



Growing Up in Scotland

Sweep 12

Data documentation

Project instructions

Showcards

Coding spec

Letters and leaflets

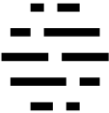
**growing up
in Scotland** 

Growing Up in Scotland

Birth Cohort 1 Sweep 12

Mainstage

Full Project Instructions

 **Scottish Centre
for Social Research**

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1 About Growing up in Scotland

1.1 Background and introduction to the study

Welcome to Growing up in Scotland (GUS). GUS is a major cohort study commissioned 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, young people and young adults 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, young people and their families in Scotland and is used by a wide range of bodies including the Scottish Government, Local Authorities, Health Boards, Education Scotland and a wide range of voluntary organisations such as Save the Children. It's also used by academics and other researchers in Scotland and beyond! Results are used to:

- Find out about the important issues facing young people and young adults in Scotland today and to find out about the needs and priorities of those groups.
- Track how issues and priorities change over time as young people have got 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.

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 cohort members (the children who are the main focus of the study) were 10 months old and were first interviewed in 2005. Since then, these families have taken part in up to 11 face-to-face interviews along with some online and telephone data collection – particularly over the COVID period.

The BC1 cohort members will be aged 19-20 at sweep 12. This is likely to be the final sweep of the study commissioned by the Scottish Government.

Cohort members who have taken part in the study since they were babies are referred to as the 'main' sample. In addition, as part of sweep 9/age 12 fieldwork (in 2018), c.500 additional young people were recruited to the study – these cohort members are referred to as the 'Boost' sample. Processes for families in the boost sample mirror those of families in the main sample in sweep 12.

1.2 Sweep 12 mainstage – overview

Key dates:

- Interviewer briefings: Early May
- Project goes live: Friday 16th May

At sweep 12, only the cohort member/young adult will be taking part – **there is no parent questionnaire/interview**. No height or weight measurements will be taken and no cognitive assessments will be undertaken either. The data collection is being conducted both **online** and **in-person** using the **same questionnaire**. Cohort members are initially being asked to complete the survey online. Those who do not will be issued to the face-to-face phase of the survey. We expect that the interview will take around 45-55 minutes, including 20-25 minutes for the CASI self-complete section.

In these instructions we set out the key points and new procedures for sweep 12. If you have any questions, please contact the Research team at gus@scotcen.org.uk.

1.2.1 Summary of your tasks and key changes

Sweep 12 is significantly more straightforward than you may be used to if you have worked on previous sweeps of GUS! Here is a summary of your tasks and key changes:

- You will be **phoning or visiting the cohort member** listed on the ARF/Information sheet to **arrange an appointment to conduct a face-to-face, in-home interview** (lasting around 45-55 mins)
- You **may be sending emails and/or text messages to cohort members as a means of contacting them**
- **Tracing is required**. If you become aware that the cohort member has moved from the address we hold, then try and find out their new address or otherwise obtain updated contact details for them.
- The interview will include a **CASI self-completion section**. This will take the participant around 20-25 minutes to complete (included within the 45-55 minutes above)
- **There is NO parent or partner interview or questionnaire**. The parent/carer should not be involved in the data collection at all other than if you are in contact with them whilst trying to contact or trace the cohort member.
- **There will be NO height and weight measurements**
- **There will be NO cognitive exercises**.

Other changes to be aware of:

- Cohort members are now aged 19-20. As such, they may no longer live with a parent/carer or other adult.
- Separate contact details are provided for cohort members, but you are likely to still be in contact with parents/carers in many cases – either because the cohort member still lives with them or because they will have information on where they have moved to.
- Cohort members are eligible if they live outside Scotland but they can only participate via the online survey. Do not conduct a telephone CAPI interview.
- The young people issued to the face-to-face phase **have already been invited to take part online**. They have received invitation and reminder letters, emails and texts.
- It will still be possible for the young people to take part online after you have contacted them. However, this should only be a last resort. **For the cases you are working, please aim to do a face-to-face interview**. If the cohort member will not agree to a F2F interview but indicates they will do the web survey, please code this as outcome 460.

- **All participants who are issued face-to-face are eligible for a £20 incentive** (Love2Shop e-voucher). This was not offered to those who initially took part online. If they complete the survey online after you have spoken to them, they will still receive their incentive. All incentives will be administered from the office after the interview.

1.2.2 How we are contacting participants

It's worth bearing in mind that at the last sweep, we were in the midst of the COVID pandemic and face-to-face fieldwork wasn't possible. Those who took part in sweep 11 did so mostly online or by telephone. As such, it will be almost six years since cohort members and parent/carers will have engaged with an interviewer in person.

Below we've summarised the various means through which we are contacting cohort members and their parent/carers as part of the fieldwork. You can find copies of the letters and survey leaflet in the appendices.

- Pre-notification letter and email sent to the main carer informing them of the planned approach – in particular that we will be contacting the cohort member directly and that the parent/carer will not be completing a questionnaire (sent January 2025)
- Pre-notification letter and email sent to the cohort member informing them of the forthcoming fieldwork (sent January 2025).
- Survey invitation letters (with leaflet), emails and text messages sent to cohort members 27th February.
- Letter, email and text reminders sent between 6th and 13th March to cohort members who have not completed their web questionnaire
- A pre-interviewer contact email will be issued prior to the start of interview fieldwork to let participants know they will shortly be contacted by an interviewer. The email will remind them of the opportunity to complete the web survey and introduce the £20 incentive which all participants will be eligible for at this stage.
- Interviewer visits the cohort member's address to arrange an appointment to conduct the interview. Note: whilst you may have a mobile number for the cohort member, **calling them is highly unlikely to elicit any response**. Telephone contact should only be used where household visits are consistently fruitless or otherwise difficult or inefficient.
- You may email or text the cohort member if you are otherwise unable to make contact with them. Text messages are more likely to be effective.
- Contact can be made with parent/carers and others listed on the information sheet as required.

2 Sample details

2.1 The mainstage sample

The mainstage sample consists primarily of families who have taken part in the study since 2005 when the cohort members were babies (referred to as the 'main sample'). However, there are also around 500 families who were recruited to the study at sweep 9, when the cohort child was aged 12 (referred to as the 'boost sample'). All cohort members who have not previously opted out of the study will be invited to participate, even if they did not take part at the previous sweep.

At sweep 12, cohort members can participate irrespective of whether they live in Scotland or not. However, those living outside of Scotland are only eligible for the web survey. **You should not attempt a telephone interview with cohort members who live outside of Scotland.** If a cohort member lives outside of Scotland but you are able arrange an in-person interview with them while they are in Scotland (e.g. while they are staying with family), this is fine.

You will need to check the cohort member's details and contact details for the previous parent/carer respondent and the first stable contact against the details on the Information Sheet and enter any updated details into the CAPI Admin block.

2.2 The ARF

There is no e-ARF for GUS Sweep 12.

Therefore, for every address in your assignment, you will have a paper ARF and an information sheet which includes the details of the cohort member, last participating parent/carer respondent and their resident partner (where applicable). Stable contact details are also provided.

The ARF/information sheet you are using is very similar to that used at sweep 11. Only the cohort member's details are provided on the front page. The front page also has the web address where the young person can access their online questionnaire and the unique code they need to access it. This can be provided if, as a last resort, the only way the cohort member says they will take part is via the online questionnaire.

At previous sweeps, changes to cohort member contact details were recorded on the ARF before being updated in the CAPI admin. At this sweep, details will be checked and updated directly in the CAPI so there will be no need to record them on the ARF.

As always, ensure you check the comments field on the information sheet and contact the ScotCen office, if necessary, BEFORE making contact with the family. In particular, if you see ****CONTACT OFFICE BEFORE PROCEEDING**** or ****CONTACT BRENTWOOD**** or something similar on your Information Sheet, call Bryan Mason (01277 690082) or Julie Wilson (01277 690093) in the Data Unit who will provide information over the telephone. Alternatively, email the GUS research team on

gus@scotcen.org.uk providing the serial number and your contact details and someone will get back to you.

2.2.1 ARF instructions

REMEMBER: Even though this may be the last sweep, you must record any information related to contacting the young person in future – including changes to contact details – in the CAPI admin block. This will ensure we can keep them updated with developments with and impact from the study

Please shred all pages with cohort member, main carer, partner, or stable contact information once CAPI admin has been completed. Remaining non-confidential pages should be recycled.

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 cohort member are on pages 1 and 2. You can also record phone calls or visits that you make to parents/carers and 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.

The front page also provides information on whether the respondent partially completed their online survey. Note that respondents who partially completed the web survey will have to complete a full CAPI interview as it is not possible to insert what they have completed already online into the CAPI program. However, they may go back to their CAWI questionnaire and pick up from where they left off. Please be prepared to give them the survey web address and their unique access code for this purpose. These are also included on the front page of the ARF

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 cohort member is still resident there. In most cases the cohort member will be resident and you will be directed to Section C.

If the cohort member 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 cohort member'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 cohort member, please remember to show your NatCen ID. **When tracing, first try to trace the cohort member 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 then note the new address at B4. If the address is in the area you are working then please follow it up yourself. If the address is outside your area, do not attempt to visit. However, you may use any new telephone number(s) or email address you have obtained to try and contact the cohort member and encourage them to complete their web questionnaire.

If you cannot establish whether the named cohort member is resident at the address or not, record this at A1, note your contact attempts in section C and then record the appropriate outcome code (i.e. address inaccessible, or information about the cohort member refused) in Section D.

Section C

If, and when, you have established where the cohort member lives, or if you are unsure if the cohort member 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'.

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 are as follows:

- 110 Full cohort member interview
- 210 Partial cohort member interview

Unproductive outcome codes

Non-contact codes (D2)

Unproductive non-contact outcome codes should only be used when you have established that the named cohort member 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 12.

If a respondent may be happy to take part in the study again sometime in the future and is happy to be contacted about the study again, please make sure you use codes 510 (illness) or 520 (away) if appropriate, or use code 425 – “Cohort member refused for this sweep only”.

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.

Refusal code 460 should only be used where the respondent has not agreed to a F2F interview but has said they will complete their web survey. If they do, they will receive an incentive so please use this code only where the respondent has clearly indicated their intention to complete the web survey.

We would also like you to record the reasons given for refusals. **Please record reasons for refusals at D.9 and D.10 as appropriate. You will be asked to record these in the CAPI Admin block.**

Other unproductives (D4)

To be used if the named cohort member is resident at the address and you have made contact with one or more residents.

If you are informed that a cohort member has completed their survey online before you speak to them, use code 593. The Research team will be monitoring online completions during F2F fieldwork and will update you if one of your cases completes online. If the case is still outstanding, use code 593 to close it.

Unknown eligibility (no contact) (D5)

Only one outcome is listed here as eligibility is known for all cohort members. Only cases not attempted should be coded out here.

Respondent moved (D6)

Only use outcome codes 671 and 672 if you have (for 672) successfully established a new address for the cohort member 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 cohort member's new address. Only use outcome 674 if you have established that the cohort member is no longer living in Scotland.

Ineligible (D7)

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

Eligibility unconfirmed (Contact made) (D7)

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

Section E

At the end of the interview, you will be prompted to check the details we hold for the cohort members parent/carer and any stable contact details we hold. Existing details will be fed-forward into the CAPI. If you obtain any **NEW** details, you can record these on the ARF before entering them into the Admin block later.

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.

Use the space at E4 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' included as the final page. This sheet provides additional information about the family which may assist you in establishing initial contact and/or with tracing.

2.3.1 Case comments

Please note the 'Comments' section at the bottom. This contains important information received by the Research team between sweeps or recorded by interviewers at previous sweeps. These include details such as if the cohort member had left home

for university, or their preferred days/dates of contact (such as when they returned to the main carer's home or when they were not working). **Comments will also note if the cohort member's advance or reminder letters were returned undelivered.** These cases will likely need tracing and contact by phone or email is suggested in the first instance, before visiting the address.

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 message ****CONTACT BRENTWOOD BEFORE PROCEEDING**** will be displayed (apologies for the historic Brentwood reference but this would be arduous to change for one final sweep).

If you see this message on your information sheet, call Bryan Mason (01277 690082) or Julie Wilson (01277 690093) in NatCen's Data Unit who will provide information over the telephone. Alternatively, email the GUS research team on gus@scotcen.org.uk providing the serial number and your contact details and someone will get back to you. **Always ensure you do this BEFORE making contact with the cohort member.**

Note that these comments have been reviewed ahead of sweep 12 fieldwork. All comments which could be determined as being no longer relevant have been removed (but note it is not always possible to determine this).

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.

2.3.2 Outcomes at previous sweeps

At the top of the information sheet you will find some details of fieldwork outcomes for the case at the two immediately previous sweeps of GUS. Due to COVID, fieldwork for sweeps 10 and 11 used multiple modes of data collection including face-to-face, web and telephone. In addition, participation of the cohort member and their parent/carers was more distinct than in prior sweeps – in other words a cohort member may have taken part but their parent/carers didn't or vice versa.

The outcome codes listed refer to only the CAPI/face-to-face (or push-to-telephone) elements of both sweeps and therefore do not provide a full summary of participation for each case. As such, an additional outcome description has been added to the sheet. This is truncated for space reasons. The tables below provide fuller text for these outcome descriptions.

This information will allow you to assess the level of contact and engagement a cohort member has had over the last two sweeps. In some cases, there may have been no interviewer-led or in-home data collection. Cases with such lower levels of engagement may need more persuasion to take part this year.

If you have any questions about this information, please contact the research team.

Table 2.1 Sweep 10 outcome descriptions

At sweep 10 (age 14), three-quarters of the fieldwork was conducted in-home and face-to-face before the pandemic hit. The remainder was conducted via a mixture of parallel

web and telephone surveys. Respondents were required to answer both a web and telephone questionnaire. Main carers and cohort members participated separately.

Summary description	Full description
Full MC and YP	Full participation from the main carer and young person
MC & YP web only	The main carer and young person only completed web survey elements
MC only no YP	The main carer took part F2F or by telephone. The young person did not take part at all.
MC web only no YP	The main carer took part online. The young person did not take part at all.
YP only no MC	The young person took part F2F or by telephone. The main carer did not take part at all.
YP web only no MC	The young person took part online. The main carer did not take part at all.
Non-contact	No interviewer contact with the young person or main carer
Refusal	The family refused to take part
Mover	The family were found to have moved and a follow-up address was not found or case was not re-issued during fieldwork
Other unproductive	The family were otherwise unproductive – no participation at all.
Not issued	The case was not issued at sweep 10

Table 2.1 Sweep 11 outcome descriptions

Sweep 11 data collection was delivered via parallel web and interviewer-led surveys. Cohort members had to complete both a web and interviewer-led questionnaire. Main carers had only to do one (they had the same questionnaire in each mode). For around the first half of fieldwork, due to COVID, no in-home data collection was permitted. As such, the interviewer-led questionnaires were administered by phone usually following a doorstep visit to make an appointment. When COVID restrictions were lifted, in-home interviewing was used for the remainder of fieldwork.

Summary description	Full description
MC and YP F2F	Full participation from the main carer and young person (F2F indicates the interviewer-led element was completed but this was either in-home or by telephone)
YP F2F MC Web	The young person completed interviewer-led elements. The main carer took part online.
YP only F2F	The young person completed interviewer-led elements. The main carer did not take part.
YP web only no MC	The young person completed online only. The main carer did not take part.
Non-contact	No interviewer contact with the young person or main carer
Refusal	The family refused to take part
Mover	The family were found to have moved and a follow-up address was not found or case was not re-issued during fieldwork
Other unproductive	The family were otherwise unproductive – no participation at all.

Not issued	The case was not issued at sweep 10
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2.3.3 Note on recording address changes in the CAPI admin block

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

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

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

3 Fieldwork

3.1 Timetable

Sweep 12 mainstage fieldwork will take place between Friday 27th February and Friday 25th July 2025.

The CAWI fieldwork was conducted between late February and late March. The face-to-face fieldwork is being conducted between 16th May and 25th July.

3.2 Survey materials

List of materials provided for GUS Sweep 12 Mainstage

Materials	Notes
Full project instructions	
Practice scenario	
Top tips 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. You will also be provided with a laminated version of these to carry with you and use on the doorstep, as needed
Address Record Form (ARF) including Information Sheet	<u>Always</u> check the 'Comments' field on the ARF information sheet before making contact.
An example of the ARF form	
Tracing card	Can be left with the new resident at the cohort member's previous address for them to pass on. Can also be used with your personal labels.
GUS calling card	To leave at address where no contact made. Note space to affix your personal label with your interviewer ID, NatCen mobile number and email address.
Interviewer labels	Labels with each interviewer's individual contact details to be affixed to the calling card.
Advance letter & survey leaflet for the cohort member	These materials were sent from Ashton Gate at the beginning of the web survey fieldwork period. (These went directly to the cohort member, not via their parent) A copy of the advance letter is provided in appendix C; the leaflet in Appendix D.
Example of an advance letter	

Helpline leaflet	To be given to all cohort members after their interview
Showcards	

3.3 Contacting respondents

3.3.1 Advance and reminder mailings

As noted above, the following advance and reminder communications will have been issued ahead of you attempting to contact the cohort member:

- Survey invitation letters (with leaflet), emails and text messages sent to cohort members 25th-27th February 2025.
- Letter, email and text reminders sent between 6th and 13th March to cohort members who have not completed their web questionnaire
- A pre-interviewer contact email will be sent to cohort members who have not completed the web questionnaire notifying them that an interviewer will shortly make contact to conduct an interview. This will be circulated the week commencing 12th May, in advance of fieldwork beginning on 16th May.

3.3.2 Making initial contact with the respondent

When first making contact, it should always be with the cohort member named on the ARF address label or their parent/carer whose details are on the information sheet. Advance correspondence has been sent to the cohort member directly and now that they are adults, they are able to consent to participation themselves. However, you may find the telephone numbers or email address you have are for the parent and you need to speak to them initially before speaking to the cohort member. It is possible that some main carers may not wish to pass on their adult child's contact details without their permission. Be prepared to leave information about the interview, including the £20 incentive, and your contact information, with main carers to pass on to the cohort member.

You will need to determine if the cohort member 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 email/text/call

All participants who have been allocated to the face-to-face phase are eligible for a £20 incentive **if they complete an interview, including if they complete online.**

Although they will have been notified of this in the pre-interviewer contact email which preceded your contact, please be sure to mention it when calling.

Incentives will be sent out from Ashton Gate after the interview. Most will be sent an e-voucher to their email address. As on other projects, these can take a few weeks to arrive but our aim is to issue them within a week of the interview being completed.

3.3.3 Means of contact and minimum number of contact attempts

When we are interviewing in-home, initial contact for each address may be made by text, email or in person, depending on the circumstances. **For this sweep, we suggest that first contact is made in person** where possible. This is because we believe that, at this age, the cohort members are **very** unlikely to respond to telephone contact.

There are a small number of exceptions:

- the address is particularly remote or rural (i.e. where going to the respondent's home requires a significant amount of traveling).
- Repeat 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

If face-to-face contact is not possible, we suggest using text or email rather than calls, as young adults are unlikely to answer when called from an unrecognised number. 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):

Hi <Respondent name>. It's <interviewer name> (ScotCen ID: <your interviewer ID number>), your GUS interviewer from ScotCen. Would you be free to do a GUS interview in next <insert time period>? You'll receive a £20 shopping voucher for taking part. Thanks, <interviewer name>

Try to confirm cohort member's contact details as early as possible in their conversations, so that this data can be updated with the research team.

Contacting respondents via email

Emails are also more likely to elicit a response than phone calls. 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 interview

Hi <Resp Name>,

I'm getting in touch to see if you would like to arrange an interview for the Growing Up in Scotland (GUS) study (www.growingupinscotland.org.uk)?

If you would, please could you let me know your address and telephone number, either by replying to this email or texting me on <NatCen mobile number>?

You'll receive a £20 shopping voucher as a thank you for taking part.

Many thanks!

<Interviewer name>

3.3.4 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.

Please be flexible and **be prepared to make a return visit if necessary**. Note that university exams and end of year college assessments may be taking place in May/early June. To help ensure students are able to take part, it may be necessary to return once their assessments are complete. University students who are studying away from home often return to the parental home in the summer holidays so it may be possible to arrange a time later in June or July to meet with them at home.

To protect cohort member's privacy, all interviews should be conducted in the participants' home or that of their parent/carer where possible. Cohort members may suggest meeting in a café at or near their place of work or study, rather than their home. This is possible if this is the only option under which they are willing/able to be interviewed, but please explore all other avenues first, and ensure there is a quiet/private area for you to meet. In **exceptional circumstances**, you may claim the cost of a soft drink/hot drink for the participant and yourself if the interview is taking place in a space that requires a drink to be purchased (for example, if a cohort member suggests meeting in a café at or near their place of work or study). A receipt is required.

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:

Hi <RESPONDENT>. It's <INTERVIEWER NAME> Just checking to see if you're still ok to be interviewed for GUS on <DATE> at <TIME>? Thanks

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. Remember to affix your label with your contact details to the calling card.

3.3.1 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. Although main carers are not part of this sweep, and may potentially therefore have less sway over their adult children, they are still likely to be key in some cases to securing an interview. At the dress rehearsal, main carers, and in some cases cohort member's siblings, helped to pass on messages to cohort members, persuade them to take part, or passed on cohort member's contact details.

Cohort members may require some persuasion, especially as they have chosen not to complete the web survey. Bear in mind that they are busy people who may be juggling study, work and other responsibilities. University students may be undertaking exams in May, while college students may have end of year assessments around the same time. Both should have completed these by early June.

At sweep 11, 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 and that the focus of this sweep is understanding the issues they are facing as young adults (we are doing so in the advance materials as well).

On GUS we aim to collect information about the same people over a number of years, and existing cohort members cannot be replaced in the sample if they drop out. If the cohort member 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. This also applies even though this is likely the last sweep – understanding what their lives are like at this crucial point of early adulthood is really important for us to make the most of all the data we have collected from them and their families to date.

Please therefore make every possible effort to gain co-operation. In **Appendix F**, 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 should take around 35-40 minutes, this includes a self-complete section taking around 20 minutes. This is the most straightforward GUS interview you'll do. There are no height and weight measurements, no cognitive assessments and no parental interviews.

Can I complete the online interview instead?

We'd really prefer to complete your survey in-person. I'm happy to do this at a time that's convenient for you.

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 become adults. Understanding what things are like for them at this crucial point of their lives helps us make the most of all the things you have told us to date.

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. For example, the data may be used by Skills Development Scotland to help inform further careers advice and support. 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: www.growingupinscotland.org.uk/publications. The study also has a Twitter account: @growingupinscot.

Will the funders / Scottish Government see my replies?

The data shared with Scottish Government only has your survey responses and does not have your name, address or any other identifying details on it. These are kept separate from the questionnaires.

Participants 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 'Privacy notice and Frequently Asked Questions'.

How much longer will the study continue?

This is likely to be the last time data will be collected in this way, as this is currently the final round of the study funded by the Scottish Government. This makes it more important than ever that people take part. It is unlikely you'll be asked to take part in a further interview though there may be other administrative data that the study continues to collect, such as on your health. We will always write to you to keep you up to date with how we are using your data.

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.

3.3.2 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 3751**¹. They can also contact the study team in the following ways:

In writing	Growing Up in Scotland Study Scottish Centre for Social Research Scotiabank House (2 nd floor) 6 South Charlotte St Edinburgh, EH2 4AW
------------	---

Via the study website:	growingupinscotland.org.uk
------------------------	--

Via email:	gus@scotcen.org.uk
------------	--

3.4 Other fieldwork matters

3.4.1 Financial incentives

We are adopting a targeted approach to incentives to maximise participation. A proportion of cohort members (those known as the 'boost sample') will receive a £20 online shopping voucher for completing the web survey. Any cohort member, who is not part of the boost sample, who completes the web survey in the initial web fieldwork phase will not receive an incentive.

¹ Note that calls to this number from mobile phones will incur a charge.

Participants in the boost sample are disproportionately from disadvantaged backgrounds at higher risk of non-response. Reflecting this, they were offered an incentive at recruitment to the study and have continued to be offered an incentive at each subsequent sweep.

A £20 Love2Shop e-voucher will be sent to all cohort members who are issued for face-to-face fieldwork and complete an interview – including if they complete their questionnaire online during the face-to-face phase. As such, all of your participants will be eligible assuming they complete an interview.

Incentives will also be payable to participants who say they will complete the questionnaire online after you have been in contact with them. These cases should be coded as unproductive using **code 460** 'Refusal - respondent says they will complete online'. However, **please do your best to encourage them to take part in an in-person interview with you.**

3.4.2 Safeguarding issues

It is important that you are familiar with the NatCen Safeguarding Procedures which can be accessed in the CMS menu under the "NatCen Docs" tab. These were revised in 2024. Please ensure you are fully aware of the new procedures.

In rare cases you may encounter a situation in field where you feel that the safety and wellbeing of an individual could be at risk or you may have concerns about illegal activity which could harm the public. If you are unsure of this you may wish to discuss with your FPM in the first instance. However, if you have any concerns, then please go ahead with a safeguarding report as the requirement is that any such issues should be considered as quickly as possible.

A summary of the steps you should follow if you are concerned for anyone's welfare and safety is included at Appendix G.

In some circumstances, there may be immediate concerns about the safety of a child or adult at risk arising from the information disclosed to you either face to face, over the telephone or online.

Where there is **a clear and immediate risk to life**, we expect fieldworkers to directly contact the emergency services (police, ambulance, fire brigade) for example where someone is

- expressing their intention to immediately end their life by suicide
- seriously injured
- involved in terrorism, sexual exploitation or criminal exploitation

In such circumstances, you should:

- Ring 999 and ask for the emergency service required - police and/or ambulance.
- Inform the Designated Safeguarding Lead (DSL) afterwards.
- The relevant procedures must then be followed by the DSL

Please also follow the guidance on 'Working Safely' (within your NatCen Operations Standards Handbook). These processes are in place for your safety and support as well as for the safety of any respondents or members of the public we might come into

contact with. If you are concerned that the area in which you are working is unsafe or presents other safety challenges, you should speak to your Field Performance Manager.

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.

Some questions (e.g. on health behaviours like smoking) are routed on responses from previous sweeps.

4.2 The interview

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

At sweep 12, the questionnaire is around the same length as it was at sweep 11 (not including the time that was needed for height and weight measurements and cognitive exercises).

It consists of the following elements:

- Interviewer-led section (CAPI). This should take approx. 15-20 minutes.
- Self-complete section (CASI). This should take approx. 15-20 minutes.

4.2.1 Gaining informed consent

As always, please ensure the cohort member 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 cohort member.

4.2.2 Topics

The cohort member interviewer-led (CAPI) questionnaire contains questions across the following topics:

- Accommodation & living arrangements
- Contact with parents
- Activities
- Further and higher education
- Apprenticeships and training
- Paid work and employment
- Work-life balance
- Political attitudes and civic participations
- Health and health behaviours
- Income and benefits

- Aspirations

The CASI questionnaire contains questions across the following topics:

- Life satisfaction, loneliness & fear of failure
- Relationship with parents and peers
- Misogynistic attitudes
- Mental health and wellbeing
- Gender identity and sexual orientation
- Romantic and sexual relationships
- Personality
- Experiences of discrimination and victimisations
- Antisocial behaviour
- Alcohol, smoking & drugs
- Significant life events
- Substance use

4.2.3 Providing assistance with the CASI element (if needed)

If the cohort member 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.

At this sweep, we have allowed them to enter 'Don't know' and 'Prefer not to say' as an answer. But they may nevertheless speak to you if there is a question that they do not understand or do not want to answer. If they do not want to answer, they should simply skip the question (i.e. try to move onto the next question without entering an answer). When they do, a 'prefer not to answer' option should appear which can be selected. 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' (this will also appear if you try to skip the question).

At the end of the CASI, the cohort member 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.

4.2.4 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 cohort member is upset, please be sensitive to their needs.

4.2.5 Finishing the interview

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

<https://growingupinscotland.org.uk/useful-links>

Appendix A: Main carer pre-notification letter

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



Are these details up to date?

<MCEmail>

<MCTel1>

<MCTel2>

<MCFirstName> <MCSurname>

<AddLine1>

<AddLine2>

<AddLine3>

<AddLine4>

<Postcode>

<PaFirstName> <Details>

<PaEmail>

<PaTel1>

<PaTel2>

<date>

Dear <MCFirstName>

Thank you for being part of Growing Up in Scotland

Over the years, the information you've provided has been used widely by those making decisions that affect children, young people and families across Scotland. GUS data has helped shape government policies on early learning and childcare, parenting support, the attainment gap, health and wellbeing and child poverty, to name a few. The study continues to be a unique and important source of information as the young people involved move into adulthood.



We'd like <YPFirstName> to take part again

In a few weeks we'll be in touch with <YPFirstName> to ask <himherthem> to complete an online questionnaire. Because <heshe> <isare> now a young adult, we can collect all the information we need from <himherthem>. As such, we will not be asking you to take part this time.



However, we know that <YPFirstName> may still be living with you or, if not, that you are likely to be in contact with <himherthem>. Therefore, we wanted to check that the details we have for you are up to date. This will also allow us to keep you updated with news about the study.

Please send us any updates

Please check that the details we have for you are up to date. If not, please let us know by calling free on 0800 652 3751 or emailing gus@scotcen.org.uk. By updating your details you're not committing <YPFirstName> to taking part. We'll be in touch with <himherthem> separately and <heshe> can decide then. If <YPFirstName> is no longer living with you, that would be good for us to know too.



Questions?

You can contact us using the phone number or email address above or visit growingupinscotland.org.uk. Thanks again for being part of GUS and helping us make the study a great success.

Yours sincerely,

Paul Bradshaw
Project Director
growingupinscotland.org.uk

Ref: P19230/<Serial><Checkletter>



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P19230 GUS sw12 DFH Pre-not letter MC

Appendix B: Cohort member pre-notification letter



Are these details up to date?

<YPEmail>

<YPTel1>

<YPTel2>

If not, please let us know via:

gus@scotcen.org.uk
or 0800 652 3751

<YPPFirstNames> <YPPSurname>
<YPPAddLine1>
<YPPAddLine2>
<YPPAddLine3>
<YPPAddLine4>
<YPPPostcode>

<date>

Dear <YPPFirstNames>

Thanks for being part of Growing Up in Scotland. The information you provided last time is helping the Scottish Government and organisations like Skills Development Scotland better understand the issues affecting school leavers and their families. Now that it's been a few years since you left school and you will be getting on with the next stage of your life, we'd like to catch up and see how you are doing.

We'd really like you to take part again

In a few weeks' time we will be in touch to ask you to complete an online questionnaire. If you're not able to take part online, then we'll arrange for an interviewer to contact you. Just so you know, we won't be asking your parent or carer to take part this time and there's no height and weight measurement or language exercises either.

Why you?

You may think you are just a typical young adult but to us you are very important. As you've taken part before, we can't replace you with anyone else. Without your ongoing support, the study simply couldn't continue.

Please check your contact details at the top of this letter

If they have changed, please let us know as soon as possible. If we don't have an email address or phone number for you, or they are wrong, it would really help if you could send these to us. You can contact us by calling 0800 652 3751 or emailing gus@scotcen.org.uk. By updating your details you're not committing to taking part. We'll be in touch again soon and you can decide then.

Questions?

If you have any questions, please contact us using the details above. Or you can find out more at growingupinScotland.org.uk. Thanks again for being part of Growing Up in Scotland and helping us make the study a great success.

Yours sincerely,

Paul Bradshaw
Project Director
growingupinScotland.org.uk

Ref: P19230/<Serial><Checkletter>



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P19230 GUS sw12 CSR Pre-not letter YP

Appendix C: Cohort member advance letter



<YPFirstName><YPSurname>
<YPAAddLine1>
<YPAAddLine2>
<YPAAddLine3>
<YPAAddLine4>
<YPPostcode>

Did you know...

Last time we spoke to you, when you were 17/18,



68%

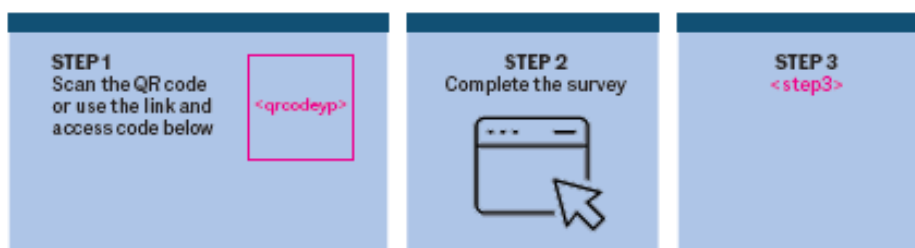
of you agreed you
would like to raise a
family sometime in
the future

<date>

Dear <YPFirstName>,

Ever since you <babysecondary>, you and thousands of others your age across Scotland have told us about your lives. We're getting in touch to hear how you are getting on. Understanding what life is like for you now as an adult, and what's changed since we last heard from you, can help us understand what shapes people's experiences, and how the Scottish Government and others can best support you, and others like you.

<voucher> Taking part is easy – simply follow these four steps:



You can also go to <shortsurveylink> and enter your accesscode: <accesscode>

You can find some Frequently Asked Questions on the back of this letter and the enclosed leaflet has more information. You can also contact us on gus@scotcen.org.uk or 0800 652 3751.

Thank you for being part of GUS. Because you and your family have taken part before, we cannot replace you with anyone else – to us, and to the study, you are truly unique.

I very much hope you will enjoy taking part.

Yours sincerely,

Paul Bradshaw
Project Director
growingupinScotland.org.uk

P19230-01/<SerialNumber><Chd>



01.P19230_GUS_sw12_MS_AdvanceLetter



Why should I take part?

A truly unique thing about GUS is that we have spoken to you and everyone else in the study since you were children. This helps us understand what experiences in childhood or adolescence shape what you do and how you get on now, as an adult. This, in turn, helps Scottish Government and others make better plans and decisions that can benefit children, young people and adults in years to come.



I need support to take part – what do I do?

An interviewer can come to your home to do your interview if you prefer. In a few weeks' time, if you haven't taken part online, one of our interviewers will contact you to arrange a time that suits you. You can also let us know that you'd like to do an interview in person by contacting us using the details in the 'Where can I find out more?' section.

If you prefer for someone you know to support you with completing the online questionnaire, that's fine too.



What will happen to the information I give?

The personal data you provide will be treated with care, with full respect for your privacy and in accordance with UK data protection legislation. You can read the study privacy notice on our website: growingupinscotland.org.uk/privacy-notice.

Anything you tell us will be treated confidentially. This means that we won't tell anyone your answers, not even your family. We will only ever tell anyone what you have said if we are worried about you or someone else getting harmed.

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 adults your age in Scotland, not just those taking part in the study.



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 do decide to take part, you can choose not to answer any questions that you would prefer not to. If you don't want to take part, contact us using the details below.



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. You can also look at our website, growingupinscotland.org.uk, email us on gus@scotcen.org.uk, or call us on 0800 652 3751. When contacting us, please use the reference number on the front of this letter (bottom right).

Appendix D: Survey leaflet

Where can I get more information?

To understand more about what happens to the data you have provided, please read the privacy notice and Frequently Asked Questions on the GUS website. These can be found in the Participants section at www.growingupscotland.org.uk and then selecting 'Privacy notice and frequently asked questions'. This includes information about data linkage, including which sources we link to and how to opt out.

If you have any further questions you can call us free on 0800 652 3751 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.

We hope you enjoy taking part in Growing Up in Scotland. However, if you 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: Scottish Centre for Social Research, Scotiabank House, 6 South Charlotte St, Edinburgh, EH2 4AW.



What's involved this year?

Welcome back to GUS! We are looking forward to hearing what life is like for you as a young adult.

This year, the questionnaire is all online – though, if you prefer, one of our interviewers can come to your home to go through the questionnaire with you. There is no questionnaire for your parent or carer.

In total, the questionnaire should take around 35-45 minutes to complete. Ideally, this should be completed on your own, but it is fine for someone else to help if you need them to.

The questionnaire will include questions about:

- Friends, family and relationships
- Health, wellbeing and identity
- Education, work and training
- What you do, and experiences you may have had
- Your views! (on your studies, work, and wider issues)

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



When you were 17...

93% of you said that having a career or profession was important to you

68% of you already had a clear idea of the career you wanted

28% of you wanted to run your own business



Contact us

www.growingupscotland.org.uk
gus@scotcen.org.uk
 0800 652 3751

growing up
in Scotland



You are helping the Scottish Government understand how best to support young adults like you. Thank you.



 Scottish Government
Riaghaltas na h-Alba

 Scottish Centre
for Social Research

How do I take part?

If we have an email address for you, you should have received an email from us with a link that will take you straight to your survey. If we have your mobile number, you should also have received a text message with a link. You can also use the details on your letter – there is a QR code that will take you straight to your survey, or you can use the survey link and access code.

If you prefer to go through the questionnaire with an interviewer, that's fine. In a few weeks' time, if you haven't completed the online survey, one of our interviewers will be in touch to arrange a visit at a time that suits you. If we have a phone number for you, they may call you. You can also get in touch using the contact details on the back of this leaflet to let us know when would be a good time.

Last time we spoke to you...

79% of you had a job

Of the things you considered important when applying for a job...

62%
wanted an interesting job

50%
wanted high income

46%
wanted flexible working hours

23%
wanted a job that offered good training opportunities

22%
wanted a job that was a good step on the career ladder

21%
wanted a job that helps other people

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 to ask you but still build a complete picture of your life and help better policies to be developed for people your age.

This year, we wanted to let you know, specifically, about linkages we will be making to provide valuable information on young adults' education, employment, earnings and benefits. We will be linking to information from the Scottish Qualifications Authority (SQA)¹ and Skills Development Scotland (SDS) and to the Scottish Longitudinal Educational Outcomes (LEO) datasets.

- SQA holds information about the qualifications you've received.
- SDS holds information about any careers advice you received and what you are doing after school.
- LEO brings together information from universities, colleges, DWP and HMRC to support research on the different pathways young people take after school. Combined with data from GUS, we could use this to answer important questions like how childhood circumstances affect income and employment in later life.

¹ If 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.

Appendix E: Cohort member reminder letter



<YPFirstName><YPSurname>
<YPAAddLine1>
<YPAAddLine2>
<YPAAddLine3>
<YPAAddLine4>
<YPPostcode>

Did you know...
Last time we spoke to you,
when you were 17/18,



There's still time to take part and tell us about life as a young adult!

<date>

Dear <YPFirstName>,

We recently got in touch to ask you if you would take part in an online questionnaire for Growing Up in Scotland. There is still time to take part, and we would really like you to help us again. <enddate> <voucher>

By taking part you are helping us to understand what life is like for you now as an adult, and what's changed since we last heard from you. Because you have taken part before we can follow how things change for you over time - this creates incredibly useful information about what shapes the lives of young adults, like you, living in Scotland today.

You can take part using these four steps:

STEP 1 Scan the QR code or use the link and access code below 	STEP 2 Complete the survey 	STEP 3 <step3>
--	---	--------------------------

You can also go to <shortsurveylink> and enter your accesscode: <accesscode>

If you have any questions you can find out more on our website at growingupinscotland.org.uk.
You can also email us at gus@scotcen.org.uk or phone us free on 0800 652 3751.

Thank you again for being part of GUS - we can't do it without you!

Yours sincerely,

Paul Bradshaw
Project Director
growingupinscotland.org.uk

P19230-01/<SerialNumber><CKd>



04.P19230_GUS_sw12_MS_ReminderLetter



Why should I take part?

A truly unique thing about GUS is that we have spoken to you and everyone else in the study since you were children. This helps us understand what experiences in childhood or adolescence shape what you do and how you get on now, as an adult. This, in turn, helps Scottish Government and others make better plans and decisions that can benefit children, young people and adults in years to come.



I need support to take part – what do I do?

An interviewer can come to your home to do your interview if you prefer. In a few weeks' time, one of our interviewers will contact you to arrange a time that suits you. You can also let us know that you'd like to do an interview in person by contacting us using the details in the 'Where can I find out more?' section.

If you prefer for someone you know to support you with completing the online questionnaire, that's fine too.



What will happen to the information I give?

The personal data you provide will be treated with care, with full respect for your privacy and in accordance with UK data protection legislation. You can read the study privacy notice on our website: growingupinscotland.org.uk/privacy-notice.

Anything you tell us will be treated confidentially. This means that we won't tell anyone your answers, not even your family. We will only ever tell anyone what you have said if we are worried about you or someone else getting harmed.

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 adults your age in Scotland, not just those taking part in the study.



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 do decide to take part, you can choose not to answer any questions that you would prefer not to. If you don't want to take part, contact us using the details below.



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. You can also look at our website, growingupinscotland.org.uk, email us on gus@scotcen.org.uk, or call us on 0800 652 3751. When contacting us, please use the reference number on the front of this letter (bottom right).

Appendix F: Doorstep conversion tips

PLEASE NOTE	Remember to mention the £20 gift voucher – participants will receive this for completing either in-person or online. Most will not have been offered this for the web survey so it is important to mention this.
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. I can arrange to come back on a different day to finish if I need to. This is the most straightforward GUS interview you'll do. There are no height and weight measurements, no cognitive assessments and no parental interviews.
'I have assignments to do/exams'	That's OK. If you let me know when you will be finished with uni/college work I can arrange to come back then.
'It's not the best time' (about to move away, move house etc.)	That's OK. ...I'm in the area for a while, I can come back when it suits better. ...If you let me know your new address I can come back at a better time?
'I'm away studying at uni' (elsewhere in Scotland)	That's OK. ...If you let me know when you'll be back home at your parents' I can come back then?
'I'm away studying at uni' (in England)	That's OK. You can still complete the survey online, and you will receive a £20 shopping voucher for doing so. That's OK. ...If you let me know if you'll be back home in Scotland we could meet then?
'I've taken part too many times – how much longer will the study go on for?'	This is likely to be the last time data will be collected in this way, as this is currently the final round of the study funded by the Scottish Government. This makes it more important than ever that people take part. Continuing to visit you as you've got older has meant that we have built up a detailed picture of how your generation has developed from a young age, through their school years and into adulthood. This final interview will help complete a lot of the information we've gathered and understand the key issues faced by young adults in Scotland today. 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 and into adulthood.
'The study was about growing up, but I'm an adult now'	Yes, that's right. And it's because you've taken part over time that the study's data is so unique and useful. This final questionnaire will really help the Scottish Government understand the issues you face now as a young adult and how far you've come since your childhood.
'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?
'How is the study being used?'	GUS has provided really valuable information for policymakers in Scotland, at both a national and local level. Organisations like Skills Development Scotland may use the research to inform the development of their careers services. The research is also used to help the government and other organisations design services and support to ensure young adults have the opportunities and help they need.

'I don't see the point of the survey, it's a waste of time'	Now that the young people are young adults, 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 succeed with college or university, with apprenticeships or in the world of work. It also helps understand how their relationships and health have changed. EXAMPLES OF USE/IMPACT: • The data is being used by Skills Development Scotland to better understand how opportunities like apprenticeships and other employment training can help young people make the best start to their careers after leaving school • Your data has informed national youth work policies and programmes that keep children and young people safe and build their confidence. • The study helps policy makers to understand how diet, physical activity and sleep habits change as young people get older. • GUS findings are providing the Scottish Government with a detailed understanding of the long-term impacts of growing up in poverty and how income influences the relationships, experiences and outcomes in young people's lives. • 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. You can also remind participants that they will receive a £20 Love2Shop e-voucher as a thank you for their time.
'I'm worried about data protection'	All your answers are treated in the strictest confidence in accordance with data protection legislation. 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. 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 (www.growingupinScotland.org.uk) by clicking on the 'Participants' link on the homepage, and then selecting 'Privacy notice'.
'I want more information about the survey'	You can find more information in the survey leaflet. You can also look at the survey website: www.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. There is also a 'Privacy notice' section. You can find this by clicking on the 'Participants' link on the GUS website homepage, and then selecting 'Privacy notice'
Do I have to take part?	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.

OTHER GENERAL TIPS FROM INTERVIEWERS

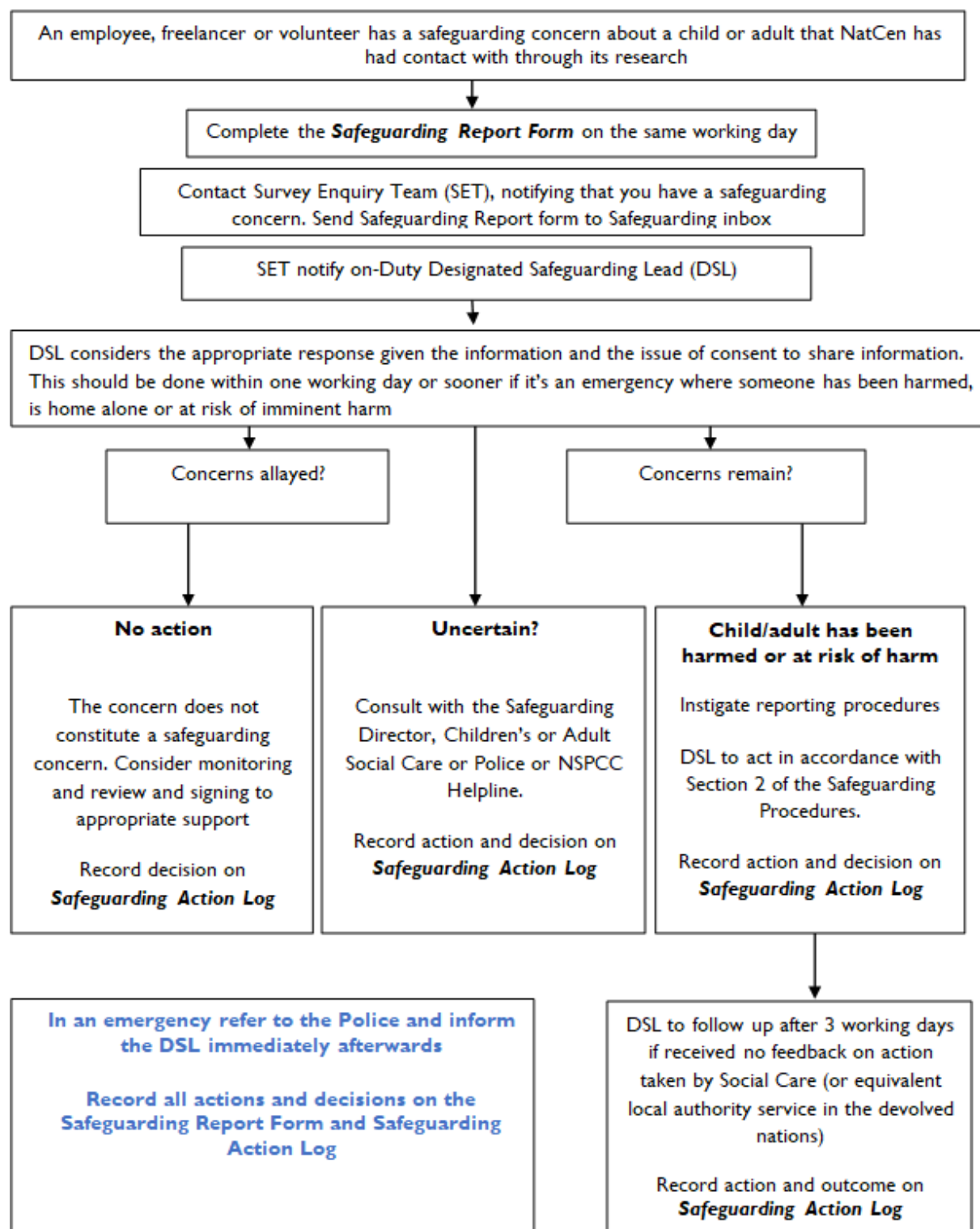
What you say...	• Don't say too much – less is more. • Have information on how GUS has helped in the past – examples make people think about what the results might do in the future. • Be flexible on dates and offer two alternatives so that they can choose the one
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	that suits them better. • 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, and the information we have from you and other GUS families from when you were growing up can help us understand some of the problems, what causes them and what can help'. • Remind participants that they will receive a £20 Love2Shop e-voucher as a thank you for their time.
Dealing with refusals	• Always assume that they are going to do the interview - it's just a case of getting the right time. • Interviews are best conducted in the home, but if respondents don't want to do it in their home, it may be possible to do it elsewhere, <u>as long as confidentiality is protected</u>.

Appendix G: Summary safeguarding procedures

Survey Enquiry Team (SET) 01277-690050 **Safeguarding Inbox** safeguarding@natcen.ac.uk

A copy of the Safeguarding Report Form will have been emailed to you



P19230/BC1/Sweep 12

GROWING UP IN SCOTLAND

P19230/BC1/Sweep 12

GROWING UP IN SCOTLAND

CARD A1

1. Alone
2. With my partner
3. With my children, my partner's children and/or other dependants
4. With my parents/guardians
5. With other family members such as siblings or grandparents
6. With friends, acquaintances or other students
7. Other

CARD A1

1. Alone
2. With my partner
3. With my children, my partner's children and/or other dependants
4. With my parents/guardians
5. With other family members such as siblings or grandparents
6. With friends, acquaintances or other students
7. Other

CARD A2

1. Live rent-free, including rent-free in parent's or relative's or friend's property (exclude squatting)
2. Living in parent's or relative's or friend's property and making some financial contributions to the household (e.g. paying 'digs')
3. Rent
4. Pay part rent and part mortgage (shared or equity ownership)
5. Own – with mortgage or loan
6. Own – outright
7. Currently in temporary accommodation or homeless
8. Other arrangement

CARD A2

1. Live rent-free, including rent-free in parent's or relative's or friend's property (exclude squatting)
2. Living in parent's or relative's or friend's property and making some financial contributions to the household (e.g. paying 'digs')
3. Rent
4. Pay part rent and part mortgage (shared or equity ownership)
5. Own – with mortgage or loan
6. Own – outright
7. Currently in temporary accommodation or homeless
8. Other arrangement

CARD A3

1. Yes, regular amount
2. Yes, occasional contributions
3. No

CARD A3

1. Yes, regular amount
2. Yes, occasional contributions
3. No

CARD A4

1. It saves money
2. I like living with family
3. To be near friends
4. To be near education and/or employment
5. Just easier/haven't thought about it
6. Couldn't find anywhere else
7. Can't afford to move out
8. Providing care for another family member
9. Other reason

CARD A4

1. It saves money
2. I like living with family
3. To be near friends
4. To be near education and/or employment
5. Just easier/haven't thought about it
6. Couldn't find anywhere else
7. Can't afford to move out
8. Providing care for another family member
9. Other reason

CARD A5

1. A private landlord
2. University (e.g. halls of residence)
3. Private student accommodation provider
4. A local authority/council
5. A Housing Association
6. A parent
7. Another relative or a friend
8. Someone else

CARD A5

1. A private landlord
2. University (e.g. halls of residence)
3. Private student accommodation provider
4. A local authority/council
5. A Housing Association
6. A parent
7. Another relative or a friend
8. Someone else

CARD A6

1. To start a job or training
2. To go to college or university
3. To get married/to 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
11. Not applicable – did not move out of parents' or carers' home

CARD A6

1. To start a job or training
2. To go to college or university
3. To get married/to 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
11. Not applicable – did not move out of parents' or carers' home

CARD A7

1. Birth/biological father
2. Birth/biological mother
3. Adoptive father
4. Adoptive mother
5. Step-father
6. Step-mother
7. Other father figure (including foster carer, kinship carer)
8. Other mother figure (including foster carer, kinship carer)

CARD A7

1. Birth/biological father
2. Birth/biological mother
3. Adoptive father
4. Adoptive mother
5. Step-father
6. Step-mother
7. Other father figure (including foster carer, kinship carer)
8. Other mother figure (including foster carer, kinship carer)

CARD A8

1. Every day or most days
2. Around once a week
3. Once or twice a month
4. Every few months
5. About once a year
6. Less often than once a year
7. Never

CARD A8

1. Every day or most days
2. Around once a week
3. Once or twice a month
4. Every few months
5. About once a year
6. Less often than once a year
7. Never

CARD A9

1. Every day
2. 5-6 days a week
3. 3-4 days 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 A9

1. Every day
2. 5-6 days a week
3. 3-4 days 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 B1

1. At least every half hour
2. At least every hour
3. At least every couple of hours
4. Less often than that
5. Not at all

CARD B1

1. At least every half hour
2. At least every hour
3. At least every couple of hours
4. Less often than that
5. Not at all

CARD B2

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

CARD B2

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

CARD B3

1. Very rarely or never
2. Rarely
3. Sometimes
4. Often
5. Very often

CARD B3

1. Very rarely or never
2. Rarely
3. Sometimes
4. Often
5. Very often

CARD B4

1. It was negatively affecting my mental health
2. It was negatively affecting my relationships with family, friends and/or partner
3. I was worried about being or becoming addicted to social media
4. I was worried about misinformation on social media
5. Other people's social media posts or messages made me feel worse about my own life
6. I was having difficulty concentrating (e.g. at work, college, or university) because of spending time on social media
7. I was neglecting other activities (e.g. hobbies, sports) to spend time on social media
8. I didn't find it interesting or useful
9. I didn't like a specific app
10. Other
11. None of the above

CARD B4

1. It was negatively affecting my mental health
2. It was negatively affecting my relationships with family, friends and/or partner
3. I was worried about being or becoming addicted to social media
4. I was worried about misinformation on social media
5. Other people's social media posts or messages made me feel worse about my own life
6. I was having difficulty concentrating (e.g. at work, college, or university) because of spending time on social media
7. I was neglecting other activities (e.g. hobbies, sports) to spend time on social media
8. I didn't find it interesting or useful
9. I didn't like a specific app
10. Other
11. None of the above

CARD B5

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 B5

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 C1

1. Gone to a party, pub/bar 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. None of these

CARD C1

1. Gone to a party, pub/bar 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. None of these

CARD C2

1. Sung in a choir or played in a band or orchestra
2. Done arts or crafts activities
3. Played sport, gone running, gone to a gym or fitness class or done something else related to fitness
4. Read for enjoyment
5. Spent time with/hung out with friends without doing much in particular (outside of college/university, training or work)
6. Gaming, that is on a phone, tablet, computer or games system (e.g. an X-Box or PlayStation)
7. None of these

CARD C2

1. Sung in a choir or played in a band or orchestra
2. Done arts or crafts activities
3. Played sport, gone running, gone to a gym or fitness class or done something else related to fitness
4. Read for enjoyment
5. Spent time with/hung out with friends without doing much in particular (outside of college/university, training or work)
6. Gaming, that is on a phone, tablet, computer or games system (e.g. an X-Box or PlayStation)
7. None of these

CARD C3

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 C3

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 C4

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

CARD C4

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

CARD D1

1. Best for subject
2. Overall reputation of institution
3. Living/studying there is cheaper than elsewhere
4. Close to home
5. Away from home
6. Liked the town or campus
7. Good accommodation options
8. To be able to live at home
9. To be with friends
10. Family member(s) previously attended it
11. Entry requirements matched my expected grades
12. I didn't have a choice
13. Another reason

CARD D1

1. Best for subject
2. Overall reputation of institution
3. Living/studying there is cheaper than elsewhere
4. Close to home
5. Away from home
6. Liked the town or campus
7. Good accommodation options
8. To be able to live at home
9. To be with friends
10. Family member(s) previously attended it
11. Entry requirements matched my expected grades
12. I didn't have a choice
13. Another reason

CARD D2

1. Degree (Ordinary or Honours) or Graduate Apprenticeship
2. Higher National Certificate (HNC); Higher National Diploma (HND); or Professional Development Award
3. Higher or Technical Apprenticeship
4. SVQ, NVQ or City and Guilds
5. Modern or Foundation Apprenticeship
6. National Certificate (NC); National Progression Award; Skills for Work; SQA Awards; Access course or HN units not leading to award certificate
7. Higher/Advanced Higher/A levels
8. National Level 1-3, 4 or 5
9. Something else

CARD D2

1. Degree (Ordinary or Honours) or Graduate Apprenticeship
2. Higher National Certificate (HNC); Higher National Diploma (HND); or Professional Development Award
3. Higher or Technical Apprenticeship
4. SVQ, NVQ or City and Guilds
5. Modern or Foundation Apprenticeship
6. National Certificate (NC); National Progression Award; Skills for Work; SQA Awards; Access course or HN units not leading to award certificate
7. Higher/Advanced Higher/A levels
8. National Level 1-3, 4 or 5
9. Something else

CARD D3

1. Completely
2. Mostly
3. A little
4. Not at all

CARD D3

1. Completely
2. Mostly
3. A little
4. Not at all

CARD D4

1. Continue studying to obtain more advanced qualifications in the same or a similar subject
2. Start a new course doing something different
3. Move into or look for a full-time job
4. Take some time out to travel or volunteer
5. Do something else

CARD D4

1. Continue studying to obtain more advanced qualifications in the same or a similar subject
2. Start a new course doing something different
3. Move into or look for a full-time job
4. Take some time out to travel or volunteer
5. Do something else

CARD D5

1. Transferred to a course which I preferred
2. Did not enjoy the university/college environment
3. Did not enjoy the course
4. Physical or mental health problems
5. To care for a friend or relative that needed my help
6. Did not secure grades to continue
7. Was concerned about debt/needed money
8. Because of an employment opportunity
9. Left apprenticeship that course was part of
10. Other reason

CARD D5

1. Transferred to a course which I preferred
2. Did not enjoy the university/college environment
3. Did not enjoy the course
4. Physical or mental health problems
5. To care for a friend or relative that needed my help
6. Did not secure grades to continue
7. Was concerned about debt/needed money
8. Because of an employment opportunity
9. Left apprenticeship that course was part of
10. Other reason

CARD D6

1. Modern apprenticeship
2. Graduate apprenticeship
3. Technical apprenticeship
4. Other

CARD D6

1. Modern apprenticeship
2. Graduate apprenticeship
3. Technical apprenticeship
4. Other

CARD D7

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

CARD D7

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

CARD D8

1. Continue working for the employer where you are currently doing your apprenticeship
2. Work in a similar field but for a different employer
3. Look to move into further training or education
4. Do something else

CARD D8

1. Continue working for the employer where you are currently doing your apprenticeship
2. Work in a similar field but for a different employer
3. Look to move into further training or education
4. Do something else

CARD D9

1. Yes, pre-apprenticeship
2. Yes, apprenticeship
3. Yes, training course
4. No

CARD D9

1. Yes, pre-apprenticeship
2. Yes, apprenticeship
3. Yes, training course
4. No

CARD D10

1. Transferred to another training course
2. Transferred to full-time study in college or university
3. Did not enjoy the work environment
4. Did not enjoy the training element
5. Physical or mental health problems
6. To care for a friend or relative that needed your help
7. Did not secure grades to continue
8. Was concerned about debt/needed money
9. Because of another employment opportunity
10. Employer/company closed down
11. Other reason

CARD D10

1. Transferred to another training course
2. Transferred to full-time study in college or university
3. Did not enjoy the work environment
4. Did not enjoy the training element
5. Physical or mental health problems
6. To care for a friend or relative that needed your help
7. Did not secure grades to continue
8. Was concerned about debt/needed money
9. Because of another employment opportunity
10. Employer/company closed down
11. Other reason

CARD D11

1. Transferred to another apprenticeship
2. Transferred to full-time study in college or university
3. Did not enjoy the work environment
4. Did not enjoy the training element
5. Physical or mental health problems
6. To care for a friend or relative that needed your help
7. Did not secure grades to continue
8. Was concerned about debt/needed money
9. Because of another employment opportunity
10. Employer/company closed down
11. Other reason

CARD D11

1. Transferred to another apprenticeship
2. Transferred to full-time study in college or university
3. Did not enjoy the work environment
4. Did not enjoy the training element
5. Physical or mental health problems
6. To care for a friend or relative that needed your help
7. Did not secure grades to continue
8. Was concerned about debt/needed money
9. Because of another employment opportunity
10. Employer/company closed down
11. Other reason

CARD E1

1. Mainly or only holidays
2. Mainly or only term-time
3. Both holidays and term-time

CARD E1

1. Mainly or only holidays
2. Mainly or only term-time
3. Both holidays and term-time

CARD E2

1. Modern professional occupations such as: teacher – nurse – physiotherapist – social worker – welfare officer – artist–musician – police officer (sergeant or above) – software designer
2. Clerical and intermediate occupations such as: secretary – personal assistant – clerical worker – office clerk – call centre agent – nursing auxiliary – nursery nurse
3. Senior managers or administrators (usually responsible for planning, organising and co-ordinating work, and for finance) such as: finance manager – chief executive
4. Technical and craft occupations such as: motor mechanic – fitter – inspector – plumber – printer – tool maker – electrician – gardener – train driver
5. Semi-routine manual and service occupations such as: postal worker – machine operative – security guard – caretaker – farm worker – catering assistant – receptionist – sales assistant
6. Routine manual and service occupations such as: HGV driver – van driver – cleaner – porter – packer – sewing machinist – messenger – labourer – waiter/waitress – bar staff
7. Middle or junior managers such as: office manager – retail manager – bank manager – restaurant manager – warehouse manager – publican
8. Traditional professional occupations such as: accountant – solicitor – medical practitioner – scientist – civil/mechanical engineer

CARD E2

1. Modern professional occupations such as: teacher – nurse – physiotherapist – social worker – welfare officer – artist–musician – police officer (sergeant or above) – software designer
2. Clerical and intermediate occupations such as: secretary – personal assistant – clerical worker – office clerk – call centre agent – nursing auxiliary – nursery nurse
3. Senior managers or administrators (usually responsible for planning, organising and co-ordinating work, and for finance) such as: finance manager – chief executive
4. Technical and craft occupations such as: motor mechanic – fitter – inspector – plumber – printer – tool maker – electrician – gardener – train driver
5. Semi-routine manual and service occupations such as: postal worker – machine operative – security guard – caretaker – farm worker – catering assistant – receptionist – sales assistant
6. Routine manual and service occupations such as: HGV driver – van driver – cleaner – porter – packer – sewing machinist – messenger – labourer – waiter/waitress – bar staff
7. Middle or junior managers such as: office manager – retail manager – bank manager – restaurant manager – warehouse manager – publican
8. Traditional professional occupations such as: accountant – solicitor – medical practitioner – scientist – civil/mechanical engineer

CARD E3

1. Zero hours contract
2. Permanent contract
3. Working for an employment agency
4. Casual type of work
5. Seasonal work
6. Done under contract for a fixed period or for a fixed task
7. An internship
8. Some other non-permanent arrangement
9. None of these

CARD E3

1. Zero hours contract
2. Permanent contract
3. Working for an employment agency
4. Casual type of work
5. Seasonal work
6. Done under contract for a fixed period or for a fixed task
7. An internship
8. Some other non-permanent arrangement
9. None of these

CARD E4

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

CARD E4

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

CARD E5

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
8. None of the above

CARD E5

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
8. None of the above

CARD E6

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
8. None of the above

CARD E6

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
8. None of the above

CARD E7

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

CARD E7

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

CARD E8

1. Driven for a ride-sharing service like Uber
2. Delivered for an online food ordering service like Deliveroo or Just Eat
3. Participated in medical, marketing or other research
4. Performed as an actor, extra, musician or entertainer
5. Posted videos, blog posts, or other content online for money
6. None of these

CARD E8

1. Driven for a ride-sharing service like Uber
2. Delivered for an online food ordering service like Deliveroo or Just Eat
3. Participated in medical, marketing or other research
4. Performed as an actor, extra, musician or entertainer
5. Posted videos, blog posts, or other content online for money
6. None of these

CARD E9

1. Rented out your vehicle, home, or other possessions to earn money
2. Sold goods you made yourself
3. Sold goods you did not make yourself such as vintage clothes or second-hand furniture
4. Provided services to other people such as dog walking, gardening or tutoring
5. None of these

CARD E9

1. Rented out your vehicle, home, or other possessions to earn money
2. Sold goods you made yourself
3. Sold goods you did not make yourself such as vintage clothes or second-hand furniture
4. Provided services to other people such as dog walking, gardening or tutoring
5. None of these

CARD F1

1. Income from employment
2. Regular allowance or other cash help from parents
3. Regular cash help from other relatives or friends outside the household
4. State benefit payments
5. Student loan
6. Bursary or other education grants or studentships
7. A commercial personal loan (e.g. from a bank)
8. Income from investments (include interest on savings)
9. None of these

CARD F1

1. Income from employment
2. Regular allowance or other cash help from parents
3. Regular cash help from other relatives or friends outside the household
4. State benefit payments
5. Student loan
6. Bursary or other education grants or studentships
7. A commercial personal loan (e.g. from a bank)
8. Income from investments (include interest on savings)
9. None of these

CARD F2

1. Universal Credit
2. Tax Credit (including Working Tax Credit, Child Tax Credits)
3. Housing Benefit
4. Council Tax Benefit
5. Income Support
6. Jobseeker's Allowance
7. Employment and Support Allowance
8. None of these

CARD F2

1. Universal Credit
2. Tax Credit (including Working Tax Credit, Child Tax Credits)
3. Housing Benefit
4. Council Tax Benefit
5. Income Support
6. Jobseeker's Allowance
7. Employment and Support Allowance
8. None of these

CARD F3

1. Child Benefit
2. Scottish Child Payment
3. Best Start Grant or Best Start Foods
4. Child Disability Payment
5. Carer's Allowance
6. Disability Living Allowance
7. Personal Independence Payment
8. Another benefit for people with disabilities
9. Some other state benefit or allowance
10. None of these

CARD F3

1. Child Benefit
2. Scottish Child Payment
3. Best Start Grant or Best Start Foods
4. Child Disability Payment
5. Carer's Allowance
6. Disability Living Allowance
7. Personal Independence Payment
8. Another benefit for people with disabilities
9. Some other state benefit or allowance
10. None of these

CARD F4 (per week)

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

CARD F4 (per week)

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

CARD F5 (per month)

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

CARD F5 (per month)

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

CARD F6 (per year)

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

CARD F6 (per year)

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

CARD F7

1. Studying at university
2. Studying at college
3. Studying a different course
4. An apprenticeship
5. A different apprenticeship
6. Other employment-related training
7. Working
8. Working in a different job
9. Something else

CARD F7

1. Studying at university
2. Studying at college
3. Studying a different course
4. An apprenticeship
5. A different apprenticeship
6. Other employment-related training
7. Working
8. Working in a different job
9. Something else

CARD F8

1. I would do completely the same thing
2. I would do some things differently
3. I would take a completely different path

CARD F8

1. I would do completely the same thing
2. I would do some things differently
3. I would take a completely different path

CARD F9

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

CARD F9

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

CARD G1

1. I did not think about voting in the UK Parliament election in July 2024
2. I thought about voting in the UK Parliament election but in the end
I did not
3. I voted in the UK Parliament election in July 2024

CARD G1

1. I did not think about voting in the UK Parliament election in July 2024
2. I thought about voting in the UK Parliament election but in the end
I did not
3. I voted in the UK Parliament election in July 2024

CARD G2

1. I was too busy that day
2. I didn't know about the election/forgot it was taking place that day
3. I was ill that day
4. I don't think my vote would make a difference
5. I don't think it matters who is elected
6. I wasn't registered to vote in time/didn't realise I had to register
7. I'm not interested/don't care about politics
8. I didn't have ID so I didn't try to vote
9. I was turned away at the polling station because I didn't have ID
10. Another reason

CARD G2

1. I was too busy that day
2. I didn't know about the election/forgot it was taking place that day
3. I was ill that day
4. I don't think my vote would make a difference
5. I don't think it matters who is elected
6. I wasn't registered to vote in time/didn't realise I had to register
7. I'm not interested/don't care about politics
8. I didn't have ID so I didn't try to vote
9. I was turned away at the polling station because I didn't have ID
10. Another reason

CARD G3

1. I didn't have ID so I didn't try to vote
2. I was turned away at the polling station because I didn't have ID
3. I don't think it matters who is elected
4. I wasn't registered to vote in time/didn't realise I had to register
5. I'm not interested/don't care about politics
6. I didn't know about the election/forgot it was taking place that day
7. I was ill that day
8. I was too busy that day
9. I don't think my vote would make a difference
10. Another reason

CARD G3

1. I didn't have ID so I didn't try to vote
2. I was turned away at the polling station because I didn't have ID
3. I don't think it matters who is elected
4. I wasn't registered to vote in time/didn't realise I had to register
5. I'm not interested/don't care about politics
6. I didn't know about the election/forgot it was taking place that day
7. I was ill that day
8. I was too busy that day
9. I don't think my vote would make a difference
10. Another reason

CARD G4

1. Nobody
2. Parents/carers
3. Partner
4. Other family members
5. Friends
6. People at university or college or colleagues at work
7. Someone else

CARD G4

1. Nobody
2. Parents/carers
3. Partner
4. Other family members
5. Friends
6. People at university or college or colleagues at work
7. Someone else

CARD G5

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 G5

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 G6

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

CARD G6

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

CARD G7

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

CARD G7

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

CARD G8

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. Posted on social media
9. None of these, but have done something else
10. Not done anything like this to register my thoughts about an issue

CARD G8

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. Posted on social media
9. None of these, but have done something else
10. Not done anything like this to register my thoughts about an issue

CARD G9

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

CARD G9

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

CARD G10

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, associated with neurodiverse conditions such as Autism or ADHD)
8. Other impairment(s)
9. None of these

CARD G10

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, associated with neurodiverse conditions such as Autism or ADHD)
8. Other impairment(s)
9. None of these

CARD H1

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 H1

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 H2

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 H2

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 H3

1. Public transport, such as bus, train, tram or underground
2. A bus, minibus or coach provided by your college or workplace (or similar)
3. Car or other vehicle (including taxi)
4. Bicycle
5. Walking
6. Do not travel (study/work/train remotely)
7. Other

CARD H3

1. Public transport, such as bus, train, tram or underground
2. A bus, minibus or coach provided by your college or workplace (or similar)
3. Car or other vehicle (including taxi)
4. Bicycle
5. Walking
6. Do not travel (study/work/train remotely)
7. Other

CARD I1

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

CARD I1

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

CARD I2

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

CARD I2

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

CARD I3

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

CARD I3

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

CARD I4

1. Indian
2. Pakistani
3. Bangladeshi
4. Chinese
5. Any other Asian background

CARD I4

1. Indian
2. Pakistani
3. Bangladeshi
4. Chinese
5. Any other Asian background

CARD I5

1. Black African
2. Black Caribbean
3. Any other Black background

CARD I5

1. Black African
2. Black Caribbean
3. Any other Black background

CARD I6

1. No religion
2. Church of Scotland
3. Roman Catholic
4. Other Christian
5. Muslim
6. Buddhist
7. Sikh
8. Jewish
9. Hindu
10. Pagan
11. Another religion

CARD I6

1. No religion
2. Church of Scotland
3. Roman Catholic
4. Other Christian
5. Muslim
6. Buddhist
7. Sikh
8. Jewish
9. Hindu
10. Pagan
11. Another religion



GROWING UP IN SCOTLAND

**SWEEP 12
2025**

CODING SPEC
Version 1

August 2025

P19230.01

Introduction

The Growing Up in Scotland (GUS) study is a major cohort study funded by the Scottish Government. It is following a group of children through their early years, into childhood, adolescence and early adulthood. GUS is specifically Scottish in focus 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, young people and their 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 two years of fieldwork in 2005 and was subsequently commissioned to conduct all subsequent years of fieldwork for the study, including this sweep.

Sweep 12 involves families from birth cohort 1, where the cohort member is now aged 19 to 20 years old. Sweep 12 has web-first methodology. Participants were first invited to do the questionnaire online via CAWI and those who did not respond were asked to take part in a face-to-face CAPI interview, with a self-completion CASI element for sensitive topics.

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 'Don't know'.

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

Code 909 'Prefer not to answer'.

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.

CODE FRAME 1

DisPrb (In CAWI and in CAPI)

Edit question: XDPrbX

What is the condition?

Question Type: OPEN

MULTICODE: CODE ALL THAT APPLY

NEW CODES:

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

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

See Appendix A.

CODE FRAME 2

Cohort member Socio-Economic Coding

In Sweep 12 we are asking job title and the ONS harmonized 4 item self-coded NS-SEC: MainJob, Nsecem, Nsecne, Nsecnp, Nsecsu, Nsecoc (**CAPI and CAWI**)

Guidance on the ONS harmonized 4 item self-coded NS-SEC can be found here:

<https://cy.ons.gov.uk/methodology/classificationsandstandards/standardoccupationalclassificationsoc/soc2020/soc2020volume3thenationalstatistics socioeconomicclassificationnssecrebasedonthesoc2020#deriving-the-ns-sec-self-coded-method>

Socio-Economic Coding

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

Note: SOC and SIC will be handled through CASCOT.

CODE FRAME 3

Fhenc_HE (**CAPI and CAWI**)

Edit question: xFhenx_HE

What is the name of your course, training programme or main subject studied?

Question Type: OPEN

Fhenc has been split into two variables, Fhenc_HE for those who are doing higher education and Fhenc_FE (below) for those doing further education.

NEW CODES:

1. Medicine
2. Dentistry
3. Pharmacology, toxicology and pharmacy
4. Nursing and midwifery
5. Paramedic
6. Other subjects allied to medicine
7. Biological and sport sciences
8. Psychology
9. Veterinary sciences
10. Agriculture, food and related studies
11. Physical sciences (e.g. physics and astronomy, chemistry, general and applied forensic sciences)
12. Mathematical sciences
13. Engineering and technology
14. Computing
15. Architecture, building and planning
16. Social sciences (e.g. sociology, economics, politics)
17. Health and social care
18. Law
19. Business and management
20. Language and area studies (e.g. English, Celtic studies)
21. Historical, philosophical and religious studies
22. Education
23. Teacher training
24. Media, journalism and communications
25. Design, and creative and performing arts
26. Geography, earth and environmental studies

Further instructions

Code to 2. Dental nursing.

Code to 7. 'Biological and life sciences,' 'Marine biology,' 'Natural sciences,' 'Sports studies,' 'Sports psychology or therapy,' 'Applied biological science,' 'Biochemistry,' 'Biomedical science,' 'Forensic science,' 'neuroscience,' 'Oral health science,' 'zoology / life sciences,' 'Nutrition,' 'Dietetics.'

Code to 8. Any references to psychology even if combined with something else like criminology, e.g. 'Psychology and counselling'

Code to 9. Any references to veterinary nursing or sciences.

Code to 10. 'Baking and patisserie', 'Professional cookery', 'Brewing and distilling.'

Code to 11. Any references to 'science' or 'applied science', 'Biochemistry', 'higher chemistry, higher biology and environmental science'

Code to 12. 'Higher maths', 'Maths/Physics', 'Maths Science and environmental science.'

Code to 13. Any references to technology and innovation, 'sustainable resource management' (even if combined with science)

Code to 14. Any references to cyber security and networking, Digital design and web development, '3D computer animation', 'AI and data science.'

Code to 15. 'Construction and built environment', 'construction management', 'Archaeology', 'building services / surveying', 'Quantity surveying.'

Code to 16. Any references to 'Social sciences', 'Politics/Sociology', 'Politics, Philosophy and Economics', 'Anthropology', 'Applied social research.'

Code to 17. 'Social services', 'Social work', 'Mental health social work', 'Adult health and wellbeing' 'Advanced residential childcare'

Code to 18. 'Criminology and law', 'Law and Politics.'

Code to 19. Any reference to 'management' or 'business'. Including for example: 'Travel, tourism, business and events', 'Human resource management', 'admin / administration', 'Entrepreneurship', 'International business' (even if combined with a language). Or any references to Accounting or Accountancy and Finance, Accounts.

Code to 20. Any reference to English Language or literature or languages e.g. 'Advanced practice in signed / spoken language interpreting.' Or to specific languages such as 'Spanish.'

Code to 21. Any references to 'history' or types of it such as 'ancient history and archaeology', 'art history', 'history and celtic studies'

Code to 22. 'Education and Autism' 'Childhood studies', 'Early years and childcare / childhood.'

Code to 24. Any reference to TV, film or 'film and broadcasting', 'Digital media.'

Code to 25. Any references to art / design, art and culture, interior design, music / musical theatre, fashion, drama, dance e.g. Art and design general foundations, Arts, Contemporary art. (If they are combined with another subject from a different category see instruction below)

Code to 26. Any references to environmental science or studies.

Code to 27. 'MA (Gen or Hones) Combined studies', 'MA combined degree'. Or any combinations of subjects under SUBJECT2_Combined that are not clear which primary category they could be backcoded to as they cross more than one of these, e.g. Art and philosophy, History and Music, Art and humanities, Art history and French, Geography with Spanish, History Politics and Education etc.

CODE FRAME 4

Fhenc_FE (**CAPI and CAWI**)

Edit question: xFhenx_FE

What is the name of your course, training programme or main subject studied?

Question Type: OPEN

NEW CODES:

1. Oil/Mining/Plastics/Chemicals
2. Environment Protection/ Energy/ Cleansing/ Security
3. Manufacturing/Production Work
4. Humanities (History/ Archaeology/ Religious Studies/ Philosophy)
5. Services to Industry and Commerce
6. Sales, Marketing and Retailing
7. Education/Training/Teaching
8. Transport Services
9. Agriculture, Horticulture and Animal Care
10. Performing Arts
11. Sciences and Mathematics
12. Authorship/ Photography/ Publishing/ Media
13. Arts and Crafts
14. Sports, Games and Recreation
15. Catering/Food/Leisure Services/Tourism
16. Politics/Economics/Law/Social Sciences
17. Area Studies/Cultural Studies/ Languages/ Literature
18. Information Technology and Information
19. Business/Management/Office Studies
20. Construction and Property (Built Environment)
21. Engineering
22. Family Care/ Personal Development/ Personal Care and Appearance
23. Health Care/Medicine/Health and Safety

Further instructions

Code to 2. Conservations / rural environment, geology

Code to 3. 'Air conditioning and refrigeration,' Fashion design and manufacture, joinery, carpentry, mechanics, painting and decorating, welding and fabrication

Code to 4. Any reference to history, geography, philosophy

Code to 5. Anything to do with auto repair, automotive, vehicle maintenance, maintenance and repair, electrician, plumbing

Code to 6. Reference to trade, trade course

Code to 7. Childcare, childcare education, early years education

Code to 9. Introduction to animal care, zoo animal care.

Code to 10. Sound production

Code to 12. Creative media, journalism, digital media, TV and film

Code to 13. Jewellery design

Code to 14. Adventure studies, outdoor learning

Code to 15. Hospitality, professional cooking,

Code to 16. Counselling, criminology, psychology, social sciences, social work.

Code to 17. English language, ESOL, English literature, creative writing, linguistics

Code to 18. Any references to computing or computing technologies, cyber security, game design or development, graphic design, software development

Code to 19. Administration / admin, business, finance / economics, marketing, accounts / accounting.

Code to 21. Any reference to any types of engineering such as aeronautical.

Code to 22. References to barbering, hairdressing, beauty, child health and social care

Code to 23. Any references to nursing or access nursing, dental, oral health, health and social care

CODE FRAME 5

Homewo (**CAPI and CAWI**)

Edit question: XHomewo

What are the other reasons you live with your parents or carers?

Question Type: Other specify

BACKCODE TO EXISTING CODES WHERE APPLICABLE OR USE NEW CODES

Existing codes:

1. It saves money
2. I like living with family
3. To be near friends
4. To be near education and/or employment
5. Just easier/haven't thought about it
6. Couldn't find anywhere else
7. Can't afford to move out
8. Providing care for another family member

New codes:

10. Need support from family for physical / mental illness
11. Not ready to move out
12. Live elsewhere for university but sometimes live with parents e.g. during holidays

CODE FRAME 6

NoSoMeO (**CAPI and CAWI**)

Edit question: xNoSoMeO

What was the reason why you stopped using social media?

Question Type: Other specify

BACKCODE WHERE APPLICABLE & NEW CODES

Existing codes:

1. It was negatively affecting my mental health
2. It was negatively affecting my relationships with family, friends and/or partner
3. I was worried about being or becoming addicted to social media
4. I was worried about misinformation on social media
5. Other people's social media posts or messages made me feel worse about my own life
6. I was having difficulty concentrating (e.g. at work, college, or university) because of spending time on social media
7. I was neglecting other activities (e.g. hobbies, sports) to spend time on social media
8. I didn't find it interesting or useful
9. I didn't like a specific app

New codes:

10. Boredom
11. It was taking up too much time
12. I was being bullied

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

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

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 impairment

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

Labryrinthitis,

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 <i>Haemorrhage behind eye = code 10</i>

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 <i>Exclude cardiac asthma - code 18</i>

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
Scheuermann's disease
Spondylitis, spondylosis
Worn discs in spine - affects legs

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

<i>Muscular dystrophy - code 08</i>

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
Polycythemia (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 affects 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*

<MCEmail>

<MCTel1>

<MCTel2>

<MCFirstName> <MCSurname>

<AddLine1>

<AddLine2>

<AddLine3>

<AddLine4>

<Postcode>

<PaFirstName><Details>

<PaEmail>

<PaTel1>

<PaTel2>

<date>

Dear <MCFirstName>

Thank you for being part of Growing Up in Scotland

Over the years, the information you've provided has been used widely by those making decisions that affect children, young people and families across Scotland. GUS data has helped shape government policies on early learning and childcare, parenting support, the attainment gap, health and wellbeing and child poverty, to name a few. The study continues to be a unique and important source of information as the young people involved move into adulthood.



We'd like <YPFirstName> to take part again

In a few weeks we'll be in touch with <YPFirstName> to ask <himherthem> to complete an online questionnaire. Because <heshethey> <isare> now a young adult, we can collect all the information we need from <himherthem>. **As such, we will not be asking you to take part this time.**

However, we know that <YPFirstName> may still be living with you or, if not, that you are likely to be in contact with <himherthem>. Therefore, we wanted to check that the details we have for you are up to date. This will also allow us to keep you updated with news about the study.



Please send us any updates

Please check that the details we have for you are up to date. If not, please let us know by calling free on **0800 652 3751** or emailing **gus@scotcen.org.uk**. By updating your details you're not committing <YPFirstName> to taking part. We'll be in touch with <himherthem> separately and <heshethey> can decide then. If <YPFirstName> is no longer living with you, that would be good for us to know too.



Questions?

You can contact us using the phone number or email address above or visit **growingupinscotland.org.uk**. Thanks again for being part of GUS and helping us make the study a great success.

Yours sincerely,

Paul Bradshaw

Project Director

growingupinscotland.org.uk

Ref: P19230/<Serial><Checkletter>

Are these details up to date?

<YPEmail>

<YPTel1>

<YPTel2>

If not, please let us know via:

gus@scotcen.org.uk

or **0800 652 3751**

<YPFIRSTNAME> <YPSURNAME>

<YPAADDLINE1>

<YPAADDLINE2>

<YPAADDLINE3>

<YPAADDLINE4>

<YPPOSTCODE>

<date>

Dear <YPFIRSTNAME>

Thanks for being part of Growing Up in Scotland. The information you provided last time is helping the Scottish Government and organisations like Skills Development Scotland better understand the issues affecting school leavers and their families. Now that it's been a few years since you left school and you will be getting on with the next stage of your life, we'd like to catch up and see how you are doing.



We'd really like you to take part again

In a few weeks' time we will be in touch to ask you to complete an online questionnaire. If you're not able to take part online, then we'll arrange for an interviewer to contact you. Just so you know, we won't be asking your parent or carer to take part this time and there's no height and weight measurement or language exercises either.



Why you?

You may think you are just a typical young adult but to us you are very important. As you've taken part before, we can't replace you with anyone else. Without your ongoing support, the study simply couldn't continue.

Please check your contact details at the top of this letter

If they have changed, please let us know as soon as possible. **If we don't have an email address or phone number for you, or they are wrong, it would really help if you could send these to us.**

You can contact us by calling **0800 652 3751** or emailing **gus@scotcen.org.uk**. By updating your details you're not committing to taking part. We'll be in touch again soon and you can decide then.



Questions?

If you have any questions, please contact us using the details above. Or you can find out more at **growingupinScotland.org.uk**. Thanks again for being part of Growing Up in Scotland and helping us make the study a great success.

Yours sincerely,

Paul Bradshaw

Project Director

growingupinScotland.org.uk

Ref: P19230/<Serial><Checkletter>



Did you know...

Last time we spoke to you, when you were 17/18,



68%

of you agreed you
would like to raise a
family sometime in
the future

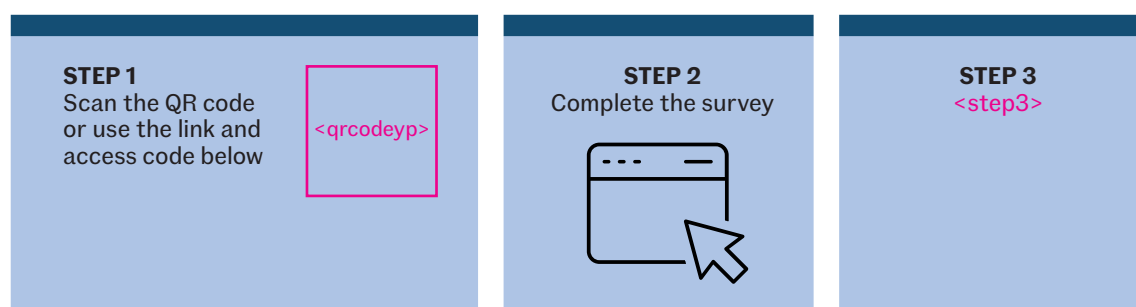
<YPFIRSTNAME><YP Surname>
<YPAAddLine1>
<YPAAddLine2>
<YPAAddLine3>
<YPAAddLine4>
<YPPostcode>

<date>

Dear <YPFIRSTNAME>,

Ever since you <babysecondary>, you and thousands of others your age across Scotland have told us about your lives. We're getting in touch to hear how you are getting on. Understanding what life is like for you now as an adult, and what's changed since we last heard from you, can help us understand what shapes people's experiences, and how the Scottish Government and others can best support you, and others like you.

<voucher> Taking part is easy – simply follow these four steps:



You can also go to <shortsurveylink> and enter your accesscode: <accesscode>

You can find some Frequently Asked Questions on the back of this letter and the enclosed leaflet has more information. You can also contact us on gus@scotcen.org.uk or **0800 652 3751**.

Thank you for being part of GUS. Because you and your family have taken part before, we cannot replace you with anyone else – to us, and to the study, you are truly unique.

I very much hope you will enjoy taking part.

Yours sincerely,

Paul Bradshaw
Project Director
growingupinScotland.org.uk

P19230-01/<SerialNumber><Ckl>



Why should I take part?

A truly unique thing about GUS is that we have spoken to you and everyone else in the study since you were children. This helps us understand what experiences in childhood or adolescence shape what you do and how you get on now, as an adult. This, in turn, helps Scottish Government and others make better plans and decisions that can benefit children, young people and adults in years to come.



I need support to take part – what do I do?

An interviewer can come to your home to do your interview if you prefer. In a few weeks' time, if you haven't taken part online, one of our interviewers will contact you to arrange a time that suits you. You can also let us know that you'd like to do an interview in person by contacting us using the details in the 'Where can I find out more?' section.

If you prefer for someone you know to support you with completing the online questionnaire, that's fine too.



What will happen to the information I give?

The personal data you provide will be treated with care, with full respect for your privacy and in accordance with UK data protection legislation. You can read the study privacy notice on our website: growingupinScotland.org.uk/privacy-notice.

Anything you tell us will be treated confidentially. This means that we won't tell anyone your answers, not even your family. We will only ever tell anyone what you have said if we are worried about you or someone else getting harmed.

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 adults your age in Scotland, not just those taking part in the study.



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 do decide to take part, you can choose not to answer any questions that you would prefer not to. If you don't want to take part, contact us using the details below.



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. You can also look at our website, growingupinScotland.org.uk, email us on gus@scotcen.org.uk, or call us on **0800 652 3751**. When contacting us, please use the reference number on the front of this letter (bottom right).

Where can I get more information?

To understand more about what happens to the data you have provided, please read the privacy notice and Frequently Asked Questions on the GUS website. These can be found in the Participants section at www.growingupinscotland.org.uk and then selecting 'Privacy notice and frequently asked questions'. This includes information about data linkage, including which sources we link to and how to opt out.

If you have any further questions you can call us free on **0800 652 3751** 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.

We hope you enjoy taking part in Growing Up in Scotland. However, if you 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: Scottish Centre for Social Research, Scotiabank House, 6 South Charlotte St, Edinburgh, EH2 4AW.



When you were 17...

93% of you said that having a career or profession was important to you

68% of you already had a clear idea of the career you wanted

28% of you wanted to run your own business



Contact us

www.growingupinscotland.org.uk

gus@scotcen.org.uk

0800 652 3751

growing up
in Scotland

You are helping the Scottish Government understand how best to support young adults like you. Thank you.



Scottish Government
Riaghaltas na h-Alba

**Scottish Centre
for Social Research**

What's involved this year?

Welcome back to GUS! We are looking forward to hearing what life is like for you as a young adult.

This year, the questionnaire is all online – though, if you prefer, one of our interviewers can come to your home to go through the questionnaire with you. There is no questionnaire for your parent or carer.

In total, the questionnaire should take around 35-45 minutes to complete. Ideally, this should be completed on your own, but it is fine for someone else to help if you need them to.

The questionnaire will include questions about:

- Friends, family and relationships
- Health, wellbeing and identity
- Education, work and training
- What you do, and experiences you may have had
- Your views! (on your studies, work, and wider issues)

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



How do I take part?

If we have an email address for you, you should have received an email from us with a link that will take you straight to your survey. If we have your mobile number, you should also have received a text message with a link. You can also use the details on your letter – there is a QR code that will take you straight to your survey, or you can use the survey link and access code.

If you prefer to go through the questionnaire with an interviewer, that's fine. In a few weeks' time, if you haven't completed the online survey, one of our interviewers will be in touch to arrange a visit at a time that suits you. If we have a phone number for you, they may call you. You can also get in touch using the contact details on the back of this leaflet to let us know when would be a good time.

Last time we spoke to you...

79% of you had a job

Of the things you considered important when applying for a job...

62%
wanted an
interesting
job

50%
wanted
high
income

46%
wanted
flexible
working
hours

23%
wanted a job
that offered
good training
opportunities

22%
wanted a job
that was a good
step on the
career ladder

21%
wanted a job
that helps
other people

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 to ask you but still build a complete picture of your life and help better policies to be developed for people your age.

This year, we wanted to let you know, specifically, about linkages we will be making to provide valuable information on young adults' education, employment, earnings and benefits. We will be linking to information from the Scottish Qualifications Authority (SQA)¹ and Skills Development Scotland (SDS) and to the Scottish Longitudinal Educational Outcomes (LEO) datasets.

- SQA holds information about the qualifications you've received.
- SDS holds information about any careers advice you received and what you are doing after school.
- LEO brings together information from universities, colleges, DWP and HMRC to support research on the different pathways young people take after school. Combined with data from GUS, we could use this to answer important questions like how childhood circumstances affect income and employment in later life.

¹ If 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.

We hope you enjoyed taking part in the study but if you have any concerns after taking part then please talk to someone or ask for help. Below are some websites and phone numbers of organisations that might help, too.

Samaritans: <https://www.samaritans.org>

Samaritans provide confidential emotional support 24/7 to those experiencing despair, distress or suicidal feelings (free helpline **116 123**)

Scottish Association for Mental Health (SAMH): <https://www.samh.org.uk/>

SAMH provides a range of support services across Scotland, including peer support, mental health outreach, and employability support and advice. They have a helpline (**0344 800 0550**) and a live chat.

The Mix: www.themix.org.uk

On this website you can find support or advice about a range of issues affecting young people, such as mental health, sex, relationships, money and jobs. The Mix also have a free and confidential helpline (**0808 808 4994**), a live chat and a discussion board.

Talk to Frank: www.talktofrank.com

On this website you can find free confidential advice on drugs and alcohol. They also have a helpline (**0300 123 6600**) and a live chat.

Student Space: www.studentspace.org.uk/support-services

A one-to-one support service for students, advising on mental health, studies, money, housing and relationships. Also provides additional, tailored services to support specific student groups e.g. LGBTQ+; trans; ethnic minorities; Muslim students etc. Helpline: **0808 808 4994**

Student Minds: <https://www.studentminds.org.uk/>

The UK's student mental health charity runs a peer support programme for students to talk about their mental health and provides resources around coping with stress, finances, and maintaining good mental wellbeing.

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Young Minds: www.youngminds.org.uk

On this website you can get information about mental health conditions, feelings and symptoms, and what support is available to you.

Breathing Space: <https://breathingspace.scot/>

Breathing Space is a free and confidential phone line service for any individual, who is experiencing low mood or depression, or who is unusually worried and in need of someone to talk to **(0800 83 85 87)**.

LGBT Youth: www.lgbtyouth.org.uk

On this website you can find information and support about your sexual orientation or gender identity, with support, guidance and information also available for trans youth in Scotland between the ages of 13 and 25. LGBT Youth have a live chat system where you can talk to a youth worker online, a number you can text **(07984 356 512)** and an LGBT advice centre. You can also find a map to your local LGBT youth group.

Rape Crisis Scotland: www.rapecrisisscotland.org.uk

This website offers support for anyone affected by sexual violence. As well as providing information on sexual violence, they have a helpline offering confidential support to anyone affected **(08088 01 03 02)**. They also offer support by email (support@rapecrisisscotland.org.uk) and text **(07537 410 027)**.

Sexual Health Scotland: www.sexualhealthscotland.co.uk

On this website you can find advice and support on sex, sexual health, relationships and pregnancy. They also have an information line **(0800 22 44 88)** and sexual health service finder.

My World of Work: <https://www.myworldofwork.co.uk/>

On this website you can find advice on work, careers, training (including internships) and further learning opportunities.

Citizens Advice Scotland www.cas.org.uk

A website where you can get free, confidential advice on a limitless range of subjects including finances, housing and employment. You can also call their helpline on **0800 028 1456**.

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