**
- 9. Skills Development Scotland Centre**
- 10. Other**

CARD M4

- 1. A charity**
- 2. College or school**
- 3. Family / friends**
- 4. Jobcentre Plus**
- 5. My local Council**
- 6. myworldofwork.co.uk/ (website)**
- 7. Other sources of online support**
- 8. A private company**
- 9. Skills Development Scotland Centre**
- 10. Other**

CARD M5

- 1. Regular allowance, pocket money or other cash help from parents (including payments from chores or babysitting in the household)**
- 2. Regular cash help from other relatives or friends outside the household**
- 3. State benefit payments**
- 4. Educational Maintenance Allowance**
- 5. Bursary**
- 6. Any other education grants or studentships**
- 7. Income from investments (include interest on savings)**
- 8. Other source(s)**

CARD M5

- 1. Regular allowance, pocket money or other cash help from parents (including payments from chores or babysitting in the household)**
- 2. Regular cash help from other relatives or friends outside the household**
- 3. State benefit payments**
- 4. Educational Maintenance Allowance**
- 5. Bursary**
- 6. Any other education grants or studentships**
- 7. Income from investments (include interest on savings)**
- 8. Other source(s)**

CARD N1

- 1. Agree strongly**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Disagree strongly**

CARD N1

- 1. Agree strongly**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Disagree strongly**

CARD O1

- 1. Very satisfied**
- 2. Fairly satisfied**
- 3. Neither satisfied nor dissatisfied**
- 4. Fairly dissatisfied**
- 5. Very dissatisfied**

CARD O1

- 1. Very satisfied**
- 2. Fairly satisfied**
- 3. Neither satisfied nor dissatisfied**
- 4. Fairly dissatisfied**
- 5. Very dissatisfied**

CARD O2

- 1. Very safe**
- 2. Fairly safe**
- 3. A bit unsafe**
- 4. Very unsafe**

CARD O2

- 1. Very safe**
- 2. Fairly safe**
- 3. A bit unsafe**
- 4. Very unsafe**

CARD 03

- 1. More than once a day**
- 2. Every day**
- 3. Several times a week**
- 4. Once or twice a month**
- 5. Once every 2 – 3 months**
- 6. Once or twice**
- 7. Never**

CARD 03

- 1. More than once a day**
- 2. Every day**
- 3. Several times a week**
- 4. Once or twice a month**
- 5. Once every 2 – 3 months**
- 6. Once or twice**
- 7. Never**

CARD 04

- 1. Taking the dog for a walk**
- 2. Going for a walk (without a dog)**
- 3. Cycling, mountain biking, skateboarding, roller blading, scootering**
- 4. Running/jogging**
- 5. Playing casual sports or games (i.e. kicking a ball around, rounders)**
- 6. Hanging out with friends**
- 7. Spending time with family**
- 8. Hanging out alone (e.g. enjoying nice weather, reading, listening to music)**
- 9. Enjoying being in nature (e.g. listening to birdsong, noticing the changing seasons)**
- 10. Birdwatching/wildlife watching or helping look after nature/wildlife**
- 11. Any other types of activities**

CARD 04

- 1. Taking the dog for a walk**
- 2. Going for a walk (without a dog)**
- 3. Cycling, mountain biking, skateboarding, roller blading, scootering**
- 4. Running/jogging**
- 5. Playing casual sports or games (i.e. kicking a ball around, rounders)**
- 6. Hanging out with friends**
- 7. Spending time with family**
- 8. Hanging out alone (e.g. enjoying nice weather, reading, listening to music)**
- 9. Enjoying being in nature (e.g. listening to birdsong, noticing the changing seasons)**
- 10. Birdwatching/wildlife watching or helping look after nature/wildlife**
- 11. Any other types of activities**

CARD O5

- 1. Agree strongly**
- 2. Agree slightly**
- 3. Neither agree nor disagree**
- 4. Disagree slightly**
- 5. Disagree strongly**

CARD O5

- 1. Agree strongly**
- 2. Agree slightly**
- 3. Neither agree nor disagree**
- 4. Disagree slightly**
- 5. Disagree strongly**

CARD O6

- 1. Very good**
- 2. Good**
- 3. Average**
- 4. Poor**
- 5. Very poor**

CARD O6

- 1. Very good**
- 2. Good**
- 3. Average**
- 4. Poor**
- 5. Very poor**

CARD 07

- 1. Close/nearby/not far away**
- 2. Most convenient**
- 3. Quickest method**
- 4. Only method available**
- 5. Too far to walk**
- 6. No public transport / public transport unsuitable**
- 7. Good exercise/fresh air**
- 8. No car/transport**
- 9. Cheapest method / it is free**
- 10. Other reason**

CARD 07

- 1. Close/nearby/not far away**
- 2. Most convenient**
- 3. Quickest method**
- 4. Only method available**
- 5. Too far to walk**
- 6. No public transport / public transport unsuitable**
- 7. Good exercise/fresh air**
- 8. No car/transport**
- 9. Cheapest method / it is free**
- 10. Other reason**

CARD N1

- 1. White**
- 2. Mixed or multiple ethnic groups**
- 3. Asian or Asian Scottish or Asian British**
- 4. Black or Black Scottish or Black British**
- 5. Arab**
- 6. Other (please describe)**

CARD N1

- 1. White**
- 2. Mixed or multiple ethnic groups**
- 3. Asian or Asian Scottish or Asian British**
- 4. Black or Black Scottish or Black British**
- 5. Arab**
- 6. Other (please describe)**

CARD N2

- 1. White Scottish**
- 2. White British**
- 3. White English**
- 4. White Welsh**
- 5. White Northern Irish**
- 6. White Irish**
- 7. Gypsy or Irish Traveller**
- 8. Any other White background (please describe)**

CARD N2

- 1. White Scottish**
- 2. White British**
- 3. White English**
- 4. White Welsh**
- 5. White Northern Irish**
- 6. White Irish**
- 7. Gypsy or Irish Traveller**
- 8. Any other White background (please describe)**

CARD N3

- 1. Mixed White and Black Caribbean**
- 2. Mixed White and Black African**
- 3. Mixed White and Asian**
- 4. Any other mixed or multiple ethnic background (please describe)**

CARD N3

- 1. Mixed White and Black Caribbean**
- 2. Mixed White and Black African**
- 3. Mixed White and Asian**
- 4. Any other mixed or multiple ethnic background (please describe)**

CARD N4

- 1. Indian**
- 2. Pakistani**
- 3. Bangladeshi**
- 4. Chinese**
- 5. Any other Asian background (please describe)**

CARD N4

- 1. Indian**
- 2. Pakistani**
- 3. Bangladeshi**
- 4. Chinese**
- 5. Any other Asian background (please describe)**

CARD N5

- 1. Black African**
- 2. Black Caribbean**
- 3. Any other Black background (please describe)**

CARD N5

- 1. Black African**
- 2. Black Caribbean**
- 3. Any other Black background (please describe)**

P14866/BC1/Sweep 11 Main carer cards

GROWING UP IN SCOTLAND

P14866/BC1/Sweep 11 Main Carer cards

GROWING UP IN SCOTLAND

CARD P1

- 1. Yes, lived with him/her since birth**
- 2. No, not lived with him/her since birth**
- 3. Lived with him/her since birth but not continuously**

CARD P1

- 1. Yes, lived with him/her since birth**
- 2. No, not lived with him/her since birth**
- 3. Lived with him/her since birth but not continuously**

CARD P2

1. I did not think about voting in the Scottish Parliament election in May 2021
2. I thought about voting in the Scottish Parliament election but in the end I did not
3. I usually vote but did not this time
4. I don't usually vote and did not this time
5. I voted in the Scottish Parliament election in May 2021

CARD P2

1. I did not think about voting in the Scottish Parliament election in May 2021
2. I thought about voting in the Scottish Parliament election but in the end I did not
3. I usually vote but did not this time
4. I don't usually vote and did not this time
5. I voted in the Scottish Parliament election in May 2021

CARD P3

- 1. Nobody**
- 2. My own child(ren)**
- 3. Family members other than own child(ren)**
- 4. Friends**
- 5. Colleagues at work**
- 6. Someone else**

CARD P3

- 1. Nobody**
- 2. My own child(ren)**
- 3. Family members other than own child(ren)**
- 4. Friends**
- 5. Colleagues at work**
- 6. Someone else**

CARD P4

- 1. Every day or nearly every day**
- 2. Less often but at least once a week**
- 3. Less often but at least a few times a month**
- 4. Less often but at least a few times a year**

CARD P4

- 1. Every day or nearly every day**
- 2. Less often but at least once a week**
- 3. Less often but at least a few times a month**
- 4. Less often but at least a few times a year**

CARD P5

- 1. A lot**
- 2. A little**
- 3. Not very much**
- 4. Not at all**

CARD P5

- 1. A lot**
- 2. A little**
- 3. Not very much**
- 4. Not at all**

CARD P6

- 1. Agree strongly**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Disagree strongly**

CARD P6

- 1. Agree strongly**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Disagree strongly**

CARD P7

- 1. Contacted my local council**
- 2. Attended a public meeting**
- 3. Contacted an MP or MSP**
- 4. Responded to a consultation document**
- 5. Attended a protest, rally or demonstration**
- 6. Given money to a campaign or organisation**
- 7. Bought – or refused to buy – any products for political or ethical reasons**
- 8. Raised the issue in an organisation I belong to**
- 9. Spoken to an influential person**
- 10. None of these but I have done something else**

CARD P7

- 1. Contacted my local council**
- 2. Attended a public meeting**
- 3. Contacted an MP or MSP**
- 4. Responded to a consultation document**
- 5. Attended a protest, rally or demonstration**
- 6. Given money to a campaign or organisation**
- 7. Bought – or refused to buy – any products for political or ethical reasons**
- 8. Raised the issue in an organisation I belong to**
- 9. Spoken to an influential person**
- 10. None of these but I have done something else**

CARD P8

- 1. Teachers at child's school**
- 2. Skills Development Scotland Careers adviser attached to the school**
- 3. Skills Development Scotland Careers adviser at careers office outside school**
- 4. Representatives of a college**
- 5. Representatives of a university**
- 6. Potential employers or apprenticeship providers**
- 7. Friends or family members**
- 8. Someone else**

CARD P8

- 1. Teachers at child's school**
- 2. Skills Development Scotland Careers adviser attached to the school**
- 3. Skills Development Scotland Careers adviser at careers office outside school**
- 4. Representatives of a college**
- 5. Representatives of a university**
- 6. Potential employers or apprenticeship providers**
- 7. Friends or family members**
- 8. Someone else**

CARD P9

- 1. My World of Work website**
- 2. My Kid's Career website**
- 3. Planit website**
- 4. Apprenticeships.scot website**
- 5. College or university website(s)**
- 6. Job websites (e.g. Indeed, S1Jobs, Monster, etc.)**
- 7. Results helpline**
- 8. Print media (e.g. Newspapers, magazines, etc.)**
- 9. Social media (e.g. Facebook, Twitter, Instagram etc.)**
- 10. Other**

CARD P9

- 1. My World of Work website**
- 2. My Kid's Career website**
- 3. Planit website**
- 4. Apprenticeships.scot website**
- 5. College or university website(s)**
- 6. Job websites (e.g. Indeed, S1Jobs, Monster, etc.)**
- 7. Results helpline**
- 8. Print media (e.g. Newspapers, magazines, etc.)**
- 9. Social media (e.g. Facebook, Twitter, Instagram etc.)**
- 10. Other**

CARD P10

- 1. Staying on at school**
- 2. Going to college**
- 3. Starting an apprenticeship**
- 4. Starting some other type of work-based training**
- 5. Getting a full-time job (either as an employee or self-employed)**
- 6. Volunteering**

CARD P10

- 1. Staying on at school**
- 2. Going to college**
- 3. Starting an apprenticeship**
- 4. Starting some other type of work-based training**
- 5. Getting a full-time job (either as an employee or self-employed)**
- 6. Volunteering**

CARD P11

- 1. Stay on at school**
- 2. Go to college**
- 3. Start an apprenticeship**
- 4. Start some other type of work-based training**
- 5. Get a full time paid job (either as an employee or self-employed)**
- 6. Something else**
- 7. I didn't mind**

CARD P11

- 1. Stay on at school**
- 2. Go to college**
- 3. Start an apprenticeship**
- 4. Start some other type of work-based training**
- 5. Get a full time paid job (either as an employee or self-employed)**
- 6. Something else**
- 7. I didn't mind**

CARD P12

- 1. Gone to University**
- 2. Gone to college**
- 3. Completed an apprenticeship**
- 4. Had a full-time paid job**
- 5. Had a part-time paid job**
- 6. Worked in the family business**
- 7. Worked unpaid as a volunteer**
- 8. Started a family**
- 9. Left home**
- 10. Been travelling**
- 11. Something else**
- 12. I don't mind**

CARD P12

- 1. Gone to University**
- 2. Gone to college**
- 3. Completed an apprenticeship**
- 4. Had a full-time paid job**
- 5. Had a part-time paid job**
- 6. Worked in the family business**
- 7. Worked unpaid as a volunteer**
- 8. Started a family**
- 9. Left home**
- 10. Been travelling**
- 11. Something else**
- 12. I don't mind**

CARD P13

- 1. Agree strongly**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Disagree strongly**

CARD P13

- 1. Agree strongly**
- 2. Agree**
- 3. Neither agree nor disagree**
- 4. Disagree**
- 5. Disagree strongly**

CARD P14

- 1. Not very close**
- 2. Fairly close**
- 3. Very close**
- 4. Extremely close**

CARD P14

- 1. Not very close**
- 2. Fairly close**
- 3. Very close**
- 4. Extremely close**

CARD P15

- 1. Never true**
- 2. Sometimes true**
- 3. Often true**
- 4. Always true**

CARD P15

- 1. Never true**
- 2. Sometimes true**
- 3. Often true**
- 4. Always true**

CARD P16

- 1. Excellent**
- 2. Very good**
- 3. Good**
- 4. Fair**
- 5. Poor**
- 6. Can't say**

CARD P16

- 1. Excellent**
- 2. Very good**
- 3. Good**
- 4. Fair**
- 5. Poor**
- 6. Can't say**

CARD P17

- 1. Vision (e.g. due to blindness or partial sight)**
- 2. Hearing (e.g. due to deafness or partial hearing)**
- 3. Mobility, such as difficulty moving around**
- 4. Learning or concentrating or remembering**
- 5. Mental health**
- 6. Stamina or breathing difficulty**
- 7. Social or behavioural issues (for example, due to neuro diverse conditions such as Autism, Attention Deficit or Asperger's Syndrome)**
- 8. Other impairment(s)**

CARD P17

- 1. Vision (e.g. due to blindness or partial sight)**
- 2. Hearing (e.g. due to deafness or partial hearing)**
- 3. Mobility, such as difficulty moving around**
- 4. Learning or concentrating or remembering**
- 5. Mental health**
- 6. Stamina or breathing difficulty**
- 7. Social or behavioural issues (for example, due to neuro diverse conditions such as Autism, Attention Deficit or Asperger's Syndrome)**
- 8. Other impairment(s)**

CARD P18

- 1. All of the time**
- 2. Most of the time**
- 3. A good bit of the time**
- 4. Some of the time**
- 5. A little of the time**
- 6. None of the time**

CARD P18

- 1. All of the time**
- 2. Most of the time**
- 3. A good bit of the time**
- 4. Some of the time**
- 5. A little of the time**
- 6. None of the time**

CARD P19

- 1. Spoken to a doctor**
- 2. Taken medication prescribed to you by a doctor or other medical professional**
- 3. Self-medicated (i.e. taken medication not prescribed to you by a doctor or other medical professional)**
- 4. Spoken to a mental health professional (incl. therapist or psychiatrist)**
- 5. Called a helpline**
- 6. Spoken to a friend or family member**
- 7. Something else (please say what at the next question)**
- 8. I have not done anything specifically to support my mental health**

CARD P19

- 1. Spoken to a doctor**
- 2. Taken medication prescribed to you by a doctor or other medical professional**
- 3. Self-medicated (i.e. taken medication not prescribed to you by a doctor or other medical professional)**
- 4. Spoken to a mental health professional (incl. therapist or psychiatrist)**
- 5. Called a helpline**
- 6. Spoken to a friend or family member**
- 7. Something else (please say what at the next question)**
- 8. I have not done anything specifically to support my mental health**

CARD P20

- 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**

CARD P20

- 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**

CARD P21

- 1. Lost job**
- 2. Retrained or changed to work in a different sector**
- 3. Changed jobs (within same sector)**
- 4. Unable to work for health reasons (in the past and/or currently)**
- 5. Worked more hours (in the past and/or currently)**
- 6. Worked fewer hours (in the past and/or currently)**
- 7. Took a pay cut (in the past and/or currently)**
- 8. Furloughed or on self-employed income support scheme (in the past)**
- 9. Work(ed) from home more often (in the past and/or currently)**
- 10. Felt concern about long-term job security (in the past and/or currently)**
- 11. None of the above**

CARD P21

- 1. Lost job**
- 2. Retrained or changed to work in a different sector**
- 3. Changed jobs (within same sector)**
- 4. Unable to work for health reasons (in the past and/or currently)**
- 5. Worked more hours (in the past and/or currently)**
- 6. Worked fewer hours (in the past and/or currently)**
- 7. Took a pay cut (in the past and/or currently)**
- 8. Furloughed or on self-employed income support scheme (in the past)**
- 9. Work(ed) from home more often (in the past and/or currently)**
- 10. Felt concern about long-term job security (in the past and/or currently)**
- 11. None of the above**

CARD P22

- 1. Wages and salaries**
- 2. Self-employment income**
- 3. Investment income (including interest from savings and investments)**
- 4. State benefits or tax credits (including child benefit, but not incl Covid-related support)**
- 5. State retirement pensions**
- 6. Private pensions (including pension from former employer)**
- 7. Other kinds of regular allowance from outside your household (e.g. maintenance, student grants, rent)**
- 8. Covid-related support scheme**
- 9. Other income**

CARD P22

- 1. Wages and salaries**
- 2. Self-employment income**
- 3. Investment income (including interest from savings and investments)**
- 4. State benefits or tax credits (including child benefit, but not incl Covid-related support)**
- 5. State retirement pensions**
- 6. Private pensions (including pension from former employer)**
- 7. Other kinds of regular allowance from outside your household (e.g. maintenance, student grants, rent)**
- 8. Covid-related support scheme**
- 9. Other income**

CARD P23

- 1. Child Benefit**
- 2. Universal Credit**
- 3. Tax Credit (incl. Working Tax Credit, Child Tax Credits)**
- 4. Housing Benefit**
- 5. Council Tax Benefit/Council Tax Reduction**
- 6. Employment and Support Allowance**
- 7. Disability Living Allowance**
- 8. Another benefit for people with disabilities**
- 9. Some other state benefit or allowance**

CARD P23

- 1. Child Benefit**
- 2. Universal Credit**
- 3. Tax Credit (incl. Working Tax Credit, Child Tax Credits)**
- 4. Housing Benefit**
- 5. Council Tax Benefit/Council Tax Reduction**
- 6. Employment and Support Allowance**
- 7. Disability Living Allowance**
- 8. Another benefit for people with disabilities**
- 9. Some other state benefit or allowance**

CARD P24

- 1. Less than £115**
- 2. £116-£192**
- 3. £193-£230**
- 4. £231-£289**
- 5. £290-£346**
- 6. £347-£385**
- 7. £386-£442**
- 8. £443-£500**
- 9. £501-£558**
- 10. £559-£615**
- 11. £616-£730**
- 12. £731-£845**
- 13. £846-£961**
- 14. £962-£1,076**
- 15. £1,077-£1,192**
- 16. £1,193-£1,307**
- 17. £1,308-£1,423**
- 18. £1,424-£1,538**
- 19. £1,539 or more**

CARD P24

- 1. Less than £115**
- 2. £116-£192**
- 3. £193-£230**
- 4. £231-£289**
- 5. £290-£346**
- 6. £347-£385**
- 7. £386-£442**
- 8. £443-£500**
- 9. £501-£558**
- 10. £559-£615**
- 11. £616-£730**
- 12. £731-£845**
- 13. £846-£961**
- 14. £962-£1,076**
- 15. £1,077-£1,192**
- 16. £1,193-£1,307**
- 17. £1,308-£1,423**
- 18. £1,424-£1,538**
- 19. £1,539 or more**

CARD P25

- 1. Less than £500**
- 2. £501-£833**
- 3. £834-£999**
- 4. £1000-£1249**
- 5. £1250-£1499**
- 6. £1500-£1666**
- 7. £1667-£1916**
- 8. £1917-£2166**
- 9. £2167-£2416**
- 10. £2417-£2666**
- 11. £2667-£3166**
- 12. £3167-£3666**
- 13. £3667-£4166**
- 14. £4167-£4666**
- 15. £4667-£5166**
- 16. £5167-£5666**
- 17. £5667-£6166**
- 18. £6167-£6666**
- 19. £6667 or more**

CARD P25

- 1. Less than £500**
- 2. £501-£833**
- 3. £834-£999**
- 4. £1000-£1249**
- 5. £1250-£1499**
- 6. £1500-£1666**
- 7. £1667-£1916**
- 8. £1917-£2166**
- 9. £2167-£2416**
- 10. £2417-£2666**
- 11. £2667-£3166**
- 12. £3167-£3666**
- 13. £3667-£4166**
- 14. £4167-£4666**
- 15. £4667-£5166**
- 16. £5167-£5666**
- 17. £5667-£6166**
- 18. £6167-£6666**
- 19. £6667 or more**

CARD P26

- 1. Up to £5,999 pa**
- 2. £6,000 - £9,999 pa**
- 3. £10,000-£11,999 pa**
- 4. £12,000-£14,999 pa**
- 5. £15,000-£17,999 pa**
- 6. £18,000-£19,999 pa**
- 7. £20,000-£22,999 pa**
- 8. £23,000-£25,999 pa**
- 9. £26,000-£28,999 pa**
- 10. £29,000-£31,999 pa**
- 11. £32,000-£37,999 pa**
- 12. £38,000-£43,999 pa**
- 13. £44,000-£49,999 pa**
- 14. £50,000-£55,999 pa**
- 15. £56,000- £61,999 pa**
- 16. £62,000- £67,999 pa**
- 17. £68,000- £73,999 pa**
- 18. £74,000 - 79,999 pa**
- 19. £80,000 or more pa**

CARD P26

- 1. Up to £5,999 pa**
- 2. £6,000 - £9,999 pa**
- 3. £10,000-£11,999 pa**
- 4. £12,000-£14,999 pa**
- 5. £15,000-£17,999 pa**
- 6. £18,000-£19,999 pa**
- 7. £20,000-£22,999 pa**
- 8. £23,000-£25,999 pa**
- 9. £26,000-£28,999 pa**
- 10. £29,000-£31,999 pa**
- 11. £32,000-£37,999 pa**
- 12. £38,000-£43,999 pa**
- 13. £44,000-£49,999 pa**
- 14. £50,000-£55,999 pa**
- 15. £56,000- £61,999 pa**
- 16. £62,000- £67,999 pa**
- 17. £68,000- £73,999 pa**
- 18. £74,000 - 79,999 pa**
- 19. £80,000 or more pa**

CARD P27

- 1. Managing very well**
- 2. Managing quite well**
- 3. Getting by alright**
- 4. Not managing very well**
- 5. Having some financial difficulties**
- 6. In deep financial trouble**

CARD P27

- 1. Managing very well**
- 2. Managing quite well**
- 3. Getting by alright**
- 4. Not managing very well**
- 5. Having some financial difficulties**
- 6. In deep financial trouble**

CARD P28

- 1. University degree or degree level professional or vocational qualification**
- 2. HNC, HND, SVQ Level 3 or 4 or other vocational or academic qualification of equivalent level**
- 3. Higher Grades, Advanced Higher/Sixth Year Studies or other school or vocational qualification of equivalent level**
- 4. Standard Grades at levels 1-3, National 4 or 5, Intermediate 2, SVQ Level 1 or 2 or other school or vocational qualification of equivalent level**
- 5. Standard Grades at levels 4-7, National 1,2 or 3, Intermediate 1 or other school or vocational qualification of equivalent level**
- 6. Other qualification**

CARD P28

- 1. University degree or degree level professional or vocational qualification**
- 2. HNC, HND, SVQ Level 3 or 4 or other vocational or academic qualification of equivalent level**
- 3. Higher Grades, Advanced Higher/Sixth Year Studies or other school or vocational qualification of equivalent level**
- 4. Standard Grades at levels 1-3, National 4 or 5, Intermediate 2, SVQ Level 1 or 2 or other school or vocational qualification of equivalent level**
- 5. Standard Grades at levels 4-7, National 1,2 or 3, Intermediate 1 or other school or vocational qualification of equivalent level**
- 6. Other qualification**

CARD P29

- 1. Scotland**
- 2. England**
- 3. Wales**
- 4. Northern Ireland**
- 5. Europe**
- 6. Rest of world**

CARD P29

- 1. Scotland**
- 2. England**
- 3. Wales**
- 4. Northern Ireland**
- 5. Europe**
- 6. Rest of world**

CARD P30

- 1. White**
- 2. Mixed or multiple ethnic groups**
- 3. Asian or Asian Scottish or Asian British**
- 4. Black or Black Scottish or Black British**
- 5. Arab**
- 6. Other (please describe)**

CARD P30

- 1. White**
- 2. Mixed or multiple ethnic groups**
- 3. Asian or Asian Scottish or Asian British**
- 4. Black or Black Scottish or Black British**
- 5. Arab**
- 6. Other (please describe)**

CARD P31

- 1. White Scottish**
- 2. White British**
- 3. White English**
- 4. White Welsh**
- 5. White Northern Irish**
- 6. White Irish**
- 7. Gypsy or Irish Traveller**
- 8. Any other White background (please describe)**

CARD P31

- 1. White Scottish**
- 2. White British**
- 3. White English**
- 4. White Welsh**
- 5. White Northern Irish**
- 6. White Irish**
- 7. Gypsy or Irish Traveller**
- 8. Any other White background (please describe)**

CARD P32

- 1. Mixed White and Black Caribbean**
- 2. Mixed White and Black African**
- 3. Mixed White and Asian**
- 4. Any other mixed or multiple ethnic background (please describe)**

CARD P32

- 1. Mixed White and Black Caribbean**
- 2. Mixed White and Black African**
- 3. Mixed White and Asian**
- 4. Any other mixed or multiple ethnic background (please describe)**

CARD P33

- 1. Indian**
- 2. Pakistani**
- 3. Bangladeshi**
- 4. Chinese**
- 5. Any other Asian background (please describe)**

CARD P33

- 1. Indian**
- 2. Pakistani**
- 3. Bangladeshi**
- 4. Chinese**
- 5. Any other Asian background (please describe)**

CARD P34

- 1. Black African**
- 2. Black Caribbean**
- 3. Any other Black background (please describe)**

CARD P34

- 1. Black African**
- 2. Black Caribbean**
- 3. Any other Black background (please describe)**

Are these details up to date?

<MCTitle> <MCFirstName><MCSurname>
<AddLine1>
<AddLine2>
<AddLine3>
<AddLine4>
<Postcode>

<MCEmail>
<MCTel1>
<MCTel2>
<YPFIRSTNAME>'s details:
<YPEmail>
<YPTel1>
<PaFirstName><Details>

<PaEmail>
<PaTel1>
<PaTel2>

Dear <MCFirstName>

<date>

Thank you to you and your family for being part of Growing Up in Scotland

The information you've provided has helped those making decisions on issues that affect young people and their families in Scotland. We know that recently <YPFIRSTNAME> will have been thinking about or choosing what to do next in life, so we'd like to catch up and see how you are getting on.



We'd like to speak to you again

In a few weeks' time we will be in touch with details of your next interview, which will involve completing an online questionnaire. Just so you know, we'll be asking <YPFIRSTNAME> to complete an online questionnaire and will arrange for an interviewer to contact them. The safety of our families is of the utmost importance to us and the study will continue to be undertaken within Scottish Government COVID guidelines. The interviewer will let <YPFIRSTNAME> know whether they are able to visit them at home or if the survey will need to be conducted another way.

If you are unable to do your online interview, you may be able to complete the questionnaire when the interviewer contacts <YPFIRSTNAME>, if you both still live in the same household.



Why you?

Without the ongoing support of families like yours, the study simply couldn't continue. You may think you are just a typical family in Scotland but to us you are very important. 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, or if the details we hold are no longer correct, please let us know as soon as possible by calling us free on **0800 652 2704** or emailing **gus@scotcen.org.uk**. 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.



Questions?

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: P14866/<Serial><CheckLetter>

<MCTitle> <MCFirstName> <MCSurname>
<AddLine1>
<AddLine2>
<AddLine3>
<AddLine4>
<Postcode>

<date>



Did you know...

15% of the young people that we spoke to at age 14 were not sure what they wanted to do after leaving school

Dear <MCFirstName>,

In our last round of interviews, we learned that 15% of young people were not sure what they wanted to do after leaving school. This information will allow help to be provided for parents and carers who are supporting young people as they consider their transition from school to the next phase of their life.

We'd like to continue gathering information through Growing Up in Scotland interviews which can help make a difference to the lives of young people and their families. We hope to speak to you and <YPFIRSTNAME> again to find out how your family is getting on.

Why should I take part?

Everything you tell us helps us to better understand what life is like for young people in Scotland. As you and your family have taken part before, we can't replace you with anyone else – you're unique.
<vouchertext>

What's involved?

We would like you to complete an online questionnaire (see below and overleaf for more information). The questions will be about things like the impact of the pandemic, your health, and how <YPFIRSTNAME> is getting on. Just so you know, we'll be asking <YPFIRSTNAME> complete an online questionnaire too and will be arranging for an interviewer to contact them. We'll ensure that we have all the necessary steps in place to keep <YPFIRSTNAME> and others in the household safe (see overleaf).

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

How do I take part?

1 Go to:
[survey.natcen.ac.uk/
GUSparent](https://survey.natcen.ac.uk/GUSparent)

2 Enter the
unique code:
<MCaccesscode>

3 It should take about
15 minutes to complete
the questionnaire

If you have any problems, you can ask the interviewer or contact us on gus@scotcen.org.uk.

Thank you very much for being part of Growing Up in Scotland – I hope you'll enjoy taking part again this year.

Paul Bradshaw
Project Director
growingupinScotland.org.uk

What's involved this year?

We would like you to complete an online survey. If your child is happy to do so, we would also like them to take part in an online survey and for an interviewer to contact them. If restrictions allow, this will involve a visit to <YPFirstName> which will involve them taking part in some short language exercises and measuring their height and weight. We have sent them a letter with more information on this. There are no questionnaires this time around for anyone else in your household.

To ensure we keep your child and others in the household safe, our interviewers will only enter once an appointment has been made and will follow safety guidelines including physical distancing and hygiene measures. See growingupinscotland.org.uk/information-for-gus-families/frequently-asked-questions for more information.

Who should complete the online questionnaire?

We would like the parent/carer who was interviewed last time round to complete the online questionnaire. However, another parent/carer of <YPFirstName> can also complete the questionnaire if necessary. A link and login details for your child's online survey are provided in their letter. Ideally, they 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.

What will happen to the information I give?

As always, the information that you and your child 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.uk – click on the 'Information for GUS families' link and then select 'Frequently Asked Questions'.

Who is carrying out the study?

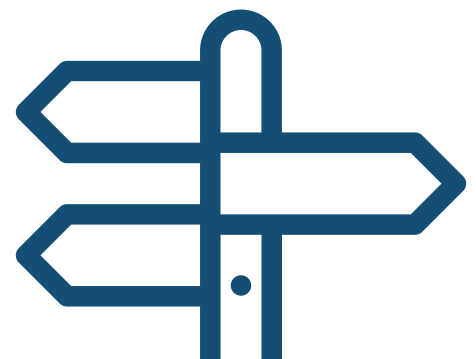
The study is conducted by ScotCen Social Research on behalf of the Scottish Government. We work in collaboration with a number of academic researchers who are experts in research on young people and families.

What if I don't want to take part?

It's up to you if you want to take part, but we hope you do. If you don't want to take part that's fine – just let us know.

Where can I find out more?

For more information 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.



<YpFirstName><Yp Surname>
<YpAddLine1>
<YpAddLine2>
<YpAddLine3>
<YpAddLine4>
<YpPostcode>

<date>



Did you know...

15% of the young people we spoke to at age 14 were not sure whether they wanted to stay on at school

Dear <YpFirstName>,

When we spoke to the young people in Growing Up in Scotland at age 14, we learned that 15% of you were not sure whether you wanted to stay on at school. As you've now made that decision, we'd really like to catch up and find out how you are getting on. This information will help organisations who provide help and advice to young people to improve the support they give and ensure young people can access the right opportunities after school.

Why should I take part?

What you tell us will help us to better understand what life is like for young people as they become young adults. As you and your family have taken part before, we can't replace you with anyone else – you're unique! <voucherText>

What's involved?

We would like you to complete an online questionnaire and will be arranging for an interviewer to contact you. They will let you know whether they will be able to visit you at home or if the survey will need to be conducted in another way. We have enclosed a leaflet with your letter which has more details about what's involved – please read this for more information. Just so you know, we'll be asking your parent or carer to take part too and will get in touch with them separately to confirm these details.

How do I take part?

1 Go to:
**survey.natcen.ac.uk/
GUScohortmember**

2 Enter the
unique code:
<YpAccesscode>

3 It should take about
20 minutes to complete
the questionnaire

If you have any problems, you can ask the interviewer or contact us on **gus@scotcen.org.uk**.

Will someone be contacting me?

You will soon receive a call from one of our interviewers to organise your interview at a time that suits you. The questions we ask will be about things like school, your family, things you do in your free time and the impacts of the coronavirus pandemic. The interview will take around 25 minutes. There are no right or wrong answers; we just want to hear what you think. Just so you know, we'll be asking your parent or carer to take part in an online interview too.

What will happen to the information I give?

We won't tell anyone your answers, not even your family. The personal data you provide will be treated with care and with full respect for your privacy and confidentiality. 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. There is more information about what happens to the information you give us in the leaflet.

What if I don't want to take part?

It's up to you if you want to take part, but we hope you do. If you don't want to take part that's fine – just tell your interviewer. You can also stop the interview at any point. Or if there are any questions that you do not want to answer, just let us know, and we won't ask you why.

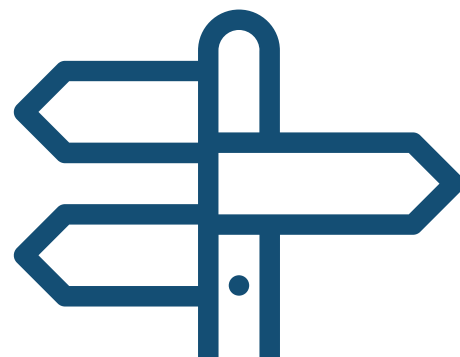
Where can I find out more?

Please read the leaflet enclosed with this letter. 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 on **gus@scotcen.org.uk**, or call us on **0800 652 2704**.

Thank you very much for being part of Growing Up in Scotland – I hope you'll enjoy taking part again this year.



Paul Bradshaw
Project Director
growingupinScotland.org.uk



Thanks again for being part of GUS



MRC/CSO Social and Public Health Sciences Unit



**This leaflet provides
more information about
this year's survey**

Did you know...

According to our findings, 79% of young people taking part in GUS wanted to stay in education after they turned 16. Meanwhile, 47% of young people wanted to go to university when they leave school.

We'd like to find out what you decided and understand more about what life is like for young people as they become young adults. This information helps local authorities and schools give pupils careers advice and ensure young people can access the right opportunities after school.

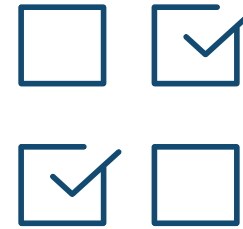
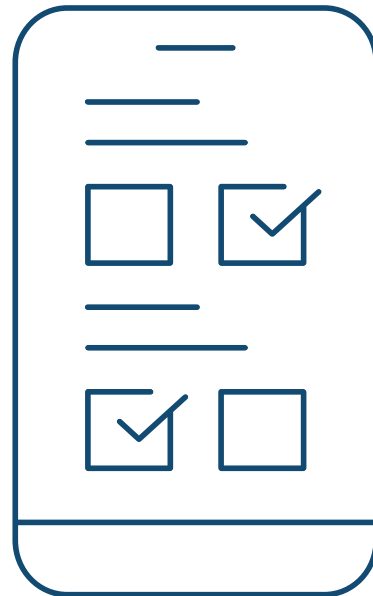
Your online questionnaire

We would like you to complete an 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 an email from us that contains a link which will take you straight to your survey. You can also use the link and login details provided on the letters. Ideally, this should be completed on your own, but it is fine for a parent/carer to help if they need to. The questionnaire will include questions about:

- Friends, family and relationships
- Health, wellbeing and identity
- What you do in your free time e.g. using social media

Taking part is completely voluntary, and you can skip any questions that you don't want to answer.



Your interview

An interviewer will contact you to make an appointment to ask you some further questions. They will let you know whether they will be able to visit you at home or if the interview will need to be conducted by phone. This will depend on the guidelines in place for surveys at the time. If they are not able to visit you at home, they will arrange a telephone interview appointment with you instead.

The interview will take around 25 minutes and the questions will cover things like:

- School
- Training and employment
- Future aspirations
- Diet and physical activity
- Impact of the COVID pandemic

There are no right answers to the questions – we are just interested to hear what you think. As always, taking part in any of the questionnaires is completely up to you – you will be able to skip

any questions you don't want to answer and stop at any time.

The interviewer will also be checking that we have the right contact details for you and collecting an email address and/or telephone number if we don't have these. These will only be used to contact you about GUS and they will be kept secure in line with data protection legislation, like all of the information you give us.

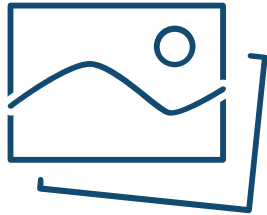
Physical activity study

We'd also like to measure your levels of activity and where you are active. This would involve wearing an activity monitor and a travel recorder for 8 days following your interview. Some of you may remember doing something similar when you took part at age 10. We have sent you a separate leaflet about this which provides further information and you can decide whether you would like to take part. An interviewer does not need to visit you at home for you to take part in the physical activity study.



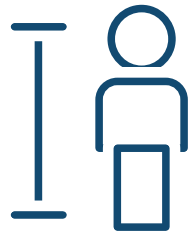
If we visit you at home...

The questions the interviewer asks you will be the same whether they speak to you by telephone or in person but there are a couple of additional activities we would like you to take part in if we are able to visit you at home. These won't take place if the interview is by telephone.



Language exercises

As part of the interviewer visit, we will ask you to take part in a short language exercise. This will take around 10 minutes to complete and will involve listening to words and sentences and selecting pictures. This tool is used a lot to help understand how language is used and understood – it is not a test and you won't be given any results!



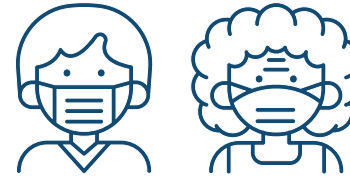
Height and weight measurements

Another part of the interview, if you agree, involves measurement of your height and weight which will take around 5 minutes. This provides us with really valuable information which we can use alongside your measurements from previous years. The interviewer can provide you with a note of your measurements if you would like them.



Keeping you safe

We want to make you feel as comfortable as possible for your interview if we are able to visit you at home. Whilst it's necessary, we'll take the following steps: all of our interviewers will be advised to take part in regular health screening and



will not enter your home without a firm appointment; they will wear a face mask during the interview (you are not required to do so), will keep a distance of 1 metre (as far as possible) and will sanitise their hands regularly. Gloves will be worn for taking the height and weight measurements.



Your parent/carer's online interview

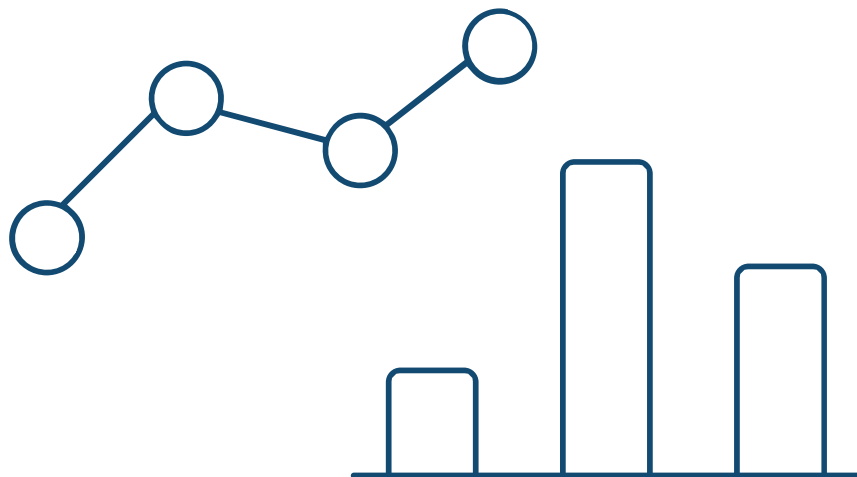
We will contact your parent/carer by letter and email to invite them to take part in a 15 minute online interview. If an interviewer is permitted to visit you at home, they will be able to offer your parent/carer the chance to answer their questions on their own on the interviewer's laptop.



What happens to the information I give?

We won't tell anyone your answers, not even your family. The personal data you provide will be treated with care and with full respect for your privacy and confidentiality. 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.



Did you know...

75% of young people taking part in GUS last year were worried about the impact of the pandemic on their exam results and 47% were worried about the impact of the pandemic on their future job prospects.

Information like this helps improve understanding of how young people have been affected by the pandemic, meaning that better education and support can be provided to young people across Scotland.

Data linkage: making the information you give us even more useful

Data linkage is the process of adding together different types of information about individuals from different sources. To improve the information we hold on GUS, we link your survey answers with selected statistical data. This means we can reduce the number of questions we need ask you but still build a complete picture of your life and help better policies to be developed for young people.

We will be linking to information from the Scottish Qualifications Authority

(SQA)¹ and Skills Development Scotland (SDS). This, along with your answers to the survey, will help provide valuable information on young people's education in Scotland.

SQA: information about the qualifications you've received would be added to your GUS data.

SDS: information about any careers advice you received and what you are doing after school would be added to your GUS data.

Where can I get more information?

To understand more about what happens to the data you have provided and what will be involved in this year's survey, please read the privacy notice and frequently asked questions on the GUS website. These can be found by clicking on the 'Information for GUS families' link at www.growingupinScotland.org.uk and then selecting 'Frequently Asked Questions'.

If you have any questions, please ask your interviewer, call us free on **0800 652 2704** or email us at **gus@scotcen.org.uk**. You can also contact the GUS Scottish Government team by emailing them at **GUS@gov.scot**.

Thank you for being part of Growing Up in Scotland.

An interviewer will be in touch soon to arrange a time for your interview that works for you. As always, taking part is entirely up to you, and even if you do take part, you do not have to answer all the questions.

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.

¹

In the event that the SQA is replaced before the linkage occurs, we will seek to link attainment data from any new or replacement organisation(s) who take over the ownership of the data. The details will be updated on the GUS website.

Contact us

growingupinscotland.org.uk

gus@scotcen.org.uk

0800 652 2704



ScotCen
Social Research



Scottish Government
Riaghaltas na h-Alba
gov.scot

growing up
in Scotland 

Growing Up in Scotland

Birth Cohort 1 Sweep 11

Mainstage Phase 1

Full Project Instructions

ScotCen
Social Research that works for society

P14866.01

Contents

1	About Growing up in Scotland	5
1.1	Background and introduction to the study	5
1.2	Sweep 11: Overview of elements and procedures	5
1.3	Summary of your tasks and key changes	6
2	The sample	9
2.1	ARF label	9
2.2	ARF instructions	10
2.2.1	Pages 1 and 2	10
2.2.2	Sections A and B	10
2.2.3	Section C	11
2.2.4	Section D	11
2.2.5	Section E	12
2.2.6	Section F	13
2.3	Information sheet	13
2.3.1	Note on recording address changes in the CAPI admin block	13
3	Fieldwork	15
3.1	Timetable.....	15
3.2	Survey materials.....	15
3.3	Tracing families who have moved.....	17
3.3.1	Pre-field tracing and cohort maintenance	17
3.3.2	In-field tracing.....	17
3.4	Contacting respondents.....	20
3.4.1	Advance mailing pack.....	20
3.4.2	Who to interview	20
3.4.3	Making initial contact with the respondent	20
3.4.4	Means of contact and minimum number of contact attempts	21
3.4.5	Making appointments	22
3.4.1	On the doorstep.....	23
3.4.2	Further information	25
3.5	Other fieldwork matters	26
3.5.1	Financial incentives	26

3.5.2	Notifying the police	27
3.5.3	General points about working on surveys involving children and young people	28
3.5.4	Interviews requiring interpretation	28
4	Interviews.....	29
4.1	Feed forward data	29
4.2	Structure.....	29
4.3	Household grid	29
4.3.1	Non-binary sex.....	29
4.4	Young person questionnaire.....	29
4.4.1	Gaining informed consent.....	30
4.4.2	Topics (interviewer-led and CAWI/CASI sections).....	30
4.4.3	Providing assistance with the CASI element (if needed and in-home)	31
4.4.4	Sensitivities and potential distress	31
4.4.5	Finishing the young person interview	31
4.5	Main carer questionnaire	31
4.5.1	Topics.....	32
4.5.2	Providing assistance with the CASI element (only if face-to-face resumes)	32
4.5.3	Finishing the main carer interview	32
5	Physical activity and GPS follow-up data collection ...	33
5.1.1	The purpose of the exercise.....	33
5.1.2	What it involves for the young person.....	33
5.1.3	What it involves for you.....	33
6	Cognitive exercises	35
6.1	WIAT-II: Listening Comprehension - overview.....	35
6.2	Equipment required for the cognitive exercises.....	36
6.3	General points about carrying out the exercises	36
6.3.1	Safety and appropriateness	37
6.3.2	Consistency.....	38
6.3.3	Optimal performance	39
6.4	General points	41
6.4.1	Start and finish points.....	41
6.4.2	Reverse rule	41
6.4.3	Stopping the exercises.....	42
6.5	WIAT-II: Listening Comprehension – detailed information	42
6.5.1	General information	42
6.5.2	Materials	43
6.5.3	Procedure.....	43
6.5.4	Expressive vocabulary only – additional points	44
6.5.5	Discontinuation	45

6.5.6 Problem images	45
7 Height and weight measurement.....	46
7.1 Introduction	46
7.1.1 Gaining consent	46
Appendix A What data collection am I doing?	47
Appendix B Pre-notification letter.....	49
Appendix C Tracing letter	50
Appendix D Adult advance letter: finances post Covid	51
Appendix E Adult advance letter: post-school destinations.....	52
Appendix F: Young person advance letter	54
Appendix G Protocol: Height measurement	56
Appendix H Protocol: Weight measurement	58
Appendix I: Doorstep conversion tips	59

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. Over the years it has followed three groups of children through their early years and into childhood. For one group, that we call 'Birth Cohort 1', the study has continued to follow them into adolescence and early adulthood. The main aim of the study is to describe the characteristics, circumstances and experiences of children and young people 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 laminates 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). 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 ten 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/age 12 fieldwork (in spring/summer 2018), c.500 additional families were recruited to the study – these families are referred to as the 'Boost' sample. Processes for families in the boost sample mirror those of families in the main sample in sweep 11.

1.2 Sweep 11: Overview of elements and procedures

In these instructions we set out the key points and new procedures for sweep 11 mainstage. We have also included details you may need to look up and check, e.g. where to record future moves/details about outcomes etc.

Due to the uncertainty around COVID and the restrictions set by Scottish Government, it has been necessary to set up sweep 11 to allow for both telephone and in-home interviewing. We may receive approval for in-home interviewing before fieldwork starts, part way through fieldwork or not at all. Therefore, we need to be prepared for all scenarios. Further details have been provided in this document and **a summary of data**

collection in a telephone/knock to nudge scenario compared with an in-home scenario is provided in Appendix A – What data collection am I doing?

If you have any questions, please contact your FPM or the Research team Victoria.Wilson@scotcen.org.uk and Erin.Deakin@scotcen.org.uk.

Table 1: Sweep 11 elements

Element	Method of administration	Length
Household grid questionnaire	CAPI in-home or by telephone	c.5 mins
Young person interview	CAPI in-home or by telephone	c.20 mins
Young person self-complete questionnaire	Web or CASI in-home	c.20 mins
Main carer interview	Web or CASI in-home or CAPI by telephone	c.15 mins

1.3 Summary of your tasks and key changes

The fieldwork is split across two phases. Phase 1 runs from Oct 2021 to around April 2022 and Phase 2 will run from Sept 2022 to around February 2023.

Due to the easing of COVID restrictions, we may be able to return to face-to-face fieldwork at some point during sweep 11 fieldwork. However, this is dependent on us being given clearance from the Scottish Government. This may happen before Phase 1 fieldwork starts, during Phase 1 fieldwork or not at all during Phase 1 fieldwork.

We appreciate that this is not the ideal starting point for the Phase 1 fieldwork but we will do all we can to minimise the inconvenience to you. We will set up the study in such a way that it makes it as straightforward as possible to switch between approaches if and when this is possible.

In the event that in-home interviewing can resume, this will allow us to collect additional, highly useful data including both the cognitive assessments and height and weight measurements. All of this will be done within the NatCen protocols for face-to face interviewing (see later) which are intended to keep you, respondents and their households safe.

Both young people and parents/carers are being asked to complete an online questionnaire which will be issued before you make contact, however, there will be the option for parent/carer CASI or CAPI completion if they live in the same household as the young person and are available to complete it when you visit or contact the young person.

An outline of your tasks is provided below (also, see flowchart in Appendix A).

A) Where in-home data collection is not permitted:

- You will be **contacting the young person** on the ARF/Information Sheet – primarily by phone but potentially via email and sometimes via their parent - **to arrange an appointment to conduct a telephone interview** (lasting around 25 mins, including the household grid).

- Where telephone contact has not been possible, doorstep visits will be permitted but only to follow up cases where no telephone or email contact can be made with the young person directly or via their parent/carer.
- If the parent/carer has not completed their web questionnaire in advance of your appointment with the young person and still lives with the young person in Scotland, **you will be conducting this as a telephone interview in CAPI**
- There will be no alternative telephone version of the young person web questionnaire
- The parent/carer may also complete the household grid with you if the young person would prefer. The household grid must be completed before the young person interview can continue.
- Please encourage the young person (and parent/carer if relevant) to access showcards online on the study website. If they are unable to do this, you will need to post a paper version of the showcards. You will need to allow enough time for the showcards to arrive before the interview appointment.
- There will be no height and weight measurements or cognitive exercises.
- You will be asked to obtain consent for the young person's participation in a physical activity follow up stage (see later for more details).
- There is **no** partner questionnaire.
- 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 (see later for templates).

B) Approach where in-home data collection is permitted:

- You will be **calling or visiting the young person** on the ARF/Information sheet to **arrange an appointment to conduct an-home interview** (lasting around 25 mins, including the household grid)
 - Please note that as per the current NatCen protocols (see later), you may not enter the home for the interview without a firm appointment.
- If the young person has not completed their web questionnaire in advance of your visit, **you will be conducting this as CASI self-complete questionnaire** during your visit.
- If the parent/carer has not completed their web questionnaire in advance of your appointment with the young person and still lives with the young person, **you will be conducting this as CASI self-complete questionnaire** during your visit.
- The parent/carer may also complete the household grid with you if the young person would prefer. The household grid must be completed before the young person interview can continue.
- There will be height and weight measurements and cognitive exercises with the young person.
- You will be asked to obtain consent for the young person's participation in a physical activity follow up stage (see later for more details).
- There is **no** partner questionnaire.

- 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 (see later for templates).

Other changes to be aware of:

- Young people in the study are now aged 17. As such, they may no longer live with a parent/carer or other adult (though this will be rare). Young people are the focus of the study.
- Parents/carers should not be interviewed in-home unless they live with the young person and you have made an appointment to interview the young person. The young person is the priority.
- Advance letters will be issued by the Web and Postal Team in Brentwood.

2 The sample

For every address in your assignment you will have an ARF and an information sheet which includes the details of the cohort member/young person, the parent/carer who took part at the previous sweep and their resident partner (where applicable). At sweep 11, the cohort member will be around 17-18 years old.

Unlike in previous sweeps, at sweep 11 families can participate irrespective of whether they live in Scotland or not. However, families living outside of Scotland are only eligible for the web-based elements of the project and you should not attempt an in-home interview with young people who live outside of Scotland.

In addition, young people may no longer live with their parent(s) or any adult carer(s). They are still eligible to take part, as is their parent/carer (previously only parents/carer who lived with the child were eligible). However, in cases where cohort members are known to have moved out, you should not be attempting an in-home interview with parents/carers.

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.

2.1 ARF label

The ARF and Information Sheet provided for GUS Sweep 11 Mainstage is similar to the face-to-face documents used at previous sweeps. However, some amendments have been made to accommodate two main changes:

- That the young person is now the main respondent. The order of contact information has been changed and you will now have contact details for the young person, including a mobile phone number where available.
- Due to the need for a flexible approach in terms of survey mode, some of the standard outcomes have been amended slightly.

As always, ensure you check the comments field on the information sheet and contact Brentwood, if necessary, BEFORE making contact with the family. In particular, 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.

The ARF label on the front page has the name of the young person respondent and their main carer along with information about the case such as the fieldwork phase, wave, point and whether a financial incentive is offered. It also provides the web address where the young person or their parent/carer can access their online questionnaire and the unique code they need to access it. If the young person or parent hasn't completed their web questionnaire when you first make contact, you can remind them to do so and re-supply these details if necessary.

DETAILS OF CASE ISSUED				WHETHER ELIGIBLE FOR Love2Shop VOUCHER IF THEY TAKE PART	
Serial number	Phase	Wave	Point	Incentive	SampleType
1010101K	1	1	7234	No	Yes
<hr/>					
Young person:	Mr Angus Gussing				
Main carer:	Mrs Angela Gussing				
LINKS AND ACCESS CODES FOR WEB QUESTIONNAIRES					
74 Acacia Avenue Airdrie Lanarkshire ML2	Young person	Survey link			Access code
	Main carer	survey.natcen.ac.uk/GUScohortmember			dr5t5
		survey.natcen.ac.uk/GUScohortmember			4t67u

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 young person, main carer, partner, 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, calls and texts to the household are on pages 1 and 2. You can also record phone calls or visits that you make to the stable contact(s) on the calls record form. You will be asked to record your visits and other contact 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 NatCen ID and follow NatCen safety protocols (mask wearing, social distancing etc). **When tracing, first try to trace the young person 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 in-home who live in Scotland. If you have an address outside Scotland, please complete the ARF as outcome 674 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 young person and parent/carer interview are as follows:

- 110 Full young person interview, no young person CASI, no parent interview/CASI
- 111 Full young person interview and young person CASI, no parent interview/CASI
- 112 Full young person interview and young person CASI and parent interview/CASI
- 210 Partial young person interview, no young person CASI, no parent interview/CASI
- 211 Partial young person interview and young person CASI, no parent interview/CASI
- 212 Partial young person interview and young person CASI, parent interview/CASI

Note that whilst the fieldwork does not involve in-home interviewing, it will not be possible to complete young person CASI questionnaires. As such, outcomes 111, 112, 211 and 212 will be redundant.

Unproductive outcome codes

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

Make a note (at D10) of anything you think might be useful for another interviewer to know, either at re-issue or at a subsequent sweep.

Non-contact codes (D2)

Unproductive non-contact outcome codes should only be used when you have established that the named young person is resident at the address, and when you have used all appropriate contact attempts listed at C2.

Refusals (D3)

When a respondent refuses, you must establish whether they wish to remove themselves completely from the study or whether it is simply not convenient for them to participate at sweep 11.

If a respondent may be happy to take part in the study again sometime in the future and is happy to be contacted at the next sweep, please make sure you use codes 510 (illness) or 520 (away) if appropriate, or use code 425 – “Refusal for sweep 11 only – other reason”. **Refusals coded as 431 (‘Refusal by eligible respondent before interview’) and 432 (‘Proxy refusal’) may be removed from the sample so please be certain when you are using these codes.**

We would also like you to record the reasons given for refusals – for the young person interview. **Please record reasons for refusals at D.8 and D.9 as appropriate. You will be asked to record these in the CAPI Admin block.**

If the refusal is related to COVID, please capture this under reasons for refusal at D.8 and D.9. Not that other COVID-related unproductives are captured under D.4 and D.5

Other unproductives (D4)

To be used if the named young person is resident at the address and you have made contact with one or more residents. Note the specific COVID related outcomes.

Unknown eligibility (no contact) (D5)

Only use if for some reason, particularly related to COVID such as a local lockdown, you have been unable to attempt the case, have not made contact and therefore do not know if the cohort young person still lives at the issued address.

Respondent moved (D6)

Only use outcome codes 671 and 672 if you have (for 672) successfully established a new address for the cohort young person which you are unable to contact yourself – either because it is outside your area or for another specified reason. Or (for 671) if you have used all appropriate tracing methods but are still unable to establish the young person’s new address. Only use outcome 674 if you have established that the young person is no longer living in Scotland.

Ineligible (D7)

Only to be used if you established that the named child has died (code 781).

Eligibility unconfirmed (Contact made) (D7)

Use where you have been unable to establish if the cohort young person is resident at the address.

2.2.5 Section E

At the end of the interview with the young person you will be prompted to record details of the cohort young person and their main carer (where applicable). Do this 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.

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 recorded by interviewers at previous 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 '**' will be displayed.

If you see this symbol () on your information sheet, call Brentwood (01277 200600) and ask to speak to someone in the Data Team 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. If you are given any additional information that will be helpful to interviewers in future sweeps, please ensure that this is recorded, with as much detail as possible, in the CAPI program to help with updating the information sheet in future.

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')

¹ Adult respondents were asked to provide details of up to two 'stable contacts' but we will be checking these details with the young person from now on. 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.

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 11 mainstage phase 1 fieldwork will take place between October 2021 and February 2022, this will be followed by reissues up to the end of March.

Fieldwork dates for Phase 1 are below. The first two weeks of wave 1 and wave 2 will be available solely for the web questionnaires. Interviewer fieldwork does not start until after this two week period:

Wave 1: 21st October to 19th December 2021

Wave 2: 14th January to 3rd April 2022

Reissues: 24th January to 29th May 2022

In Phase 1 you will only be visiting families in the Main sample; that is, families who have taken part since their child was a baby).

3.2 Survey materials

Table 3: List of materials provided for GUS Sweep 11 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.
Impact laminate to use on the doorstep Conversion laminate to use on doorstep	Ensure you also take a look at the 'conversion' tips in Appendix I 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 & survey leaflet for the young person</p> <p>Advance letter for adult respondent</p> <p>An accelerometry leaflet</p>	<p>These materials will be in the advance mailing pack which is being sent from Brentwood.</p> <p>The young person's letter and leaflet will be sent directly to them and will not go via the parent.</p> <p>A copy of the advance letter for young people is provided in appendix F.</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 D and E.</p>
<p>Helpline leaflets for young person and parent/carer</p> <p>Gift - GUS-branded multi cable charger 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>Helpline leaflets will be included with the advance mailings.</p> <p>Gifts are only being given to the cohort young person. If interviews are not in-home, these will be sent with the thank-you letters. If they are in-home, you will be given a supply to distribute. We do not have any spares to offer siblings etc.</p> <p>Please encourage the respondent to access showcards online on the study website. If they are unable to do this, you will have a supply to use. If the appointment is made by telephone, these will have to be posted ahead of the appointment. If you call at the address, you may hand them over on the doorstep. If interviewing in-home, please continue to encourage the respondent to use online version of the showcards rather than single-use paper versions.</p> <p>(For face-to-face only)</p> <p>(For face-to-face only)</p> <p>(For face-to-face only)</p>

To order further copies of materials, please contact the office in Brentwood.

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.

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 postal mailouts (e.g. newsletters, Christmas cards and calendars).

We have a specialist tracer in the office who is responsible for keeping addresses up to date and finding families who move. 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 young people were sent a pre-notification email and text (where email address and mobile number was held) and parents/carers were sent letters and emails, up to two months prior to fieldwork starting. Copies of these are 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. Therefore, if you cannot find an address or discover that the young person is no longer living at the address provided, please make a *reasonable* attempt to find or establish their current address.

Your objective is **to locate the young person named on the ARF.**

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.

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

- Phone all contact landline/mobile/home/work numbers provided for young person, parent/carer and parent's partner
- Email young person and/or parent/carer and/or partner
- Text young person and/or parent/carer and/or partner
- Speak to current occupiers (only for face-to-face approach)
- Contact neighbours (only for face-to-face approach)
- Visit stable contact(s) (only for face-to-face approach)
- 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
- 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 previously 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.

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

You can make contact either:

- In person (where the stable contact is local to you, only when in-home approach has been approved)
- By telephone (use your NatCen mobile)
- Email using the template below (use your Natcen email address)

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 hand out 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 **young person**>.

At the last interview, <name of **previous adult respondent**> gave us your details in case we were unable to get in touch with < name of **young person** > 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 **young person**> or <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>

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

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

Advance mailings are being sent from Brentwood for this sweep.

Separate advance mailing packs will be sent to the young person and main carer containing the following:

- **Advance pack – young person** (this will go to the young person directly): This will contain the advance letter, a survey leaflet, a helpline leaflet and details of the accelerometer data collection.
- **Advance letter – adult:** This will contain the advance letter and a helpline leaflet.

Showcards will be sent if the young person(/their main carer) are not able to access them online – **please check when making the appointment**

RE-ISSUES: For re-issues, 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 themselves and not the main carer as it was in previous sweeps. However, the main carer may answer the initial questions about who lives in the household which form the 'household grid'.

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 where the young person lives and contact them there.

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.

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.

3.4.3 Making initial contact with the respondent

When first making contact, it should always be with the young person or their parent/carer named on the ARF address label. Advance correspondence has been sent to the young person directly and now that they are adults, they are able to consent to participation themselves. However, you may find the telephone numbers you have are for the parent and you need to speak to them initially before speaking to the young person.

You will need to determine if the young person has received and seen the advance materials, is adequately informed about the survey and willing to take part.

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

Referring to financial incentives on the doorstep/initial call

If a respondent is eligible to receive a Love2Shop e-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

When we are interviewing in-home, initial contact for each address may be made by phone or in person, depending on the circumstances. **For this sweep, we suggest that first contact is made by telephone** where possible, (or in exceptional circumstances, via text message or email) to minimise any unnecessary contact. This is especially so 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).
- For use of email/text: repeat phone contact/doorstep calling (depending on the approach allowed) has been unsuccessful (i.e. you have unsuccessfully made at least 3 visits/calls, 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 <Respondent 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. At the time of writing, NatCen COVID protocols require that you make an appointment and do not interview straight away.

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. Remember, if the main carer and/or the young person are completing their self-complete questionnaire via CASI, this will give you time 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. In the DRH, some of the young people and their parents/carers queried why the study is continuing when the cohort members are no longer children so we need to emphasise to them the continued importance of the study (we are doing so in the advance materials as well).

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. In **Appendix I**, you will find some **doorstep conversion tips** from experienced GUS interviewers. 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 interview with the young person should take around 25 minutes, their self-complete section a further 20 minutes. The main carer self-complete or interview should take around 15 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.)

So when doing the interviews by phone, where you will always have a young person interview and sometimes a parent/carer interview, you should be a minimum of 25 minutes and a maximum of 40-45 minutes.

When doing interviews in-home, where you will always have a young person interview and (usually) cognitive assessments and height and weight measurements, you should be a minimum of 25 minutes and a maximum of 40 minutes. Where you also have a young person and parent CASI (because they have not been completed online), the entire visit could be around 1 hour 15 mins.

If the respondents complete their web questionnaires in advance, the in-home visit will be significantly shorter – **this is a key advantage to the web questionnaires!**

I'm a little concerned about having someone in my house, do you have any safety measures in place?

Yes, our priority is keeping you and your household as safely as possible. We will only enter when we have a firm appointment arranged. Interviewers will complete regular checks on their own health and will check in on the health of you and your household when we make the appointment and when we visit. When in your home, we will wear masks, physically distance (as far as possible) and regularly sanitise our hands, as well as using gloves when administering the height and weight measurements.

[IF ASK RE TELEPHONE INSTEAD] I will log that request for you and interviewer will be in touch.

Can I complete the online interview over more than one session?

Yes, as long as it is completed before the end of the fieldwork period. To pause the survey, click 'stop' and close your browser. To restart, go to the survey link in your letter and/or email, type in your access code and you will be taken to the next question available for you to answer.

How many families are involved?

GUS has involved 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 11, there are currently around 3,600 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. This continues to be important as the young people in our survey transition into adulthood.

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:

- **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, former Minister for Childcare and Early Years

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.

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 or the height and weight measurements) 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'.

I'm happy to do the interview but I don't want to do the follow-up physical activity study

That's ok. You are free to choose which elements you do and do not want to take part in.

How much longer will the study continue?

The Scottish Government has committed to funding GUS until 2026 and is planning to conduct another round of interviews with GUS families 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?

Show the respondent your identity card and/or give them the freephone number and email address so they can verify with the study team.

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

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

Via email: gus@scotcen.org.uk

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

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 11, a £20 Love2Shop e-voucher will be available to all ELIGIBLE young people after their interview and a £5 Love2Shop e-voucher will be given the eligible parents. 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 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 these.

Dealing with respondent queries about incentives

Some families who were offered an incentive at sweep 10 are not offered one at sweep 11. 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 under-represented 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

While the cohort members are now classed as adults in survey terms, it remains best practice to notify the local police of your work and so we are asking you to do so **at least a couple of days before you start work**.

Go to: <https://www.scotland.police.uk/secureforms/contact/>

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

<p>Hi,</p> <p>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:</p> <p>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]</p> <p>If you have any questions, please don't hesitate to contact me at <NATCEN email address></p> <p>Please confirm receipt of this form.</p> <p>Many thanks,</p> <p><Interviewer name></p>
--

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

While it is no longer a requirement to ensure that a parent/responsible adult is in the household when you interview the cohort member (where they still live with them), try to avoid being left alone with other children in the household.

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 may be available on this project subject to client approval. 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 Interviews

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. You will then be asked to check that this information is correct and amend if necessary.

4.2 Structure

The GUS Sweep 11 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
- Young person interview
- Cognitive assessments
- Young person measurements
- Main carer CASI interview (if needed)
- Young person CASI interview (if needed)
- Admin block

4.3 Household grid

This must be completed before entering the other CAPI parallel blocks. It can be completed by the young person but ideally, to keep the interview length down, please encourage the adult who is completing the 'main carer web interview', to complete the household grid.

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

You will be able to code the cohort 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.

4.4 Young person questionnaire

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

At sweep 11, the questionnaire for the young person is a little longer than at previous sweeps. It consists of the following elements:

- Interviewer-led section (CAPI). This should take approx. 25 minutes. When face-to-face interviewing resumes, there will be additional time for the height and weight measurements and the cognitive assessment
- Web survey (CAWI). This should take approx. 20 minutes. Where fieldwork is in-home, in cases where the young person has not completed their web survey in advance of your visit, the web survey should be completed as a CASI.

4.4.1 Gaining informed consent

As always, please ensure the young person 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 the key points with them.

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.

4.4.2 Topics (interviewer-led and CAWI/CASI sections)

The young person interviewer-led (CAPI) questionnaire contains questions across the following topics:

- Household relationships
- Accommodation & living arrangements
- Significant life events
- Caring responsibilities
- Political attitudes and civic participations
- Activities in free time
- Physical activity, diet, sleep
- School, further education, apprenticeships and training
- Current, previous and future work
- Aspirations and future plans
- Local area, local greenspace and commuting

The web (CAWI/CASI) questionnaire contains questions across the following topics:

- Life satisfaction, loneliness & fear of failure
- Support & relationships with peers
- Social media
- Gender identity and sexual orientation
- Puberty, sexual relationships & pregnancies
- Perception of own weight & satisfaction with appearance
- Relationship with parents
- Anxiety, depression, self-harm & mental health
- Antisocial behaviour
- Alcohol, smoking & drugs
- Victimisation
- Contact with police
- Children's hearings and looked after status
- Attitudes to risk

4.4.3 Providing assistance with the CASI element (if needed and in-home)

If the young person has literacy issues, learning difficulties or any other difficulties which means they have not completed their web survey and 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.

4.4.4 Sensitivities and potential distress

Some of the questions are of a potentially sensitive nature – particularly those in the self-complete section where there are items on, for example, mental wellbeing and victimisation. 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.

4.4.5 Finishing the young person interview

Ensure that the young person has received their helpline leaflet and remind them that these details can also be accessed on the survey website at

<https://growingupinScotland.org.uk/information-for-gus-families/useful-links>.

If interviewing in-home and you have been supplied with these, please **give the young person the GUS-branded multi-charging cable** as a thank you for taking part (if you are interviewing on the telephone, these will be sent out from Brentwood. We may continue to do this, even if interviewing returns to in-home). A few weeks after taking part, we will send them a thank you letter for participating.

4.5 Main carer questionnaire

At sweep 11, the interview with the main carer will primarily be a web interview. There will be an option to completing this either as a telephone interview or in-home as a CASI self-completion section where they live with the young person and have not completed

their web survey in advance of your appointment. In total, the main carer interview should take around 15 minutes.

4.5.1 Topics

The main carer questionnaire covers the following topics:

- Main carer intro and key details
- How long they have lived with the child
- Political attitudes & civic participation
- Careers services & young person's post-school plans
- Young person's health – including long-term health problems
- Optimism about the future
- Parent-young person relationship
- Main carer's physical and mental health and wellbeing
- Pregnancy
- Main carer and partner's employment, education, ethnicity
- Income and managing financially

4.5.2 Providing assistance with the CASI element (only if face-to-face resumes)

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.

4.5.3 Finishing the main carer interview

Ensure that they have received a helpline leaflet and remind them that these details can also be accessed on the survey website at <https://growingupinScotland.org.uk/information-for-gus-families/useful-links>. A few weeks after taking part, we will send them a thank you letter for participating.

5 Physical activity and GPS follow-up data collection

At sweep 11, we will be inviting young people to take part in a follow-up study where they are asked to wear a physical activity monitor and GPS device (which measures their location) for 8 days after their interview. This is in addition to the main survey elements and does not have to be consented to in order to complete the interviews.

5.1.1 The purpose of the exercise

Physical activity is known to affect the health and wellbeing of young people. The places where they spend their time, such as home, school, parks and other local spaces also impact their health and our activity.

It is difficult to measure both of these things accurately. Many studies rely on asking people to remember the amount of time they have spent doing different activities or visiting different places. This can be hard to remember which can make the results less reliable.

Information collected with these devices will help researchers understand more about how we can promote physical activity in the environments young people spend their time. In doing so we can help create more vibrant and valuable outdoor spaces so that more people can be healthier and happier.

5.1.2 What it involves for the young person

The young person is asked to wear the activity monitor and GPS device during waking hours for 8 days. The activity monitor is a small device that records body movements during normal daily activities such as standing, walking or running. It also captures inactive periods such as time spent sitting or lying down. The GPS device records information about how much time young people spend at particular locations. Both types of technology are routinely used in smartphones or smart watches and in many apps.

The devices should not be worn when they go swimming, wash (shower/bath) or take part in activities where they might get damaged, such as contact sport.

We will also be asking them to complete a log of when they have been wearing the device,

5.1.3 What it involves for you

There is a question in the CAPI where you will ask if the young person is willing to take part in the activity monitor and GPS follow-up research. The young person will already have received a leaflet with full details on what the follow-up research involves. A copy of the leaflet is included in your briefing pack. However, they may have some further questions. We have included some FAQs below, along with a help screen in CAPI, but please contact the research team if you have any further queries.

How long do I need to wear them for?

We would like you to wear the devices during waking hours for 8 days. We ask that you remove the devices just before going to sleep and put them on again when you wake up.

You should **not** wear the belt/devices when you go swimming, wash (shower/bath) or take part in activities where they might get damaged, such as contact sports.

What will happen to the information that's collected?

Just like the rest of your GUS data, all information will be handled in accordance with data protection legislation and used for research purposes only. The data collected by the devices will not be directly linked to your name, address or other information that can identify you. Results from the study will not be published in a way that reveals your identity.

The anonymised activity and GPS data will be shared with researchers at the University of Glasgow, who are responsible for analysing the findings. Anonymised data collected by the devices will be linked with the other information you have provided in GUS, so that researchers can use this information to carry out more detailed analysis of how activity is related to other aspects of your life.

The GPS data will **never** be used to identify you personally. The data will only be looked at once you have stopped wearing the device, so nobody will be monitoring where you go at the same time you are there. Extra security controls are placed on the GPS data so that only approved and named researchers within the University of Glasgow will be able to use these data. It will not be shared with anyone else.

A small amount of anonymous summary information – such as time spent doing light physical activity or time spent in greenspace – will eventually be made available to other researchers alongside the main GUS data.

Do I have to take part?

No. Like all parts of the Growing Up in Scotland study, it's up to you to decide if you want to take part, but we hope you do. The information provided by these devices will really help researchers and the Scottish Government understand much more about young people's activity and health. This will help improve opportunities, services and facilities for young people. The more people who take part, the more powerful the data is.

What if I have more questions?

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

6 Cognitive exercises

The assessment of young people's cognitive function is a key part of the Birth Cohort 1 (BC1) Sweep 11 in 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 preparing to/have left 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 11 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 10 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 Sweep 11 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 cohort member.

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 and that the materials are wiped afterwards.

You should carry the equipment in the packaging provided. You should clean the equipment using a sanitising wipe. 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, you should **not** administer the exercises.

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. 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.

If, at any point, the young person is distressed, provide verbal reassurance and ask the parent (if they are present in the household) 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. 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).

GUS Sweep 8 Mainstage

Forms Answer Navigate Options Help Hide Watch Window

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.

CODE ALL THAT APPLY:-

1. No difficulties experienced during assessments 7. Something else

2. Assessment was interrupted

3. Child was ill

4. Child was tired

5. Parent interfered

6. Deviated from standard approach

CAssPrb 6

CAssPrb1

9/9 QCAssess 9999902 QCAssess.CAssPrb[1] 11/08/2014 09:15:24 DFP Watch Wind

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.

If a parent/carer is 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. devices, your laptop etc.) 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. 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 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-ambles 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.

6.5 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 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 been measuring the young people's height and weight since they were age 4! So we have a very rich source of information on how these characteristics change over time.

At sweep 11 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.

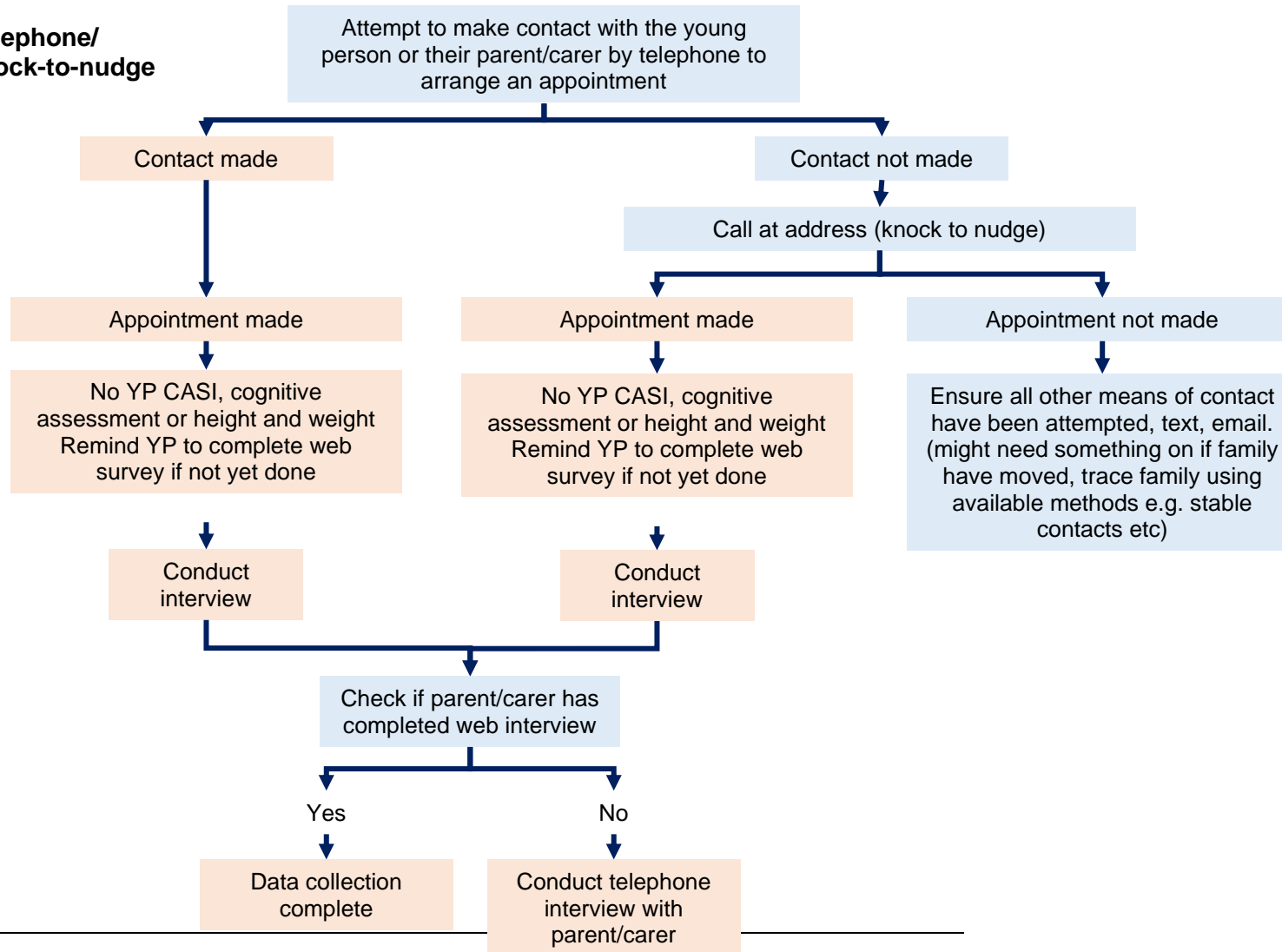
Height and weight measurements are held in a separate parallel block to give you as much flexibility as possible as to when you conduct them. Therefore, you are able to conduct young person interview, young person cognitive exercises and height and weight measurements on different visits if you need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

At sweep 11 of GUS you should simply follow the NatCen height measurement procedure for measuring adults.
--

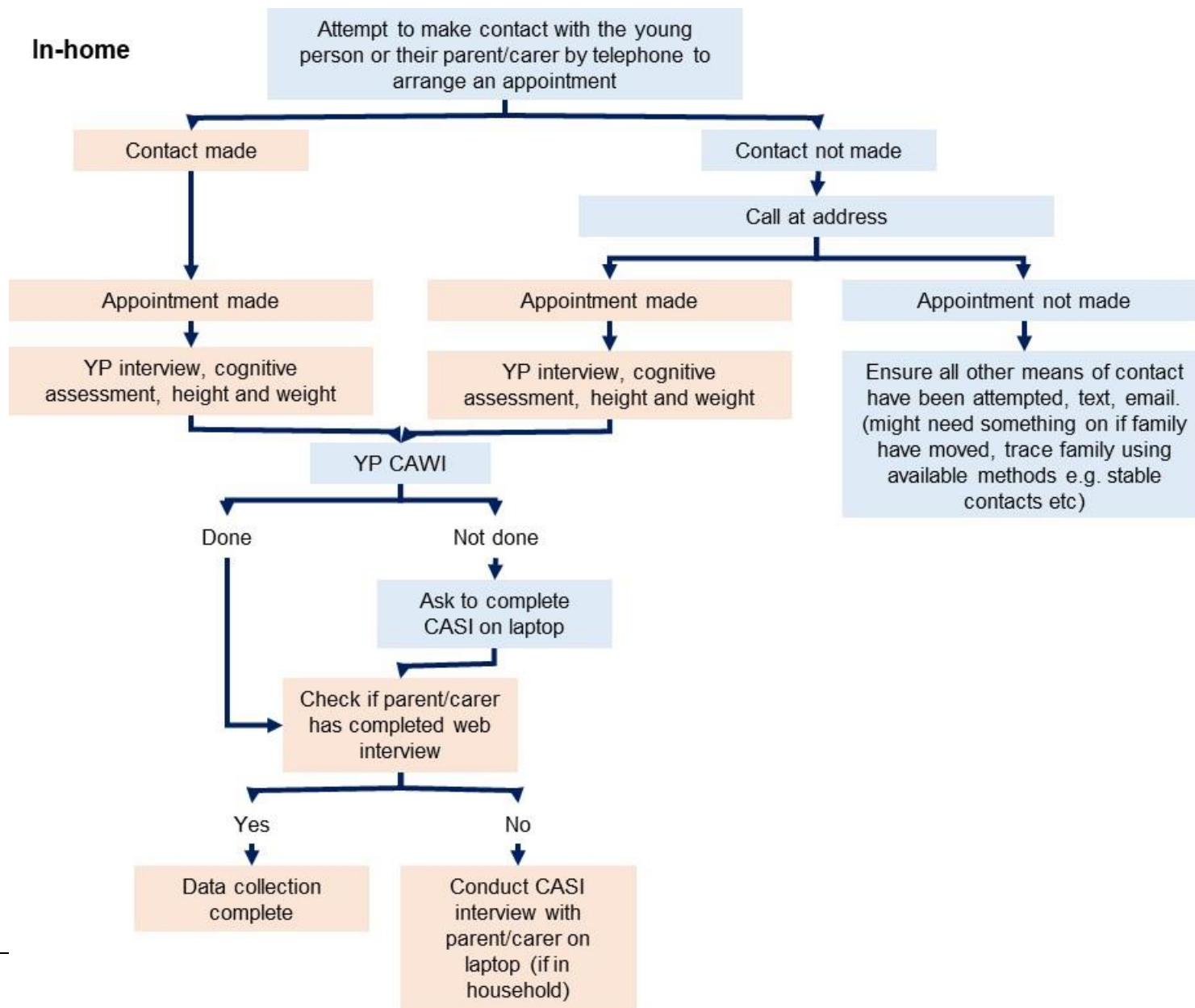
Height and weight protocols are outlined in appendices G and H.

Appendix A What data collection am I doing?

Telephone/ knock-to-nudge



In-home



Appendix B Pre-notification letter

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



Are these details up to date?

<MCTitle> <MCFirstName><MCSurname>
<AddLine1>
<AddLine2>
<AddLine3>
<AddLine4>
<Postcode>

<MCEmail>
<MCTel1>
<MCTel2>
<YPFIRSTNAME>'s details:
<YPEmail>
<YPTel1>
<PaFirstName><Details>

<PaEmail>
<PaTel1>
<PaTel2>

Dear <MCFirstName>

<date>

Thank you to you and your family for being part of Growing Up in Scotland

The information you've provided has helped those making decisions on issues that affect young people and their families in Scotland. We know that recently <YPFIRSTNAME> will have been thinking about or choosing what to do next in life, so we'd like to catch up and see how you are getting on.



We'd like to speak to you again

In a few weeks' time we will be in touch with details of your next interview, which will involve completing an online questionnaire. Just so you know, we'll be asking <YPFIRSTNAME> to complete an online questionnaire and will arrange for an interviewer to contact them. The safety of our families is of the utmost importance to us and the study will continue to be undertaken within Scottish Government COVID guidelines. The interviewer will let <YPFIRSTNAME> know whether they are able to visit them at home or if the survey will need to be conducted another way.

If you are unable to do your online interview, you may be able to complete the questionnaire when the interviewer contacts <YPFIRSTNAME>, if you both still live in the same household.



Why you?

Without the ongoing support of families like yours, the study simply couldn't continue. You may think you are just a typical family in Scotland but to us you are very important. 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, or if the details we hold are no longer correct, please let us know as soon as possible by calling us free on 0800 652 2704 or emailing gus@scotcen.org.uk. 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.



Questions?

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: P14866/<Serial><CheckLetter>

Appendix C Tracing letter

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



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 young people and families living in Scotland. You may remember one of our interviewers coming to your household.

We would now like to speak to you 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 would consider taking part.

Because you have already taken part in GUS, we cannot replace you with anyone else.

We have recently been in touch with _____ who informed us that you no longer live 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', written in a cursive style.

Paul Bradshaw
Project Director
growingupinscotland.org.uk

Appendix D Adult advance letter: finances post Covid



<MCTitle> <MCFirstName> <MCSurname>
<AddLine1>
<AddLine2>
<AddLine3>
<AddLine4>
<Postcode>

<date>



Did you know...

Around 1 in 5 families that we spoke to in 2021 said that their financial situation was worse than before the COVID-19 pandemic

Dear <MCFirstName>,

From interviews completed in 2021, we learned that around a fifth of families felt that their financial situation had worsened following the COVID-19 pandemic. This information is helping the Scottish Government understand the impact of the pandemic and which families most need advice and support as the country recovers from COVID-19.

We'd like to continue gathering information through Growing Up in Scotland interviews which can help make a difference to the lives of young people and their families. We hope to speak to you and <YPPFirstName> again and to find out how your family is getting on.

Why should I take part?

Everything you tell us helps us to better understand what life is like for young people in Scotland. As you and your family have taken part before, we can't replace you with anyone else – you're unique. <voucher>

What's involved?

We would like you to complete an online questionnaire (see below and overleaf for more information). The questions will be about things like the impact of the pandemic, your health, and how <YPPFirstName> is getting on. Just so you know, we'll be asking <YPPFirstName> to complete an online questionnaire too and will be arranging for an interviewer to contact them.

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

How do I take part?

- | | | |
|--|---|---|
| 1 Go to:
survey.natcen.ac.uk/
GUSparent | 2 Enter the
unique code:
<MCAccesscode> | 3 It should take about
15 minutes to complete
the questionnaire |
|--|---|---|

If you have any problems, you can ask the interviewer or contact us on gus@scotcen.org.uk.

Thank you very much for being part of Growing Up in Scotland – I hope you'll enjoy taking part again this year.

Paul Bradshaw
Project Director
growingupinScotland.org.uk

Appendix E Adult advance letter: post-school destinations



<MCTitle> <MCFirstName> <MCSurname>
<AddLine1>
<AddLine2>
<AddLine3>
<AddLine4>
<Postcode>

<date>



Did you know...

15% of the young people that we spoke to at age 14 were not sure what they wanted to do after leaving school

Dear <MCFirstName>,

In our last round of interviews, we learned that 15% of young people were not sure what they wanted to do after leaving school. This information will allow help to be provided for parents and carers who are supporting young people as they consider their transition from school to the next phase of their life.

We'd like to continue gathering information through Growing Up in Scotland interviews which can help make a difference to the lives of young people and their families. We hope to speak to you and <YPPFirstName> again to find out how your family is getting on.

Why should I take part?

Everything you tell us helps us to better understand what life is like for young people in Scotland. As you and your family have taken part before, we can't replace you with anyone else – you're unique. <vouchertext>

What's involved?

We would like you to complete an online questionnaire (see below and overleaf for more information). The questions will be about things like the impact of the pandemic, your health, and how <YPPFirstName> is getting on. Just so you know, we'll be asking <YPPFirstName> complete an online questionnaire too and will be arranging for an interviewer to contact them. We'll ensure that we have all the necessary steps in place to keep <YPPFirstName> and others in the household safe (see overleaf).

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

How do I take part?

- | | | |
|---|--|--|
| 1 Go to:
survey.natcen.ac.uk/
GUSparent | 2 Enter the
unique code:
<MCaccesscode> | 3 It should take about
15 minutes to complete
the questionnaire |
|---|--|--|

If you have any problems, you can ask the interviewer or contact us on gus@scotcen.org.uk.

Thank you very much for being part of Growing Up in Scotland – I hope you'll enjoy taking part again this year.

Paul Bradshaw
Project Director
growingupinScotland.org.uk

What's involved this year?

We would like you to complete an online survey. If your child is happy to do so, we would also like them to take part in an online survey and for an interviewer to contact them. If restrictions allow, this will involve a visit to <YPFirstName> which will involve them taking part in some short language exercises and measuring their height and weight. We have sent them a letter with more information on this. There are no questionnaires this time around for anyone else in your household.

To ensure we keep your child and others in the household safe, our interviewers will only enter once an appointment has been made and will follow safety guidelines including physical distancing and hygiene measures. See growingupinScotland.org.uk/information-for-gus-families/frequently-asked-questions for more information.

Who should complete the online questionnaire?

We would like the parent/carer who was interviewed last time round to complete the online questionnaire. However, another parent/carer of <YPFirstName> can also complete the questionnaire if necessary. A link and login details for your child's online survey are provided in their letter. Ideally, they 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.

What will happen to the information I give?

As always, the information that you and your child 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.uk – 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 young people and families.

What if I don't want to take part?

It's up to you if you want to take part, but we hope you do. If you don't want to take part that's fine – just let us know.

Where can I find out more?

For more information 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.



ScotCen
Social Research

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 F: Young person advance letter



<YPPFirstName><YP Surname>
<YPAAddLine1>
<YPAAddLine2>
<YPAAddLine3>
<YPAAddLine4>
<YPPPostcode>

<date>



Did you know...

15% of the young people we spoke to at age 14 were not sure whether they wanted to stay on at school

Dear <YPPFirstName>,

When we spoke to the young people in Growing Up in Scotland at age 14, we learned that 15% of you were not sure whether you wanted to stay on at school. As you've now made that decision, we'd really like to catch up and find out how you are getting on. This information will help organisations who provide help and advice to young people to improve the support they give and ensure young people can access the right opportunities after school.

Why should I take part?

What you tell us will help us to better understand what life is like for young people as they become young adults. As you and your family have taken part before, we can't replace you with anyone else – you're unique! <voucherText>

What's involved?

We would like you to complete an online questionnaire and will be arranging for an interviewer to contact you. They will let you know whether they will be able to visit you at home or if the survey will need to be conducted in another way. We have enclosed a leaflet with your letter which has more details about what's involved – please read this for more information. Just so you know, we'll be asking your parent or carer to take part too and will get in touch with them separately to confirm these details.

How do I take part?

1 Go to:
[survey.natcen.ac.uk/
GUScohortmember](https://survey.natcen.ac.uk/GUScohortmember)

2 Enter the
unique code:
<YPAccesscode>

3 It should take about
20 minutes to complete
the questionnaire

If you have any problems, you can ask the interviewer or contact us on gus@scotcen.org.uk.

Will someone be contacting me?

You will soon receive a call from one of our interviewers to organise your interview at a time that suits you. The questions we ask will be about things like school, your family, things you do in your free time and the impacts of the coronavirus pandemic. The interview will take around 25 minutes. There are no right or wrong answers; we just want to hear what you think. Just so you know, we'll be asking your parent or carer to take part in an online interview too.

What will happen to the information I give?

We won't tell anyone your answers, not even your family. The personal data you provide will be treated with care and with full respect for your privacy and confidentiality. 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. There is more information about what happens to the information you give us in the leaflet.

What if I don't want to take part?

It's up to you if you want to take part, but we hope you do. If you don't want to take part that's fine – just tell your interviewer. You can also stop the interview at any point. Or if there are any questions that you do not want to answer, 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. 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 on gus@scotcen.org.uk, or call us on 0800 652 2704.

Thank you very much for being part of Growing Up in Scotland – I hope you'll enjoy taking part again this year.



Paul Bradshaw
Project Director
growingupinScotland.org.uk



ScotCen
Social Research

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 G Protocol: Height measurement

Measuring the young person's height

At sweep 11 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.

When undertaking the height and weight measurements, you will need to follow the NatCen safety protocols implemented for in-home interviewing which include:

- Respondent health screening (before you enter the home)
 - Wear your mask throughout the interview and maintain a physical distance of 1m from others in the household (and the young person when not undertaking the measurements)
 - Sanitise the equipment before and after using it
 - Wear gloves for the height and weight measurements
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.

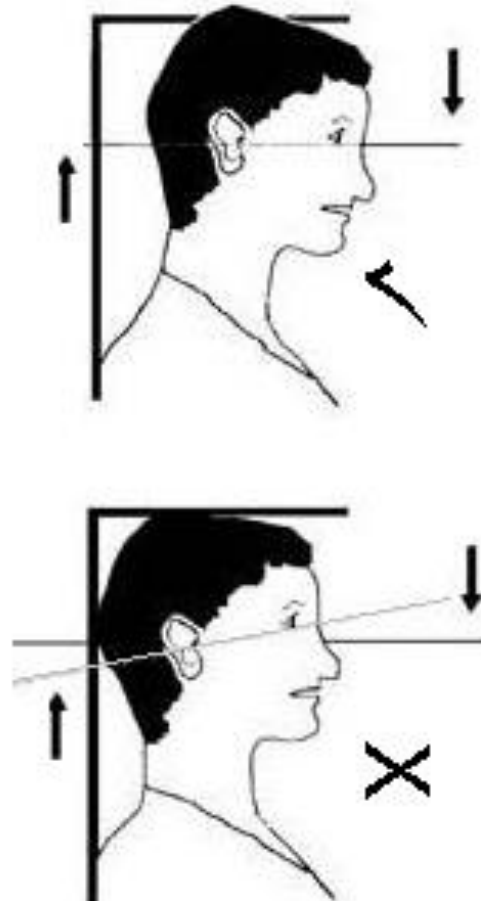
E.g. Height measured: 120.4 cm Height recorded: 120.4 cm
Height measured: 120.85 cm Height recorded: 120.8 cm
Height measured: 120.15 cm Height recorded: 120.2 cm

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.

Appendix I: Doorstep conversion tips

Dealing with refusals / reluctant respondents

Objection	Response
'I'm too busy'	I am more than happy to make an appointment and come back when it suits you. I work Monday to Friday 8am until 8pm, and also weekends. You do not have to be there for the entire interview, and I can change the order of activities depending on who is available. I can arrange to come 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 I can come back at a better time?
'I've taken part too many times – how much longer will the study go on for?'	We don't know exactly how long the study will continue for, as this is dependent on funding from the Scottish Government. However, we hope to visit the young people just once or twice more after this visit. 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? I'm in the area for a while, I'll pop back. 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 young people have left or are about to leave 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 get the right support to make decisions about what they do after school. 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

	<ul style="list-style-type: none"> • 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 children, like Play, Talk, Read and Read, Write, Count. • 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 people 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. • If the young person is there, try to bring them into the conversation – "This is all about you and how you feel about growing up in Scotland."
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 • Be flexible about where the interview is conducted – if they don't want to do it in their home, it may be possible to do it elsewhere, as long as confidentiality is protected.

GROWING UP IN SCOTLAND

**SWEEP 11
2021-2023**

CAPI EDIT SPEC
Version 3.0

May 2022

Introduction

The Growing Up in Scotland (GUS) study is a major cohort study commissioned by the Scottish Government. It is following a group 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 and young people in Scotland and to improve understanding of how experiences and conditions in early childhood, adolescence and into adulthood might affect people's chances later in life.

ScotCen was originally commissioned to undertake the first four years of fieldwork in 2005 and has subsequently been commissioned to conduct each of the following sweeps of study, including this one - sweep 11.

Sweep 11 involves families from our Birth Cohort 1, where the child is in their sixth year of secondary school in Scotland (aged around 17 years old) or otherwise at an equivalent stage if they have left school. Data is being collected via CAWI and CAPI questionnaires with the cohort member (by telephone until in-home interviewing is allowed) and their main carer.

Several self-completion options will be available in the event that a CAWI interview has not been completed when the interview makes contact with the household as follows:

- Cohort member CASI interview when in-home (no CAPI@home telephone alternative for this interview)
- Main carer CAPI@home interview (while interviewing remotely and where CAWI interview has not been completed)
- Main carer CASI interview (in-home and where CAWI interview has not been completed)

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/respondents type in answers 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/respondents 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/the respondent has typed some text in require editing.

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

Code 906 '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 907 'None of the above'.

Where the respondent has indicated their answer is not covered by any of the codes.

Code 908 'None of the above'.

Where the respondent has stated 'Don't know'.

Code 909 'None of the above'.

Where the respondent has stated they would prefer not to answer.

Code 920 '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 930 'Editor unable to code'.

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

Remarks

The programmer will provide .csv/Excel files at agreed intervals with all comments/remarks for CAPI cases completed to date. The DU will review these files and anything relevant to the coding will be flagged and actioned when the case is coded.

Remarks/comments which require alternative actions – for example, require attention from the programmer, Data Manager or Research – should be flagged with the relevant individual/team as appropriate. For example, this may include updates to contact details (which are sometimes mistakenly included in remarks) or notes on incorrect responses given.

If you are unsure who to notify about an issue raised by a remark, please contact the Research team.

CODE FRAME 1
Cohort member longstanding illness/disability

DisPrb (in CAWI and in CAPI - 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 – Longstanding illness coding glossary

CODE FRAME 2
Main carer Socio-Economic Coding

MainJobx, MainDox, IndStx, JbQual **(In CAWI and in CAPI - BMCCASI block)**

Questions about the respondent's employment

PrMainJbx, PrMainDo, PrIndStx, PrJbQual **(In CAWI and in CAPI BMCCASI block)**

Proxy questions about the respondent's partner's employment

Socio-Economic Coding

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

CODE FRAME 3
Cohort member Socio-Economic Coding

MainJob, MainDo, IndSt, JbQual **(CAPI only. In BEmploy block)**

Questions about the cohort member's employment

Socio-Economic Coding

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

CODE FRAME 4
School subjects studied by cohort member in S5

SubCfo (**CAPi only, in Q.YPInt block**)

Edit question: XSubCfo

What subjects are you studying/will you be studying/did you study in S5?

Question Type: Other specify

MULTICODE: MAX. 8 CODES

BACKCODE WHERE APPLICABLE & NEW CODES

Backcode:

- Business/ Business Management/ Business Skills/ Business with Information technology to be coded under **4. Business**
- Music business/ for wellbeing/ technology to be coded under **18. Music**

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. Graphic communication
13. History
14. Human biology
15. Leadership Award
16. Mathematics
17. Modern Studies
18. Music
19. Personal Development Award
20. Photography
21. Physical Education
22. Physics
23. Psychology
24. Religious, Moral and Philosophical Studies
25. Spanish
26. Other (please specify)

NEW CODES:

27. Accountancy
28. Accounting
29. Achieving Excellence in Sport
30. Acting and Performance
31. Art and Design
32. Art and Design: Digital Media
33. Award in Religion, Belief and Values
34. Care
35. Childcare and Development
36. Chinese Languages
37. Computer Games Development
38. Computing Science
39. Creative and Digital Media: Technologies, Processes and Practices
40. Creative Hairdressing
41. Customer Service
42. Cyber Security
43. Dance
44. Digital Media Production
45. Digital Passport
46. Economics
47. Engineering Science
48. English for Speakers of Other Languages
49. Enterprise and Business
50. Environmental Science
51. Events
52. Exercise and Fitness Leadership
53. Fashion and Textile Technology
54. Film and Media
55. Financial Services
56. Food Manufacture
57. Gaelic (Learners)
58. Gàidhlig
59. German
60. Health and Food Technology
61. Health and Social Care: Promoting Reablement
62. Health and Social Care: Skills for Practice
63. Horse Care
64. Italian
65. Journalism
66. Laboratory Science
67. Latin
68. Legal Studies
69. Media
70. Musical Theatre
71. Oral Health Care
72. Organising Volunteering Events in Sport
73. PC Passport
74. Philosophy
75. Photography
76. Play in a Sports Environment
77. Politics
78. Professional Computer Fundamentals
79. Professional Theatre Preparation
80. Scientific Technologies
81. Scots Language Award
82. Scottish Bagpipes
83. Scottish Pipe Band Drumming
84. Scottish Studies Award
85. Social Services and Healthcare
86. Social Services, Children and Young People
87. Sociology
88. Software Development
89. Sound Production: Live
90. Sound Production: Recording
91. Sports Coaching: Coaching Swimming
92. Sports Coaching: Equestrian British Dressage
93. Sports Coaching: Equestrian British Eventing
94. Sports Coaching: Equestrian Endurance
95. Sports Coaching: Equestrian Generic
96. Sports Coaching: Football
97. Sports Coaching: Judo
98. Sports Coaching: Orienteering
99. Sports Coaching: Rugby Union
100. Sports Development
101. Statistics Award
102. Technical Theatre in Practice
103. Theory and Approaches to Youth Work
104. Urdu
105. Woodland Operations
106. Zoo Animal Behaviour and Welfare

CODE FRAME 5
School subjects studied by cohort member in S6

SubChos (**CAPI only, in Q.YPInt block**)

Edit questions: XSubChos

What subjects are you studying/will you be studying/did you study in S6?

Question Type: Other specify

MULTICODE: MAX. 8 CODES

BACKCODE WHERE APPLICABLE & NEW CODES

Backcode:

- Art and Design (design/expressive/digital media) to be coded under **2. Art and Design**
- Music business/ performing/ for wellbeing/ technology/ portfolio to be coded under **17. Music**

1. Mathematics
2. Art and Design
3. Award in Religion, Belief and Values
4. Biology
5. Business Management
6. Business with Information Technology
7. Chemistry
8. Computing Science
9. Drama
10. English
11. Exercise and Fitness Leadership
12. French
13. Geography
14. History
15. Leadership Award
16. Modern Studies
17. Music
18. Personal Development Award
19. Physical Education
20. Physics
21. Social Services and Healthcare
22. Social Services, Children and Young People
23. Spanish
24. Sports Development
25. Other

NEW CODES:

26. Accountancy
27. Accounting
28. Achieving Excellence in Sport
29. Acting and Performance
30. Biology
31. Business Skills
32. Chinese Languages
33. Classical Studies
34. Computer Games Development
35. Creative and Digital Media:
Technologies, Processes and
Practices
36. Creative Hairdressing
37. Customer Service
38. Cyber Security
39. Design and Manufacture
40. Digital Media Production
41. Digital Passport
42. Economics
43. Engineering Science
44. Enterprise and Business
45. Events
46. Film and Media
47. Financial Services
48. Food Manufacture
49. Gaelic (Learners)
50. Gàidhlig
51. German
52. Graphic Communication
53. Health and Food Technology
54. Health and Social Care:
Promoting Reablement
55. Health and Social Care: Skills for
Practice
56. Horse Care
57. Italian
58. Journalism
59. Laboratory Science
60. Latin
61. Legal Studies
62. Mathematics of Mechanics
63. Musical Theatre
64. Oral Health Care
65. Organising Volunteering Events in
Sport
66. PC Passport
67. Play in a Sports Environment
68. Professional Computer
Fundamentals
69. Professional Theatre Preparation
70. Religious, Moral and Philosophical
Studies
71. Scientific Technologies
72. Scots Language Award
73. Scottish Bagpipes
74. Scottish Pipe Band Drumming
75. Scottish Studies Award
76. Sound Production: Live
77. Sound Production: Recording
78. Spanish
79. Sports Coaching: Coaching
Swimming
80. Sports Coaching: Equestrian
British Dressage
81. Sports Coaching: Equestrian
British Eventing
82. Sports Coaching: Equestrian
Endurance
83. Sports Coaching: Equestrian
Generic
84. Sports Coaching: Football
85. Sports Coaching: Judo
86. Sports Coaching: Orienteering
87. Sports Coaching: Rugby Union
88. Sports Development
89. Statistics
90. Statistics Award
91. Technical Theatre in Practice
92. Theory and Approaches to Youth
Work
93. Woodland Operations
94. Zoo Animal Behaviour and
Welfare

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
Inch. 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

<p><i>Thyroid trouble and tiredness - code 03 only</i> <i>Overactive thyroid and swelling in neck - code 03 only.</i></p>

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

<i>Alzheimer's disease, degenerative brain disease = code 08</i>
--

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

<i>Balance problems due to ear complaint = code 13</i>
--

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)

<i>Prostate trouble - code 33</i>

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

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

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*