Youth Cohort Study: Survey of 16 Year Olds (Cohort 11 Sweep 1)
Technical Report
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At the Department for Education and Skills, thanks are due to Alex Miller and Neil Ogley for their work throughout the project.

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1 INTRODUCTION

1.1 Background to the study

The Youth Cohort Studies (YCS) are a series of surveys among young people aged 16 and upwards, which monitor their decisions and behaviour in making the transition from compulsory education to further or higher education, employment or another activity. The main aim of the research is to identify and explain the major factors which influence these transitions after school, such as their level of educational attainment, training opportunities and experiences at school.

The YCS is funded and managed by the Department for Education and Skills (DfES).

The Youth Cohort Study series dates back to 1985 when Cohort 1 Sweep 1 took place. A brief history of the first ten years of the YCS can be found in Courtenay (1996). YCS cohorts are selected by taking a random sample of pupils from the file provided by the Department which contains details of young people drawn from Year 11 school registers by each school. The first survey (or ‘sweep’) of those sampled takes place one year later, with subsequent sweeps at varying time intervals (usually annually but occasionally after shorter intervals). To date, there have been 11 YCS Cohorts and more than twenty-five sweeps (details of these are set out in Table 1.1) leading to a large number of reports on a wide range of topics. The questionnaires have been designed, over the history of the YCS, to be broadly comparable, but external changes and shifts in policy interest, as well as major and extensive changes over time in the structure of qualifications and training, have brought about changes in the questionnaire - some minor, others more fundamental.

This technical report describes the methodology used on the first sweep of the 11th YCS survey, which was carried out by the National Centre for Social Research (NatCen) in spring 2002. This study was the first contact with the group of young people who (in most cases) completed year 11 by the summer of 2001 and were aged 16 or 17 when interviewed. Although information collected in the survey was quite wide-ranging, it mainly focused on identifying respondents’ economic activity, their qualifications gained and sought, current work details as well as some background information about their families. In addition, a subsample were asked extra questions to evaluate the new Connexions service launched in 2001. This service aims to provide young people with guidance, support and advice in their decision-making about the future.

1.2 Position of this study in the YCS series

Table 1.1 shows the age of the respondents at each of the individual survey sweeps of the 11 YCS cohorts to date. The separate Cohorts are listed across the page while the age of the respondent at each sweep (postal and, more recently, telephone contacts with respondents) are shown by the year in which they took place.
The first contact with members of the 11th Youth Cohort Study took place in the spring of 2002 (the first year following the end of their compulsory education) when they were aged 16 or 17 years old.

Table 1.1: History of YCS series and age of respondents are each sweep

<table>
<thead>
<tr>
<th>Cohorts:</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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</table>

1. Cohort 6 were surveyed twice in 1994 (Sweeps 3 and 4).
2. These cohorts were surveyed twice in 2000. Cohort 9 had sweeps 3 & 4 and cohort 10 had sweeps 1 & 2.

1.3 Cohort 11 Sweep 1 sample

There were two separate parts of the YCS 11 sample – a ‘core’ sample and a ‘Connexions’ sample.

1.3.1 Core sample

The issued sample for Cohort 11 Sweep 1 comprised the respondents selected from the sampling frame provided by the Department. This contained details of over 30,000 young people drawn, by schools, from the Year 11 school registers for 2000/2001. A total of 28,650 young people were approached to form the “core” main sample of this survey.

The core sample was designed to be comparable with the initial sweeps of previous Cohorts, once weighting was applied. As has occurred previously, the primary mode of interview was by a self-completion postal questionnaire. However, in common with more recent Cohorts, Computer Assisted Telephone Interviewing (CATI) was
also used in order to follow-up non-responders to the postal questionnaire mail-out and to boost the response rate.

1.3.2 Connexions sample

In addition, a sub-sample of 1,535 young people living in Connexions areas were asked extra questions to evaluate the Connexions service. These people were selected from the 12 Connexions partnerships running at that time in England:

- Milton Keynes/Oxfordshire/Buckingham
- London North
- London South
- West of England
- Devon/Cornwall
- Black Country
- Coventry/Warwick
- Shropshire
- Lincolnshire/Rutland
- South Yorkshire
- Cheshire/Warrington
- Cumbria

Where we were able to match the sampled addresses with a telephone number, we carried out CATI interviewing. For the remaining cases, we carried out face-to-face (CAPI) interviews.

The Connexions interview incorporated the core questions so a total of 30,185 young people formed the combined core sample.

1.4 Changes since the previous sweeps

The design of the 11th YCS was different to those of previous cohorts in the series due to the addition of a Connexions evaluation module.

The postal questionnaire was also amended to take account of changes in the worlds of education, work and training, new research needs and difficulties with the questions which had been identified during past surveys and pilot work.

1.5 Time references

Some questions relate to specific points in time. For example, respondents were told “We would like to know what you are doing at the moment” (Q11) or asked whether they were “currently in a full or part-time job or on a Modern Apprenticeship or in other government supported training?” (Q40).

The first questionnaire mail-out was at the end of March 2002 and the cut-off date for receiving questionnaires was the end of June 2002. The time references in the returned questionnaires might, therefore, be to any date or period from early March
until early June. The date on which the questionnaire was received at NatCen and ‘booked in’ is recorded as part of the datafiles. The date on which the questionnaire was completed is likely to be a day or two prior to booking in (all postage was first class). However, it is possible that some respondents left a time gap between completing their questionnaire booklet and posting it to NatCen.

1.6 Archiving the data

All YCS data is deposited with the UK Data Archive at the University of Essex and can be accessed from there. Further details on how to access YCS data can be obtained from the Archive itself (www.data-archive.ac.uk).
2 SAMPLING

2.1 The sample frame

The Department for Education and Skills provided the sample frame for this survey. It contained the names and addresses of around 35,000 young people aged 15 on 31 August and who were born on three specific dates of any month. This sample of pupils was drawn by schools in England and Wales from the Year 11 school registers for 2000/2001. Those schools in LEAs with a higher than average proportion of pupils from ethnic minority groups were asked to provide names and addresses of those born on four specific dates of any month in order to create a boosted ethnic minority sample.

The information from schools was then validated by the DfES.

Schools were asked voluntarily to provide this information and so not all schools responded to this request. This introduced non-response bias into the sample, which was addressed when selecting the core sample (outlined in the following section).

2.2 Sampling method

2.2.1 The core survey

From the 35,000 cases supplied by the DfES, a further sampling exercise was carried out to produce an issued sample of around 30,000 pupils. This second stage of sampling compensated for the likely area biases caused by school non-response, so that the final issued sample was representative of children aged 16-17 by region, LEAs and school type. At the same time the over-representation of LEAs with higher than average proportions of pupils from ethnic minority groups was maintained. The core sample was designed to be comparable with the initial sweeps of previous Cohorts, once weighting was applied.

DfES supplied a data file or ‘population matrix’ which contained information about responding and non-responding schools. There were some gaps in the information in the population matrix and so these schools in England were given response rates which were average for their LEA. Variables such as region, number of pupils, type of school, and the proportion of pupils with five A* to C grades at GCSE were entered into a logistic regression model in order to calculate predicted probabilities of response. The variables which were significantly related to response were region, school type and the proportion of pupils who obtained grades A* to C at GCSE. There was some concern that pupils in independent schools were under-represented because independent schools were asked to provide names of all their pupils born on the relevant dates following consent from their parents in line with the Data Protection Act (although this parental consent was subsequently found not to have been necessary). This was taken into account by the logistic regression model, which gave pupils at independent schools a higher chance of selection.
There was no detailed data available on schools in Wales, so the average rate of response was calculated using population estimates instead of logistic regression. There was also no information provided about the proportions of ethnic minority groups for any school, therefore this could not be taken into account at the sampling stage.

The schools were stratified into 11 areas - 10 response strata and Wales. Each school in the stratum was given the average response for that stratum. The number in each stratum selected was calculated using the response rates. This set the probability of selection per pupil proportional to the inverse of the first stage response rate. An initial sample of 30,000 pupils was selected to form both the core and Connexions samples. This was drawn in one stage so that the Connexions core data could be merged back within the main YCS data.

2.2.2 The Connexions sample

From the 30,000 pupils drawn as outlined in the previous section, 7007 were at schools within the 12 Connexions areas described previously. Based on the assumption of a 65 per cent response rate, a sample of 1540 was drawn from the Connexions areas in order to achieve a sample of 1000. However as the final sample was drawn after the pilot, five young people who had taken part in this were excluded, leaving a Connexions sample of 1,535 young people.

Some Connexions areas would be affected by the ethnic minority boost in areas of higher than average ethnic minority concentrations. However, the limited size of the Connexions sample suggested that it would not be possible to analyse the views of these respondents separately.

2.2.3 Extra pupils in areas with high proportions of ethnic minority groups

The DfES were keen to increase the number of pupils from areas with high ethnic minority populations. As the original 30,000 drawn did not contain sufficient oversampling, the sample was boosted by adding all the remaining unselected children from schools in LEAs with high proportions of ethnic minority groups to the sample of 30,000 already drawn. This increased the overall sample size to 30220 – the additional 220 cases were part of the core sample. Again, 30 of those young people in the core sample had participated in earlier pilot work and so were excluded from the mainstage sample, which therefore contained 30,185 young people overall, including the Connexions cases.

2.3 Sampling method

NatCen’s Methodology Unit selected the sample using the methods outlined above. A record was kept for each sample member of the strata (or cell) membership, the first stage response rate, and the probability of selection to be used in the weighting strategy.
3 QUESTIONNAIRE DEVELOPMENT AND PILOTING

3.1 Questionnaire design

The extent of questionnaire design required varied by mode. The postal and Internet questionnaires were largely (though not entirely) based on questions included in previous YCS sweeps and therefore the piloting and development work required was limited. However, the telephone and face-to-face Connexions surveys required not only computer-assisted interviewing (CAI) versions of the questions in the postal questionnaire but also a module of new questions about the Connexions service, that needed thorough development and testing.

3.1.1 The core YCS questionnaire

A copy of the main postal questionnaire is included in Appendix C. The general content of the questionnaire followed that of previous cohorts in order to allow comparability over time. It gathered information on the current activities of the young people in terms of whether they were in education, work, training or something else with full details of job descriptions collected for those in work or work-based training. It collected the history of their activities since leaving school, details of qualifications gained as well as those being studied for. There were also questions evaluating the usefulness and provision of careers advice and support from various sources. As this was the first sweep of the 11th Cohort, a large amount of family and other background details were collected, and lastly some attitudinal data.

Although the core YCS questionnaire was based largely on questions used in previous sweeps, it did need some adaptation and updating. A key aim in the development stage was to reduce the length of the questionnaire in comparison to the most recent surveys in order to encourage better response. However, this did not prove possible in light of policy demands for additional questions and information.

Another key aim within the survey development in terms of ensuring a good response rate was consideration of the questionnaire layout. In designing the questionnaire, NatCen incorporated:

• The use of arrows rather than wording in question routing, to reduce the number of words per question, and the amount of text per page;
• A readable and consistent font size and style of text throughout the questionnaire;
• Tick boxes that were larger, which encouraged respondents to fill them in where appropriate;
• Attitudinal questions at the beginning of the questionnaire which were simple to answer and so eased respondents in gently, engaged their interest and encouraged them to complete the whole document.

It was also considered that an attempt should be made to ensure new sections started on new pages, in order to make the document easier to navigate. However, given
space limitations in light of increased demand for extra questions during questionnaire development, this was not possible in all sections. Space limitations also meant that, on some questions, answer categories had to be arranged horizontally rather than vertically, when it would have been preferable to have arranged these consistently in the same vertical format throughout.

3.1.2 The Connexions questionnaire

The Connexions questionnaire comprised the full range of questions from the core YCS questionnaire, followed by a further module of questions on the Connexions service. Topics covered included awareness of the service, details of the contact respondents had had with the Connexions service, awareness of Personal Advisors, details of advice received on different topics from a range of sources, and assessment of how useful Connexions had been in helping respondents to make decisions about their future.

The Connexions questions were designed to be administered by an interviewer, either on the telephone or face-to-face. As these questions did not require self-completion equivalents, it was possible to adopt a unimode Blaise approach, which minimised mode effects in the collection of the Connexions data.

3.2 Expert panel

An in-house expert panel, including researchers at NatCen who had worked on previous YCS sweeps and representatives from DfES, was convened in December 2001 to evaluate all draft questionnaires. The panel considered the questionnaires and then sent written comments to the YCS research team. These ranged from general comments about the layout and routing instructions to specific comments on individual questions.

3.3 Cognitive pilot

All questions for the Connexions module and some new and amended questions on the core self-completion questionnaire were tested in a cognitive pilot in January 2002. For the purposes of the pilot, a special paper version of the Connexions questionnaire was developed for interviewers to use.

Four cognitive interviewers each recruited eight respondents to complete the questionnaires. All sample members were drawn from a named list of eligible 16/17 year olds living in Connexions areas. In addition, certain quotas were required to recruit respondents with a variety of characteristics. Each interviewer was asked to interview at least three young men and three young women and at least two young people who were not in education. Screening tick-boxes were included in the cognitive project instructions to help interviewers meet the right quotas.

Interviewers used two different cognitive methods in pilot testing the questionnaire. The first of these was a “think aloud” method, asking respondents to explain as they went along what they understood each question to mean and how they answered
each question. The second method involved retrospectively probing respondents’ answers, asking them to go back and discuss the responses they had given earlier.

Different procedures were adopted for the core postal and Connexions questionnaires. In testing the core YCS questions, respondents were given a draft copy of selected questions from the postal layout, and asked to “think aloud” as they attempted to fill it in. They were then asked some questions about their answers afterwards. In testing the Connexions questionnaire, the interviewer administered the questionnaire as this would be the procedure in mainstage fieldwork. Respondents were still asked to think aloud in giving their answers to the Connexions questions and then answered further questions retrospectively.

Interviewers were briefed and debriefed by members of the research team. A report and set of recommendations were produced combined with findings from the expert panel. Key issues which arose were suggestions to improve the coding of GCSEs in the grid format tested; queries about the definition of and the lack of awareness of the Connexions service, and a suggestion to reword the definition of unemployment to include those ‘looking for work’.

3.4 Face-to-face pilot

The aims of the pilot were:
- To test the respondent’s (and their parents’) reaction to the advanced letter;
- To check if respondents had difficulties answering any questions;
- To check whether main YCS routing and other instructions were clear;
- To test the Connexions questionnaire in a face-to-face format (although not in a Blaise format).

The face-to-face pilot was split into two parts – the Connexions and the core YCS interviews. For the core YCS sample, three interviewers recruited ten respondents each to complete the postal core questionnaire while the interviewers supervised them. For the Connexions sample, three interviewers recruited 14 respondents each to complete the postal core questionnaire first in the same way as for the main sample. Each Connexions respondent was then asked the Connexions questions by the interviewer. As for the cognitive pilot, a special paper version of the Connexions questionnaire was designed for interviewers to use.

After respondents had completed the postal questionnaire, interviewers were instructed to discuss general problems encountered in filling out the questionnaire, and to probe out queries relating to specific questions.
The interviewers recruited respondents according to the quotas shown in the next table.

Table 3.1 Interviewer Assisted Pilot Sample

<table>
<thead>
<tr>
<th>Minimum quota requirement for:</th>
<th>Main YCS</th>
<th>Connexions</th>
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<td>5</td>
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<tr>
<td>Women</td>
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<td>3</td>
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<tr>
<td>Total</td>
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<td>14</td>
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Core interviews took at least 20 minutes in this pilot. Some Connexions interviews (including the core questions) took as long as 50 minutes, with the average time for the Connexions component about 10 minutes. The longer completion times tended to be in cases where respondents had lower levels of qualifications.

Key issues which arose from the face-to-face pilot on this sweep included concerns about the general length of the questionnaire. Respondents also had problems in distinguishing careers advice in schools from careers advice from the Connexions service; in making distinctions between different school types and between supervised and unsupervised study.

A report which detailed the main findings from the pilot as well as suggestions for change was produced. This was presented along with recommendations from the expert panel and the other pilots.

3.5 Telephone pilot

The final stage of piloting for the CATI surveys was the dress rehearsal piloting of the telephone questionnaires. As mentioned previously, there were two telephone questionnaires to be tested – the core questionnaire and the Connexions questionnaire. The core questionnaire contained just the core postal questions converted into Blaise for carrying out telephone conversions of those who did not return their postal questionnaires but for whom a working telephone number was available. The Connexions questionnaire was longer in that it contained the core postal questions plus additional questions on the Connexions service. It was important to test the computer-assisted versions of the core postal self-completion questions in the correct mode to check that respondents understood these questions when they were asked over the telephone. In some cases, the wording was exactly the same between the modes, but in others it was amended to work better in a telephone format (for example, the questions which collected information on qualifications). It was therefore vital that question wording was tested in its actual mode of use.

The aims of the pilot were:

- To test the length of the questionnaires;
• To test that the questions made sense to respondents in this format;
• To test that the routing worked correctly;
• To check the procedures for persuading young people to participate;
• To check the interviewers’ instructions were clear, the questionnaire was well laid out for use by the Telephone Unit interviewers and to test other administrative procedures for this mode.

There were two samples for the pilot – the core sample who were only asked core questions, and the Connexions sample who were asked core and Connexions questions. Thirty core YCS interviews and 30 Connexions (with core) interviews were achieved.

Interviewers were briefed and debriefed by members of the research team.

There were few major problems in the telephone pilot as most issues of questionnaire design had been dealt with in the expert panel and cognitive and face-to-face pilots that had gone before. The average interview length was 22 minutes for the core YCS interviews and 29 minutes for the Connexions interviews. The main issue which arose was whether parental consent procedures on the telephone should be the same as those for face-to-face interviewing, which was later resolved in discussion with the client. There was also some restructuring of the Blaise program to simplify the section asking about parental employment and education. In the Connexions questionnaire, there was concern about a repetitive loop asking about advice sources and so steps were taken here to minimise the number of loops respondents had to go through in the routing.

A report of the main findings was then prepared for DfES and changes were made as appropriate.

3.6 CATI Development

In addition to the piloting of the CATI questionnaire the program was also tested by the Research, Operations and Telephone Unit teams. A version of the Blaise questionnaire in Word format was retained throughout the questionnaire process and used to document changes as they occurred. The Word version of the questionnaire was checked against the Blaise program throughout the questionnaire development process, so as to ensure that it was an accurate representation. Scenarios were tested in the program to ensure that routing was correct and that there were sufficient checks in place to catch out-of-range answers. There were also checks for screen layout, spelling and clarity of instructions to interviewers, and general comparability with the postal version of the questionnaire.

3.7 Internet Completion

This sweep of the YCS was different to previous sweeps in that, for the first time, respondents were able to complete the core questionnaire on the Internet. This mode was introduced as a potential means of improving response rates. It has long been
acknowledged that respondents have survey mode preferences, and it was felt that Internet completion was something that would appeal to the younger age group from whom information was collected. It was also felt that mode effects would be minimal between postal and Internet completion because both involve a visual channel of communication, and neither involves an interviewer.

The Internet version of the questionnaire was designed in collaboration with GIDE, a computing company based in France. NatCen supplied GIDE with a paper version of the questionnaire and a specification that the Internet equivalent should mirror the postal layout to the highest degree possible (in order to minimise mode effects). Several versions of the Internet option were tested by the Research and Operations teams and this included feeding data from earlier pilots through the Internet questionnaire to check the routing. Key issues that had to be addressed were whether respondents should be allowed to go backwards and forwards between pages and ensuring it was possible to leave questions blank. In addition, a question at the end of the Internet version was introduced to signal respondents had submitted their answers after which they were unable to re-access the questionnaire.
4 DATA COLLECTION

4.1 Mode of collection

As discussed earlier, this sweep of the YCS incorporated several modes of data collection. Members of different samples were allocated to different modes, and cases were transferred from one mode to another to improve response at several stages during fieldwork.

4.1.1 Initial mode

The core YCS and Connexions samples were organised as two separate groups allocated to different initial modes:

The core YCS questionnaire
This was presented as a postal questionnaire but was available for completion on the Internet.

The Connexions questionnaire
This was administered by interviewer either over the telephone or face-to-face. Young people in the Connexions sample were approached by telephone where a telephone number had been matched for their address, while those where no telephone match had been made were eligible for face-to-face interviewing.

4.1.2 Reallocation of mode

Re-allocation to a different mode in order to boost response took place under certain circumstances.

The core YCS questionnaire
Those who had not completed and returned a postal questionnaire 5 working days after the final questionnaire mailing, and for whom a telephone number was identified, were contacted by telephone with a view to taking part in a telephone interview. In addition, a number of cases in this sweep were transferred early to the Telephone Unit for enhancement– the reasons for this are discussed below in section 4.2.1. The enhancement comprised a CATI questionnaire which was a telephone version of the postal questionnaire.

The Connexions questionnaire
Those who had not been contacted over the telephone by a set date (because, for example, their telephone number was unavailable, incorrect or out of date) were transferred to the face-to-face sample and were visited by an NatCen interviewer in person at the address given in the sample file.
4.2 Tracking and tracing sample members

No attempts were made to trace any respondent who was no longer living at the sample file address as the timetable did not allow sufficient time for this process. However, checks were made on the address information supplied and attempts were made to identify telephone numbers for the sample.

4.2.1 Address checking

For the whole sample the first stage in sample preparation was for all addresses provided on the sample file to be verified using the latest AFD address list management solution software. This software uses a combination of postcode, house number or name, first name and surname, town name and county to verify or provide a more accurate address. The process was carried out for all addresses including those in the telephone sample as they also received an advanced letter.

4.2.2 Telephone matching

As no telephone numbers were supplied with the core and Connexions sample files, a telephone number 'lookup' procedure was utilised by NatCen using AFD telephone look up software to collect the information.

Where this failed, additional telephone numbers were provided for the Connexions sample through the UK Changes service, a company which provides a lookup service using telephone number records which are updated daily (as opposed to the quarterly records available to NatCen’s system).

Finally, all cases where non-response remained the outcome after the first questionnaire reminder were put through the UKChanges matching system to identify further cases to go through to the telephone enhancement stage.

4.3 Postal survey

4.3.1 The fieldwork schedule

On past sweeps of the YCS, the Invitation to Tender has specified a standard fieldwork schedule: an initial mailing followed by a postcard reminder after five working days, then a first questionnaire reminder after 10 further days, a second questionnaire 10 days later and finally transfer to telephone conversion after 5 days. This was the original mailing procedure adopted on this sweep of YCS.

However, through monitoring of fieldwork response, particularly in comparison with previous YCS response, it was identified by the first questionnaire reminder that there was lower response on this sweep. Two separate measures were taken to counteract this through amending the standard schedule between the first and second questionnaire reminders.

Firstly, it was decided to make an early transfer of 3,000 cases from postal to telephone data collection in order to boost response. It was felt that making an earlier
approach to the young people by telephone instead of waiting for them to receive a
further postal questionnaire would increase the telephone interviewers’ chances of
persuading them to participate. Examination of non-respondent characteristics
showed that non-response was higher among boys than girls, so 2,000 cases in the
transfer were male and 1,000 female.

Secondly, the remainder of the postal sample was sent an urgent additional reminder
letter at this point from the DfES, stressing the importance of the survey. They were
then sent the second questionnaire reminder as specified in the standard fieldwork
schedule. Thus, the actual fieldwork schedule for Cohort 11, Sweep 1 was as follows:

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial mailing</strong></td>
<td>5 working days</td>
</tr>
<tr>
<td>Questionnaire, introductory DfES letter, pre-paid envelope</td>
<td></td>
</tr>
</tbody>
</table>

| **Postcard reminder**                      | 10 working days |
|                                           |               |

| **First questionnaire reminder**           | 13 working days | 9 working days |
| Second copy of the questionnaire, reminder DfES letter, pre-paid envelope |               |

| **Extra letter from DfES**                 | 2 working days |
|                                           |               |

| **Second questionnaire reminder**          | 5 working days |
| Third copy of the questionnaire, reminder DfES letter, pre-paid envelope |

| **Telephone contact**                      |               |
| With all outstanding sample members with phone numbers identified |

| **Early transfer of 3000 cases to Telephone Unit** |               |
The DfES requirements for Welsh translation meant that mailings in Wales had to include both English and Welsh questionnaires, and the initial letter was also translated into Welsh. Welsh translation was carried out by NatCen’s reliable suppliers of translation services and checked by one of our Welsh speaking fieldforce supervisors. Questionnaires in Wales were mailed out ten working days after the English mailings because of the time needed to translate the questionnaires.

Questionnaires were marked with a code to indicate at what stage they had been despatched. It was therefore possible to classify productive questionnaires according to when they were despatched.

NatCen sub-contracted questionnaire printing, the bulk of mailings, scanning of questionnaire bar codes and keying to Media Conversion Limited (MCL). NatCen had successfully used MCL for printing, mailings, scanning bar codes and keying on many of its recent postal surveys. The following quality control procedures were established:

- The appointment of a nominated contact person at NatCen responsible for all dealings with MCL (and vice versa), helping to ensure that any problems were rapidly identified and resolved;
- Obtaining printed questionnaires from a range of batches, so that checks could be made on the consistency of printing and collation across the print job;
- All MCL proofs were checked by at least two NatCen staff;
- NatCen staff were added to the sample as ‘seed addresses’ and received mailings to verify that procedures had been conducted correctly.

The most important advantage of using MCL was that they were able to perform the tasks of mailing, booking in of cases and keying all at one location. MCL proved to be reliable and showed flexibility in their approach, adding extra tasks to their work at short notice, such as the mailout of an additional letter during the fieldwork schedule and the unexpected increase in questionnaire reminder volumes due to lower initial response.

### 4.3.2 Telephone helpline

As with previous YCS sweeps since Cohort 8 Sweep 1, respondents were offered a freephone telephone helpline, located in NatCen’s Telephone Unit, to provide answers to queries either about specific questions or about the survey in general. The freephone number was listed on all questionnaires, the advance letter and reminder postcard. The telephone line was staffed by interviewers from NatCen’s central Telephone Unit during office hours, with an answer phone operating outside these times. Interviewers were briefed by the research team on how to handle all queries by cohort members. Those answering the helpline were provided with written instructions to help them to answer any questions.
4.4 Telephone surveys

All interviews were conducted from NatCen’s central Telephone Unit based at our data processing offices in Brentwood. All telephone interviewing was conducted using Computer-assisted telephone interviewing (CATI). All NatCen telephone interviewers receive a one-day basic interviewer training course and a one-day CATI training course. Both training days included practice sessions and used simulation methods. In addition, survey-specific training was given to all interviewers as discussed in Section 4.4.2 below.

4.4.1 Advance Letter

All Connexions sample members were sent a personalised advance letter at the start of fieldwork authored by DfES and NatCen. Letters included the freephone number asking respondents to call if they had any questions.

4.4.2 Briefing

All interviewers attended a half day briefing conducted by a project researcher. As Connexions telephone fieldwork started before the telephone enhancement stage the initial briefings were for interviewers who would work on interviewing the Connexions sample and then later move on to telephone enhancement work. A series of briefings were held a month later for interviewers who would work on telephone enhancement only. Briefings covered the aims and background of the survey, the advance letter (Connexions sample) and previous questionnaire mailings (core sample), strategies for making contact and an overview of the questionnaires. The session involved 'hands on' practice using dummy interviews with particular emphasis on difficult sections of the questionnaire.

4.4.3 Scheduling of interviews

The telephone sample for the Connexions questionnaire and the telephone enhancement of the postal questionnaire made use of the Blaise telephone sample management system, 'Call Scheduler' which judges the nature and status of each piece of sample. From those pieces of sample selected for use that day, Blaise takes account of engaged signals, appointments, and non-answer call-backs and selects the proper treatment for unsuccessful call-back attempts. A busy signal, for example, would be tried three or four times at regular intervals within the shift. After this time the Blaise software would set this piece of sample to inactive and it would then not be tried again during this shift. This scheduling maximised calling efficiency within shifts.

Given the particular importance of response maximisation in this survey, all households received a minimum of 6 calls before being marked as non-contact.

4.4.4 Welsh translation

Respondents to the telephone enhancement fieldwork in Wales were able to request an interview in Welsh (there were no Connexions areas in Wales so this option did not need to be provided). Had this been requested, it would have been carried out by
a Welsh-speaking member of NatCen’s interviewer panel in Wales using the CATI program in conjunction with a translated question list. However, although this facility was available, no respondent requested it.

4.4.5 Quality Control

All shifts in the telephone unit were managed by a trained telephone supervisor who dealt with referrals from specific interviewers in case of difficulties. A minimum of 10% of every interviewer’s work was monitored from a remote listening post.

4.5 Face-to-face interviewing

A proportion of the Connexions sample were visited in person by a NatCen interviewer and asked questions face-to-face using Computer-assisted personal interviewing (CAPI). The CAPI version of the Connexions questionnaire was a Blaise equivalent to the CATI version, and data from both versions were treated and processed in exactly the same way. All face-to-face interviewers receive two days’ basic training, which includes CAPI training.

4.5.1 Advance Letter

The Connexions face-to-face sample members were sent the same personalised advance letter at the start of fieldwork as the telephone Connexions cases had received.

4.5.2 Briefings

All CAPI interviewers received postal briefings prior to starting their assignments. It was not deemed necessary to brief them face-to-face given that it was a named sample so there were no difficult sampling issues and it was a relatively straightforward questionnaire. Face-to-face briefings would have been a far more expensive option, particularly given the unclustered nature of the sample in areas throughout the country. All interviewers for the survey therefore received a postal briefing pack detailing the background, content and procedures for this survey. These included contact numbers for the research and field teams if the interviewers had any further queries about the study.

4.5.3 Scheduling of interviews

The standard guidelines issued to NatCen’s face-to-face interviewers about the timing and number of calls they should make to an address in the sample were followed by the interviewers working on the Connexions sample. These stipulate that a minimum of four calls must be made at each address and household before accepting a non-contact or a refusal, but no maximum figure is set and frequently interviewees make much larger numbers of calls in order to secure interviews.

Progress was monitored using NatCen’s computerised booking in system.
4.5.4 Quality Control

The time, date and outcome of all calls were recorded by interviewers and checks were made by field management. Non-contacts were not accepted unless the pattern as well as the number of calls conformed to the basic requirements that normally at least one call must be made at a weekend, and one on a weekday evening.

4.6 Response rates

The response tables in this section show the breakdown of response for the different final modes of response (postal, Internet, telephone and face-to-face) for the core (Tables 4.1-4.3) and Connexions (Tables 4.4-4.6) samples, as appropriate. As the Connexions questionnaire also contained the core questions, Table 4.7 presents the combined response for the core sample once the Connexions figures are included.

The final response rate for the first sweep of Cohort 11 was 55.3% (see Table 4.7). This was the same level of response achieved on the first sweep of Cohort 10. Some of the factors that may have prevented an improvement on this response rate were the questionnaire length, which ran to 100 questions, the boost of respondents from LEAs with a high proportion of minority ethnic groups, which are areas with lower response rates and the interviewing took place in the spring of Year 12 when young people in a YCS sample were sitting formal academic exams, AS-Levels, for the first time.

The postal response for the core sample was 44.9% with, as expected, the number of returned productives declining across the three questionnaire mailouts. The telephone enhancement stage added a further 6.9% to response. The introduction of the Internet self-completion mode did not have a positive effect on response, and was disappointingly low. Possible explanations for this might be that the address for the webpage for the questionnaire, or URL, was very complex. The address was mentioned in the advance letter which accompanied the postal questionnaire and so respondents would have need to take the letter to their computer to type in the address and so it may have been more convenient for them to just complete the postal questionnaire.

The response rates for the Connexions subsample were 70.6% by telephone and 64.7% by face-to-face interviewing. Higher response rates would normally be expected on a face-to-face survey than a telephone one but the scattered nature of the addresses issued and the transfer of telephone cases where the phone numbers were not working to the face-to-face sample mid-way through fieldwork may not have allowed more visits to each address to encourage participation. The overall response across both modes for the Connexions subsample was 66.7%.
Table 4.1 Core Postal Sample

<table>
<thead>
<tr>
<th>Summaries</th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued postal sample</td>
<td>23,205</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Gone away</td>
<td>682</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible¹</td>
<td>240</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>Total no contact possible (postal)</td>
<td>922</td>
<td>4.0%</td>
<td></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>22,283</td>
<td>96.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>8,093</td>
<td>34.9%</td>
<td>36.3%</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>3,973</td>
<td>17.1%</td>
<td>17.8%</td>
</tr>
<tr>
<td>Postal productive (2nd reminder questionnaire mailing)</td>
<td>1,496</td>
<td>6.4%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total postal productive</td>
<td>13,562</td>
<td>58.4%</td>
<td>60.8%</td>
</tr>
<tr>
<td>Internet productive</td>
<td>157</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Total productive (postal/Internet)</td>
<td>13,719</td>
<td>59.1%</td>
<td>61.6%</td>
</tr>
<tr>
<td>Refusals (postal)</td>
<td>248</td>
<td>1.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Away from home/abroad/emigrated</td>
<td>25</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Too ill to complete</td>
<td>7</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not thought to be eligible</td>
<td>8</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other postal unproductive</td>
<td>244</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Outstanding - questionnaire not returned</td>
<td>8,032</td>
<td>34.6%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Total other unproductive (postal)</td>
<td>8,316</td>
<td>35.8%</td>
<td>37.3%</td>
</tr>
</tbody>
</table>

¹ = includes address unknown, not known at address, house demolished, deceased.
### Table 4.2  Core Telephone Sample

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued telephone sample</td>
<td>5,445</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>501</td>
<td>9.2%</td>
<td></td>
</tr>
<tr>
<td>Cohort member not know at telephone number</td>
<td>538</td>
<td>9.9%</td>
<td></td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>87</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible</td>
<td>36</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Total no contact possible (telephone)</strong></td>
<td><strong>1,162</strong></td>
<td><strong>21.3%</strong></td>
<td></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>4,283</td>
<td>78.7%</td>
<td>100%</td>
</tr>
<tr>
<td>Telephone productive</td>
<td>1,965</td>
<td>36.1%</td>
<td>45.9%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>374</td>
<td>6.9%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Proxy refusal</td>
<td>304</td>
<td>5.6%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Other refusal</td>
<td>13</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Total refusals (telephone)</strong></td>
<td><strong>691</strong></td>
<td><strong>12.7%</strong></td>
<td><strong>16.1%</strong></td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>225</td>
<td>4.1%</td>
<td>5.3%</td>
</tr>
<tr>
<td>No contact after a minimum of 5 calls</td>
<td>145</td>
<td>2.7%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>57</td>
<td>1.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Cohort member said postal returned but no questionnaire received</td>
<td>1064</td>
<td>19.5%</td>
<td>24.8%</td>
</tr>
<tr>
<td>Away from home/abroad/emigrated</td>
<td>5</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Too ill to complete</td>
<td>10</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>57</td>
<td>1.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Other telephone unproductive</td>
<td>64</td>
<td>1.2%</td>
<td>1.5%</td>
</tr>
<tr>
<td><strong>Total other unproductive (telephone)</strong></td>
<td><strong>1,627</strong></td>
<td><strong>29.9%</strong></td>
<td><strong>38.0%</strong></td>
</tr>
</tbody>
</table>

1 Includes anonymous call bar and deceased.
2 One case was deleted from the dataset after fieldwork as it had mistakenly been transferred from Welsh to the English sample - this left 1964 cases.
3 Includes information refused about cohort member and refusals by parents.
4 Includes office refusals and unproductive partials.
5 Includes language difficulties and unable to take part on the phone.
Table 4.3  Core Total Sample

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total issued sample</strong></td>
<td>28,650</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Gone away (postal)</td>
<td>682</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible (postal)</td>
<td>240</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>501</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>Cohort member not know at telephone number</td>
<td>538</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>87</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible (telephone)</td>
<td>36</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td><strong>Total no contact possible (postal &amp; telephone)</strong></td>
<td>2,084</td>
<td>7.3%</td>
<td></td>
</tr>
<tr>
<td><strong>Sample less no contact possible</strong></td>
<td>26,566</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>8,093</td>
<td>28.2%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>3,973</td>
<td>13.9%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Postal productive (2nd reminder questionnaire mailing)</td>
<td>1,496</td>
<td>5.2%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Internet productive</td>
<td>157</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Telephone productive</td>
<td>1965</td>
<td>6.9%</td>
<td>7.4%</td>
</tr>
<tr>
<td><strong>Total productive (postal/Internet &amp; telephone)</strong></td>
<td>15,684</td>
<td>54.7%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Refusals (postal)</td>
<td>248</td>
<td>0.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Personal refusal (telephone)</td>
<td>374</td>
<td>1.3%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Proxy refusal (telephone)</td>
<td>304</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other refusal (telephone)</td>
<td>13</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total refusals (postal &amp; telephone)</strong></td>
<td>939</td>
<td>3.3%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Away from home/abroad/emigrated (postal &amp; telephone)</td>
<td>30</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Too ill to complete (postal &amp; telephone)</td>
<td>17</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Not thought to be eligible (postal)</td>
<td>8</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other unproductive (postal &amp; telephone)</td>
<td>308</td>
<td>1.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Outstanding – postal questionnaire not returned</td>
<td>8,032</td>
<td>28.0%</td>
<td>30.2%</td>
</tr>
<tr>
<td>Phone contact with household but not with respondent</td>
<td>225</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>No contact after a minimum of 5 telephone calls</td>
<td>145</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact (telephone)</td>
<td>57</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Cohort member said postal returned but no questionnaire received (telephone)</td>
<td>1064</td>
<td>3.7%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period (telephone)</td>
<td>57</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total other unproductive (postal &amp; telephone)</strong></td>
<td>9,943</td>
<td>34.7%</td>
<td>37.4%</td>
</tr>
</tbody>
</table>
Table 4.4  Connexions Telephone Sample

<table>
<thead>
<tr>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued telephone sample</td>
<td>517</td>
<td>100%</td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>6</td>
<td>1.2%</td>
</tr>
<tr>
<td>Cohort member not know at telephone number</td>
<td>42</td>
<td>8.1%</td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>6</td>
<td>1.2%</td>
</tr>
<tr>
<td>Other no contact possible ¹</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Total no contact possible (telephone)</td>
<td>55</td>
<td>10.6%</td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>462</td>
<td>89.3%</td>
</tr>
<tr>
<td>Telephone productive</td>
<td>365</td>
<td>70.6%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>42</td>
<td>8.1%</td>
</tr>
<tr>
<td>Proxy refusal²</td>
<td>27</td>
<td>5.2%</td>
</tr>
<tr>
<td>Other refusal³</td>
<td>3</td>
<td>0.6%</td>
</tr>
<tr>
<td>Total refusals (telephone)</td>
<td>72</td>
<td>13.9%</td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>3</td>
<td>0.6%</td>
</tr>
<tr>
<td>No contact after a minimum of 5 calls</td>
<td>14</td>
<td>2.7%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>5</td>
<td>1.0%</td>
</tr>
<tr>
<td>Away from home/abroad/emigrated</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Too ill to complete</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other telephone unproductive</td>
<td>2</td>
<td>0.4%</td>
</tr>
<tr>
<td>Total other unproductive (telephone)</td>
<td>25</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

¹ Includes anonymous call bar and deceased.
² Includes information refused about cohort member and refusals by parents.
³ Includes office refusals and unproductive partials.
Table 4.5  Connexions Face-to-Face Sample

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued face-to-face sample</td>
<td>1,018</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>84</td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>Vacant/empty address</td>
<td>9</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible 1</td>
<td>8</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>Total no contact possible (face-to-face)</td>
<td>101</td>
<td>9.9%</td>
<td></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>917</td>
<td>90.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Face-to-face productive</td>
<td>659</td>
<td>64.7%</td>
<td>71.9%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>54</td>
<td>5.3%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Proxy refusal 2</td>
<td>48</td>
<td>4.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Other refusal 3</td>
<td>2</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Total refusals (face-to-face)</td>
<td>104</td>
<td>10.2%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>40</td>
<td>3.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>No contact after a minimum of 5 calls 4</td>
<td>34</td>
<td>3.3%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Other no contact 5</td>
<td>8</td>
<td>0.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>35</td>
<td>3.4%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Away from home/abroad/emigrated</td>
<td>3</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Too ill to complete</td>
<td>1</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>9</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Cohort member moved, new address</td>
<td>14</td>
<td>1.4%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Other face-to-face unproductive</td>
<td>10</td>
<td>10.0%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Total other unproductive (face-to-face)</td>
<td>154</td>
<td>15.1%</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

1 Includes unable to locate address, other unknown eligibility, non-residential address.
2 Includes information refused about cohort member and refusals by parents.
3 Includes office refusals and unproductive partials.
4 Includes contact made at the address but not at the dwelling unit.
5 Includes residential address but unknown if occupied, contact not made with adult.
Table 4.6  Connexions Total Sample

<table>
<thead>
<tr>
<th></th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued Connexions sample</td>
<td>1,535</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>6</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>Cohort member not know at telephone number</td>
<td>42</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>90</td>
<td>5.9%</td>
<td></td>
</tr>
<tr>
<td>Vacant/empty address</td>
<td>9</td>
<td>0.6%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible</td>
<td>9</td>
<td>0.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Total no contact possible (Connexions)</strong></td>
<td>156</td>
<td>10.2%</td>
<td></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>1,379</td>
<td>89.8%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Connexions productive</strong></td>
<td>1,024</td>
<td>66.7%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>96</td>
<td>6.3%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Proxy refusal</td>
<td>75</td>
<td>4.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Other refusal</td>
<td>5</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>Total refusals (Connexions)</strong></td>
<td>176</td>
<td>11.5%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>43</td>
<td>2.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>No contact after a minimum of 5 calls</td>
<td>48</td>
<td>3.1%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Other face-to-face no contact</td>
<td>8</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Cohort member moved, new address (face-to-face)</td>
<td>14</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>40</td>
<td>2.6%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Away from home/abroad/emigrated</td>
<td>3</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Too ill to complete</td>
<td>2</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>9</td>
<td>0.6%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Other unproductive</td>
<td>12</td>
<td>0.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td><strong>Total other unproductive (Connexions)</strong></td>
<td>179</td>
<td>11.7%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>
Table 4.7  Core (with Connexions) Total Sample

<table>
<thead>
<tr>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total issued sample</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gone away (postal)</td>
<td>682</td>
<td>2.3%</td>
</tr>
<tr>
<td>Other no contact possible (postal)</td>
<td>240</td>
<td>0.8%</td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>507</td>
<td>1.7%</td>
</tr>
<tr>
<td>Cohort member not know at telephone number</td>
<td>580</td>
<td>1.9%</td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>177</td>
<td>0.6%</td>
</tr>
<tr>
<td>Other no contact possible</td>
<td>54</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total no contact possible</strong></td>
<td>2,240</td>
<td>7.4%</td>
</tr>
<tr>
<td><strong>Sample less no contact possible</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postal productive</td>
<td>13,562</td>
<td>44.9%</td>
</tr>
<tr>
<td>Internet productive</td>
<td>157</td>
<td>0.5%</td>
</tr>
<tr>
<td>Telephone productive</td>
<td>2,330</td>
<td>7.7%</td>
</tr>
<tr>
<td>Face-to-face productive</td>
<td>659</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>Total productive(^1)</strong></td>
<td>16,708</td>
<td>55.3%</td>
</tr>
<tr>
<td>Refusals (postal)</td>
<td>248</td>
<td>0.8%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>470</td>
<td>1.6%</td>
</tr>
<tr>
<td>Proxy refusal</td>
<td>379</td>
<td>1.3%</td>
</tr>
<tr>
<td>Other refusal</td>
<td>18</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total refusals</strong></td>
<td>1,115</td>
<td>3.7%</td>
</tr>
<tr>
<td>Away from home/abroad/emigrated</td>
<td>33</td>
<td>0.1%</td>
</tr>
<tr>
<td>Too ill to complete</td>
<td>19</td>
<td>0.1%</td>
</tr>
<tr>
<td>Not thought to be eligible (postal)</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other unproductive</td>
<td>320</td>
<td>1.1%</td>
</tr>
<tr>
<td>Outstanding – postal questionnaire not returned</td>
<td>8,032</td>
<td>26.6%</td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>268</td>
<td>0.9%</td>
</tr>
<tr>
<td>No contact after a minimum of 5 calls</td>
<td>193</td>
<td>0.6%</td>
</tr>
<tr>
<td>Other face-to-face no contact</td>
<td>22</td>
<td>0.1%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>97</td>
<td>0.3%</td>
</tr>
<tr>
<td>Cohort member said postal returned but no questionnaire received (telephone)</td>
<td>1064</td>
<td>3.5%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>66</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total other unproductive</strong></td>
<td>10,122</td>
<td>33.5%</td>
</tr>
</tbody>
</table>

\(^1\)One case was deleted from the dataset after fieldwork as it had mistakenly been transferred from Welsh to the English sample - this left 1964 cases.
5 DATA PREPARATION

5.1 Booking in

The progress of the postal and telephone fieldwork was monitored on NatCen’s own computerised booking-in and CATI/CAPI management systems. These have been developed in-house and could be accessed by the Research team whenever required enabling regular progress reports to be sent to the project manager. This close monitoring of response enabled the early identification of problems of low response and so fieldwork procedures were amended to include an extra letter and an early transfer of cases to the Telephone Unit. The system was also used to look at the characteristics of non-responders which highlighted the need to transfer more young men than women to the Telephone Unit as part of the early transfer of cases.

Postal questionnaires were booked-in using a bar code scanner, rather than keying the number to the record, to further reduce error. If multiple copies of postal questionnaires were returned the one received first was used. Datafiles of the completed Internet files were available daily from GIDE and so returns were entered into NatCen’s booking-in system.

The booking in procedures also ensured that any duplicate records, which can occur on YCS either through a sample member being sent two questionnaires and completing and returning both or through a sample member returning a postal questionnaire and also giving a telephone interview, were resolved before analysis. The general rule that was applied was to always accept the response by the mode that was completed or received first. For example, if a CATI interview was completed when a postal questionnaire had already been received for this sample member then the postal questionnaire was used and the CATI record deleted.

5.2 Keying postal data

Data entry for the postal self-completion questionnaire was by keying. Keying was considered more suitable for YCS than the widely used questionnaire scanning methods because of the complicated design and the large amount of ‘free text’ recorded by respondents. Quality control measures for keying the data included ‘double keying’. Instructions on how the keying was to be conducted were prepared by members of the Operation teams.

5.3 Editing

After data entry for the postal self-completion questionnaire a full editing process was applied using NatCen’s normal procedures. An edit program was written that checked that each required answer was present, that it was within the required range and that all answers were consistent with the routing logic of the questionnaire. The
program also applied such additional checks on plausibility and consistency of answers as were judged appropriate by the Research team. All error reports were referred back to the original questionnaire schedules by experienced editing staff and individual corrections were specified until reruns of the edit program confirmed that the data were clean. Range and consistency checks were agreed with DfES before the start of the editing process.

Edit failures were resolved by reference to the questionnaire and often included poorly written remarks or other bad entries which could be misinterpreted. Often with omissions it was a straightforward case of confirming this by the use of the appropriate 'No Answer' code. Where decisions were more complex, editors passed questionnaires onto the researchers, and in some cases queries were referred to DfES.

For the CATI and CAPI survey answers were required to be present and additional edit checks were included within the Blaise program and resolved at the time of interview. In addition to this, an edit version of the Blaise program was devised after fieldwork. This included more detailed checks so that smaller logical inconsistencies could be resolved. Lastly, the CATI/CAPI data was reformatted into the postal format and run through the postal self-completion edit to ensure consistency across the data from different modes.

The Internet data was converted into the postal format and run through the postal edit system.

5.4 Coding

5.4.1 Qualification coding

Qualifications and subjects entered in the survey were coded to cohort specific code frames. The code frames were based on those used in Cohort 10 Sweep 2 of the survey, and reviewed by DfES prior to the start of coding to include additional relevant qualifications and subjects. As this was the first sweep of the 11th cohort, these code frames had not been used on prior sweeps. However, they will form the basis of those used in subsequent sweeps of the 11th cohort.

To enhance the quality of coding, a 3-band subject coding system, with separate code frames for academic, GNVQ and NVQ qualifications, was used. In other YCS sweeps a fourth band has been used which covers degree-level subjects. However, this band is not applicable to those aged 16/17, and so coding was limited to the 3-band system. This system was considered to be better conceptually for coders, reducing errors in coding.

Queries were referred by coders to the Research team and to DfES if necessary. Key queries surrounded the coding of the International Baccalaureate and Key Skills qualifications as well as numerous queries over individual subject coding, where subject codes did not match qualification types and where qualification names, levels and result codes were inconsistent.
5.4.2 Occupation coding and coding of open questions

SOC and SIC coding were undertaken by experienced coders to the SOC2000 classification. A computerised Blaise 4 Trigram look up system (developed by ONS) was used to do this, allowing the coder to take the keyed text and match it on screen with the correct SOC2000 code. This process was undertaken for all data, including postal and Internet data.

A standard approach to the coding of free text and open questions was adopted on the survey. Listings were prepared of the first 100 questionnaires for each question, in order to draw up question-specific code frames. After consultation with the client, these codeframes were then ‘tested’ on another 100 cases, and researchers discussed with those responsible for coding issues of accuracy and consistency. In working on this sweep of the survey, NatCen had the benefit of past experience in that previous codeframes with frequently stated ‘other’ answers were available for reference and to be amended.
6 WEIGHTING

6.1 Introduction

The YCS data was weighted to correct for biases which arise due to differences in selection and differential response rates. Three weights were created: selection weights, ethnic boost weights and non-response weights. The final weight was calculated as the product of the three weights.

6.1.1 Selection weights

The data was weighted to correct for differences in selection probabilities as an individual’s chance of inclusion differed depending on the area they were in. The selection weights are equivalent to the inverse of the selection probabilities. The selection probabilities varied between three different areas: areas in England which were ethnic boost areas, areas in England which were not ethnic boost areas and Wales.

To make sure there were enough children in areas with large proportions of ethnic minorities, all the children in ethnic boost areas in England were selected. These children had a selection probability of 1 and were therefore given a weight of 1.

Welsh children were under sampled and had a different selection probability. The proportion of the sample who were selected from Wales was not the same as the proportion of the population in Wales. The selection probabilities are given in the table below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Selection probability</th>
<th>Selection weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>England – ethnic boost</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>England – not ethnic boost</td>
<td>0.87</td>
<td>1.16</td>
</tr>
<tr>
<td>Wales</td>
<td>0.58</td>
<td>1.74</td>
</tr>
</tbody>
</table>

6.1.2 Ethnic boost weights

There was an additional weight to compensate for over-selection in ethnic boost areas. In most areas, the names of children born on three dates in the year were selected for the survey. In ethnic boost areas, children were selected if they were born on one of four dates. Children in these four date areas (ethnic boost areas) were weighted with a weight of 0.75 as they had a higher chance of being included in the survey.
6.1.3 Non-response weights

The data was also weighted to correct for any biases that may arise due to differential non-response. The method used for non-response weighting was cell weighting. In cell weighting, a population matrix is compared to the sample matrix and response rates are estimated per cell. The non-response weights are then calculated as the inverse of the response rates and are equivalent to population total divided by sample total. Each respondent in the ith cell has a weight of \( N_i / m_i \), where \( N_i \) is the population total for that cell and \( m_i \) is the number of respondents. (The total issued sample for each cell is \( n_i \), which is unknown as non-respondents cannot be classified.)

Variables used to create the sample matrix must be the same variables as those used to create the population matrix. If variables with too many categories or variables which have categories with very few cases are used then it is more likely that cells will have to be merged. The choice of matrix variables was made to continue the time series as they are the same as variables used in past YCS weighting. These variables were originally chosen as non-response is known to be differential in terms of sex, education and school type. If biases were not corrected it is possible that the sweep 1 estimates would overstate, for example, the proportion of 16-17 year olds staying on in full-time education. All of these three variables could be used in the population matrix as they were known for each sample member.

Cell weighting can lead to very large or very small weights in cells where there are small numbers, this can lead to increased standard errors for some survey estimates. To avoid this, cells were merged with neighbouring cells to increase sample sizes. Cell merging leads to a small increase in bias, however the resulting improvement in precision outweighs this.

The sample was weighted to a population matrix split by region, school type, sex and attainment level. In each English region, the schools were weighted separately by comprehensive/modern schools and were weighted within attainment groups: eight or more GCSEs at grade A*-C, five-seven GCSEs at grade A*-C, one - four GCSEs at grade A*-C, at least one GCSE at grades D-G and no GCSEs. Due to small cell sizes, the cells for inner London comprehensives with at least one GCSE at grade D-G and no GCSEs have been merged with those for outer London. This means that attainment groups eight or more GCSEs at A*-C to one-four GCSEs at A*-C were treated separately for inner and outer London but attainment groups one or more GCSEs at D-G and no GCSEs were for London as a whole. This weighting was done for both boys and girls.

Independent and selective schools were weighted together as there were only small numbers of each. Children who got more than eight GCSEs graded A*-C were weighted by sex by region. Due to small sample sizes those who obtained five-seven GCSEs at A*-C and those who obtained fewer than five GCSEs at A*-C grades (including those with no GCSEs) were weighted by sex only. Wales was weighted separately by sex and attainment only as there was no information available on school type. This gave 130 weighting cells.
The sample data was weighted by the selection and ethnic boost weights. This means comparisons of the population and sample matrix account for differences in response only and not other aspects of the sample design.

The final weights were calculated as the product of the non-response, selection and ethnic boost weights, that is, \( w_{\text{fin}} = w_{\text{nr}} \times w_{\text{sel}} \times w_{\text{eth}} \)

The following tables show a comparison of the sample with the populations before and after the application of non-response and selection weights for England and Wales.

### Table 6.2  Comparison of sample and population distribution, England

<table>
<thead>
<tr>
<th>Region</th>
<th>Population</th>
<th>Weighted sample</th>
<th>Unweighted sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outer London</td>
<td>50,826</td>
<td>1,408</td>
<td>1,369</td>
</tr>
<tr>
<td>Inner London</td>
<td>24,487</td>
<td>583</td>
<td>499</td>
</tr>
<tr>
<td>South West</td>
<td>57,548</td>
<td>1,537</td>
<td>1,671</td>
</tr>
<tr>
<td>South East</td>
<td>93,277</td>
<td>2,509</td>
<td>2,621</td>
</tr>
<tr>
<td>East of England</td>
<td>64,088</td>
<td>1,705</td>
<td>1,637</td>
</tr>
<tr>
<td>West Midlands</td>
<td>66,236</td>
<td>1,763</td>
<td>1,882</td>
</tr>
<tr>
<td>East Midlands</td>
<td>50,710</td>
<td>1,350</td>
<td>1,329</td>
</tr>
<tr>
<td>Yorkshire &amp; Humberside</td>
<td>61,715</td>
<td>1,642</td>
<td>1,813</td>
</tr>
<tr>
<td>North West</td>
<td>87,312</td>
<td>2,345</td>
<td>2,240</td>
</tr>
<tr>
<td>North East</td>
<td>32,403</td>
<td>874</td>
<td>829</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Population</th>
<th>Weighted sample</th>
<th>Unweighted sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp/modern/CTC</td>
<td>525,110</td>
<td>14,014</td>
<td>13,940</td>
</tr>
<tr>
<td>Selective</td>
<td>20,971</td>
<td>643</td>
<td>795</td>
</tr>
<tr>
<td>Independent</td>
<td>42,735</td>
<td>1,057</td>
<td>1,155</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Population</th>
<th>Weighted sample</th>
<th>Unweighted sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>297,967</td>
<td>7,952</td>
<td>7,090</td>
</tr>
<tr>
<td>Female</td>
<td>290,849</td>
<td>7,762</td>
<td>8,800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GCSE grades</th>
<th>Population</th>
<th>Weighted sample</th>
<th>Unweighted sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>8+ A*-C</td>
<td>213,385</td>
<td>5,695</td>
<td>7,733</td>
</tr>
<tr>
<td>5-7 A*-C</td>
<td>88,066</td>
<td>2,350</td>
<td>2,702</td>
</tr>
<tr>
<td>1-4 A*-C</td>
<td>143,676</td>
<td>3,833</td>
<td>3,438</td>
</tr>
<tr>
<td>A*-G but no C or above</td>
<td>119,961</td>
<td>3,203</td>
<td>1,472</td>
</tr>
<tr>
<td>No passes</td>
<td>23,728</td>
<td>633</td>
<td>545</td>
</tr>
<tr>
<td>Total</td>
<td>588,816</td>
<td>15714</td>
<td>15890</td>
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</table>
Table 6.3  Comparison of sample and population distribution, Wales

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Weighted sample</th>
<th>Unweighted sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18,887</td>
<td>51%</td>
<td>374</td>
</tr>
<tr>
<td>Female</td>
<td>18,283</td>
<td>49%</td>
<td>443</td>
</tr>
<tr>
<td><strong>GCSE grades</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8+ A*-C</td>
<td>13,276</td>
<td>36%</td>
<td>409</td>
</tr>
<tr>
<td>5-7 A*-C</td>
<td>5,222</td>
<td>14%</td>
<td>125</td>
</tr>
<tr>
<td>1-4 A*-C</td>
<td>8,673</td>
<td>23%</td>
<td>169</td>
</tr>
<tr>
<td>A*-G but no C or above</td>
<td>7,065</td>
<td>19%</td>
<td>63</td>
</tr>
<tr>
<td>No passes</td>
<td>2,934</td>
<td>8%</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37,170</td>
<td>100%</td>
<td>817</td>
</tr>
</tbody>
</table>

1There was no information on school type for Wales

References

APPENDIX A DERIVED VARIABLES

s1mode  Data collection mode
-9  Not answered (9)
-1  Item not applicable
1  CAPI
2  CATI
3  Postal
4  Internet

s1resp  Sweep 1 response type
1  Q1
2  Q2
3  Q3
4  Tel
5  Tel CX
6  CX F2F
7  Internet

s1sic  Standard Industrial Classification of Respondent

s1soc2k Respondents SOC 2000

nssec1  NS-SEC - Respondent
-9.0  Not answered (9999)
-8.0  Refusal (9998)
-1.0  Item not applicable
1.0  Employers in large organisations
2.0  Higher managerial occupations
3.1  Higher professional (traditional) - employees
3.2  Higher professional (new) - employees
3.3  Higher professional (traditional) - self-employed
3.4  Higher professional (new) - self-employed
4.1  Lower professional & higher technical (traditional) - employ
4.2  Lower professional & higher technical (new) - employees
4.3  Lower professional & higher technical (traditional) - self-e
4.4  Lower professional & higher technical (new) - self-employed
5.0  Lower managerial
6.0  Higher supervisory
7.1  Intermediate clerical and administrative
7.2  Intermediate sales and service
7.3  Intermediate technical and auxiliary
7.4  Intermediate engineering
8.1  Employers (small organisations, non-professional)
8.2  Employers (small - agriculture)
9.1  Own account workers (non-professional)
9.2  Own account workers (agriculture)
10.0  Lower supervisory occupations
11.1  Lower technical craft occupations
11.2  Lower technical process operative occupations
12.1 Semi routine - sales
12.2 Semi routine - service
12.3 Semi routine - technical
12.4 Semi routine - operative
12.5 Semi routine - agricultural
12.6 Semi routine - clerical
12.7 Semi routine - childcare
13.1 Routine - sales and service
13.2 Routine - production
13.3 Routine - technical
13.4 Routine - operative
13.5 Routine - agricultural
14.1 Never worked
14.2 Long-term unemployed
15.0 Full-time students
16.0 Occupations not stated or inadequately described
17.0 Not classifiable for other reason

**nssec2 NS-SEC -Respondent**
-9 No information (99)
-8 Refusal (98)
-1 Item not applicable
  1 Employers in large organisations
  2 Higher managerial occupations
  3 Higher professional occupations
  4 Lower professional and higher technical occupations
  5 Lower managerial occupations
  6 Higher supervisory occupations
  7 Intermediate occupations
  8 Small employers
  9 Own account workers
  10 Lower supervisory occupations
  11 Lower technical occupations
  12 Semi-routine occupations
  13 Routine occupations
  14 Never worked or long-term unemployed
  15 Full-time students
  16 Occupations not stated or inadequately described
  17 Not classifiable for other reasons

**nssec3 NS-SEC Major group - Respondent**
-9 Not answered (9)
-1 Item not applicable
  1 Higher managerial & professional occupations
  2 Lower managerial & professional occupations
  3 Intermediate occupations
  4 Small employers and own account workers
  5 Lower supervisory and technical occupations
  6 Semi-routine occupations
  7 Routine occupations
  8 Not classified
nssec4 NS-SEC - Father

-9.0  Not answered (99.0)
-1.0  Item not applicable
1.0  Employers in large organisations
2.0  Higher managerial occupations
3.1  Higher professional (traditional) - employees
3.2  Higher professional (new) - employees
3.3  Higher professional (traditional) - self-employed
3.4  Higher professional (new) - self-employed
4.1  Lower professional & higher technical (traditional) - employ
4.2  Lower professional & higher technical (new) - employees
4.3  Lower professional & higher technical (traditional) - self-e
4.4  Lower professional & higher technical (new) - self-employed
5.0  Lower managerial
6.0  Higher supervisory
7.1  Intermediate clerical and administrative
7.2  Intermediate sales and service
7.3  Intermediate technical and auxiliary
7.4  Intermediate engineering
8.1  Employers (small organisations, non-professional)
8.2  Employers (small - agriculture)
9.1  Own account workers (non-professional)
9.2  Own account workers (agriculture)
10.0  Lower supervisory occupations
11.1  Lower technical craft occupations
11.2  Lower technical process operative occupations
12.1  Semi routine - sales
12.2  Semi routine - service
12.3  Semi routine - technical
12.4  Semi routine - operative
12.5  Semi routine - agricultural
12.6  Semi routine - clerical
12.7  Semi routine - childcare
13.1  Routine - sales and service
13.2  Routine - production
13.3  Routine - technical
13.4  Routine - operative
13.5  Routine - agricultural
14.1  Never worked
14.2  Long-term unemployed
15.0  Full-time students
16.0  Occupations not stated or inadequately described
17.0  Not classifiable for other reason
nssec7 NS-SEC - Mother
-9.0 Not answered (99.0)
-1.0 Item not applicable
1.0 Employers in large organisations
2.0 Higher managerial occupations
3.1 Higher professional (traditional) - employees
3.2 Higher professional (new) - employees
3.3 Higher professional (traditional) - self-employed
3.4 Higher professional (new) - self-employed
4.1 Lower professional & higher technical (traditional) - employ
4.2 Lower professional & higher technical (new) - employees
4.3 Lower professional & higher technical (traditional) - self-e
4.4 Lower professional & higher technical (new) - self-employed
5.0 Lower managerial
6.0 Higher supervisory
7.1 Intermediate clerical and administrative
7.2 Intermediate sales and service
7.3 Intermediate technical and auxiliary
7.4 Intermediate engineering
8.1 Employers (small organisations, non-professional)
8.2 Employers (small - agriculture)
9.1 Own account workers (non-professional)
9.2 Own account workers (agriculture)
10.0 Lower supervisory occupations
11.1 Lower technical craft occupations
11.2 Lower technical process operative occupations
12.1 Semi routine - sales
12.2 Semi routine - service
12.3 Semi routine - technical
12.4 Semi routine - operative
12.5 Semi routine - agricultural
12.6 Semi routine - clerical
12.7 Semi routine - childcare
13.1 Routine - sales and service
13.2 Routine - production
13.3 Routine - technical
13.4 Routine - operative
13.5 Routine - agricultural
14.1 Never worked
14.2 Long-term unemployed
15.0 Full-time students
16.0 Occupations not stated or inadequately described
17.0 Not classifiable for other reason
s1nssecf Father's ns-sec category using SOC 2000
-1 Item not applicable
  1 Employers in large organisations
  2 Higher managerial occupations
  3 Higher professional occupations
  4 Lower professional and higher technical occupations
  5 Lower managerial occupations
  6 Higher supervisory occupations
  7 Intermediate occupations
  8 Small employers
  9 Own account workers
  10 Lower supervisory occupations
  11 Lower technical occupations
  12 Semi-routine occupations
  13 Routine occupations
  14 Never worked or long-term unemployed
  15 Full-time students
  16 Occupations not stated or inadequately described
  17 Not classifiable for other reasons

s1nssecm Mother's ns-sec category using SOC 2000
-1 Item not applicable
  1 Employers in large organisations
  2 Higher managerial occupations
  3 Higher professional occupations
  4 Lower professional and higher technical occupations
  5 Lower managerial occupations
  6 Higher supervisory occupations
  7 Intermediate occupations
  8 Small employers
  9 Own account workers
  10 Lower supervisory occupations
  11 Lower technical occupations
  12 Semi-routine occupations
  13 Routine occupations
  14 Never worked or long-term unemployed
  15 Full-time students
  16 Occupations not stated or inadequately described
  17 Not classifiable for other reasons

dadsec Father's grouped ns-sec
  1 Large employers and higher professionals
  2 Lower professional and higher technical occupations
  3 Intermediate
  4 Lower supervisory occupations
  5 Semi routine and routine occupations
  6 Other
**momsec**  Mother's grouped ns-sec
1  Large employers and higher professionals
2  Lower professional and higher technical occupations
3  Intermediate occupations
4  Lower supervisory occupations
5  Semi routine and routine occupations
6  Other

**famsec**  family grouped ns-sec
1  Large employers and higher professionals
2  Lower professional and higher technical occupations
3  Intermediate
4  Lower supervisory occupations
5  Semi routine and routine occupations
6  Other

**soc2**  Father's SOC2K

**soc3**  Mother's SOC2K

**sic2**  Father's SIC 90

**sic3**  Mother's SIC90

**s1pared**  Parent's education
1  At least one parent with degree
2  At least one parent with A level
3  Neither parent with A level

**s1pemp**  Parents employment
0  Neither parent employed
1  Mother only
2  Father only
3  Both parents employed

**s1agej**  Age at 1st Jan 2002 (years)

**s1car1**  Whether received school careers lessons
-9  Not Answered (9)
-1  Item not applicable
1  Received Careers Session
8  Not Received
**s1car2 How useful school careers lessons**
-9 Not Answered (9)
-1 Item not applicable
2 Received Very
3 Received Fairly
4 Received Not Very
5 Received Not at all
6 Received Varied too much to say
7 Received Not specified
8 Not Received

**s1cscax1 Whether had discussion with Careers service/Connexions in year11**
-9 Not Answered (9)
-1 Item not applicable
1 Received Connexions interview
8 Not Received

**s1cscax2 How useful was Careers Service/Connexions discussion**
-9 Not Answered (9)
-1 Item not applicable
2 Received Very
3 Received Fairly
4 Received Not Very
5 Received Not at all
6 Received Varied too much to say
7 Received Not specified
8 Not Received

**s1disab Do you have a disability or health problem?**
-9 Not answered (9)
-1 Item not applicable
1 Yes
2 No

**s1email Respondent’s email**
-9 Not stated (9)
-1 Item not applicable
1 Valid
2 Not valid

**s1eth1 Ethnic Group detailed breakdown**
-9 Not answered (99)
-1 Item not applicable
1 White
2 Black or Black British
6 Asian or Asian British
12 Mixed
13 Other
s1eth2 Ethnic Group detailed breakdown
-9   Not answered (99)
-1   Item not applicable
  1   White
  3   Caribbean
  4   African
  5   Other Black
  7   Indian
  8   Pakistani
  9   Bangladeshi
 10  Chinese
 11  Other Asian
 12  Mixed
 13  Other

s1expel Expelled or suspended
-9   N/A (9)
-1   Item not applicable
  1   Expelled
  2   Suspended
  3   Neither

s1gor Government Office Region
  1   North East
  2   North West
  3   Yorks and Humber
  4   E Midlands
  5   W Midlands
  6   East of England
  7   Inner London
  8   Outer London
  9   South East
 10  South West
 11  Wales

s1ssr Standard statistical region
-1   Item not applicable
  1   North
  2   Yorkshire and Humberside
  3   North West
  4   East Midlands
  5   West Midlands
  6   East Anglia
  7   Greater London
  8   South East
  9   South West
 10  Wales
**s1house** Housing Tenure  
-9 N/A (9)  
-1 Item not applicable  
1 Owned  
2 Council rented  
3 Other rented  
4 Other

**s1live** Living arrangements  
-9 N/A (9)  
-1 Item not applicable  
1 Father only  
2 Mother only  
3 Neither parent  
4 Both parents

**s1livep** Living with partners  
-9 N/A (9)  
-1 Item not applicable  
1 Yes  
2 No

**s1lonep** Lone parent (single and living with own child)  
-9 N/A (9)  
-1 Item not applicable  
1 Yes  
2 No

**s1mret** Month of response  
-9 Not answered  
-1 Item not applicable  
1 April 2002  
2 May 2002  
3 June 2002  
4 July 2002

**s1sex** Respondent's gender  
1 Male  
2 Female

**s1truan1** Year 11 truancy  
-9 Not stated (9)  
-1 Item not applicable  
1 Persistent  
4 Occasional  
7 Never
s1truan2 Year 11 truancy
-9 Not stated (9)
-1 Item not applicable
2 Weeks at a time
3 Several days at a time
5 Particular days or lessons
6 For the odd day or lesson
7 Never

s1act1 Activity at the moment
-9 Not stated (9)
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1ed_tr1 Education & Training
-1 Item not applicable
1 FT Ed
2 Employed with training
3 Employed without training
4 Other education/training
5 GST
9 NEET

s1ed_tr2 Education & Training
-1 Item not applicable
6 In Ed/Tr
7 Not in Ed/Tr

s1ed_tr3 Education & Training
-1 Item not applicable
8 Education/Employment/Training
9 NEET

s1gst Government Supported Training (Type)
-9 Not answered
-1 Item not applicable
1 AMA
2 FMA
3 Other GST
5 Not in GST

s1hrpay Average hourly pay from all jobs
-9 Not answered
-1 Item not applicable
s1wkpay  Average weekly pay from all jobs
   -9  Not answered
   -1  Item not applicable

s1apr01  Activity at April 2001
   -9  Not answered
   -1  Item not applicable
   1  GST
   2  Full time education at school or college
   3  Full time job
   4  Part time job
   5  Looking after home or family
   6  Looking for work/unemployed
   7  Doing something else

s1may01  Activity at May 2001
   -9  Not answered
   -1  Item not applicable
   1  GST
   2  Full time education at school or college
   3  Full time job
   4  Part time job
   5  Looking after home or family
   6  Looking for work/unemployed
   7  Doing something else

s1jun01  Activity at June 2001
   -9  Not answered
   -1  Item not applicable
   1  GST
   2  Full time education at school or college
   3  Full time job
   4  Part time job
   5  Looking after home or family
   6  Looking for work/unemployed
   7  Doing something else

s1jul01  Activity at July 2001
   -9  Not answered
   -1  Item not applicable
   1  GST
   2  Full time education at school or college
   3  Full time job
   4  Part time job
   5  Looking after home or family
   6  Looking for work/unemployed
   7  Doing something else
s1aug01 Activity at August 2001
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1sep01 Activity at September 2001
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1oct01 Activity at October 2001
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1nov01 Activity at November 2001
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else
s1dec01 Activity at December 2001
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1jan02 Activity at January 2002
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1feb02 Activity at February 2002
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1mar02 Activity at March 2002
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else
<table>
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<tr>
<th>s1denom</th>
<th>Year 11 school denomination (some missing information)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-9</td>
<td>No information (9)</td>
</tr>
<tr>
<td>-1</td>
<td>Item not applicable</td>
</tr>
<tr>
<td>1</td>
<td>C of E</td>
</tr>
<tr>
<td>2</td>
<td>RC</td>
</tr>
<tr>
<td>3</td>
<td>Methodist</td>
</tr>
<tr>
<td>4</td>
<td>Jewish</td>
</tr>
<tr>
<td>5</td>
<td>Non-denominational</td>
</tr>
<tr>
<td>6</td>
<td>Other</td>
</tr>
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<tr>
<td>-1</td>
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</tr>
<tr>
<td>1</td>
<td>Comp 16</td>
</tr>
<tr>
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<td>Comp 18</td>
</tr>
<tr>
<td>3</td>
<td>Selective/Grammar</td>
</tr>
<tr>
<td>4</td>
<td>Independent</td>
</tr>
<tr>
<td>5</td>
<td>Modern</td>
</tr>
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<td>Independent</td>
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<td>FE</td>
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<td>Independent/Other college</td>
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<th>Number of GCSEs A*-C by Year 11</th>
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| s1d_g | Number of GCSEs D-G by Year 11 |
s1gcse  Total GCSE points

s1pass  Number of GCSE passes by Year 11

s1acqu  Highest Year 11 academic qualification
-1  Item not applicable
  1  5+  GCSE A* to C
  2  1-4 GCSE A* to C
  3  5+  GCSE D to G
  4  1-4 GCSE D to G
  5  None

s1gnvq11  GNVQs achieved by end of year 11
-1  Item not applicable
  2  Intermediate
  3  Foundation
  4  Level unknown
  5  None

s1peta1  Year 11 attainment
-1  Item not applicable
  1  8+  GCSEs A*-C
  2  5-7 GCSEs A*-C
  4  1-4 GCSEs A*-C
  5  5+  GCSEs D-G
  6  1-4 GCSEs D-G
  7  None

s1peta2  Year 11 attainment
-9  < 5+ A*-Cs
  3  5+  GCSEs A*-C

s1nvq11  NVQs achieved by end of year 11
-1  Item not applicable
  1  Level 3
  2  Level 2
  3  Level 1
  4  Level unknown
  5  None

s1voqu  Highest Year 11 vocational qualification
-1  Item not applicable
  1  Level 3
  2  Level 2
  3  Level 1
  4  Level unknown
  5  None
s1avqu  Highest Year 11 qualification
-1  Item not applicable
1  Level 3
2  Level 2
3  Level 1
4  Less than level 1
5  Level unknown
6  None

s1nvqa  NVQs achieved by end of sweep 1
-1  Item not applicable
1  Level 3
2  Level 2
3  Level 1
4  Level unknown
5  None

s1gnvqa  GNVQs achieved by end of sweep 1
-1  Item not applicable
2  Intermediate
3  Foundation
4  Level unknown
5  None

s1a_c1  Number of GCSEs A*-C by end of Sweep 1

s1d_g1  Number of GCSEs D-G by end of Sweep 1

s1me  GCSE Maths and English by sweep 1
1  Maths A*-C, English A*-C
2  Maths A*-C, English D-G
3  Maths A*-C, No English
4  Maths D-G, English A*-C
5  Maths D-G, English D-G
6  Maths D-G, No English
7  No Maths, English A*-C
8  No Maths, English D-G
9  No Maths, No English

s1acqe  Highest academic qualification by end of sweep
1  5+ GCSE A* to C
2  1-4 GCSE A* to C
3  5+ GCSE D to G
4  1-4 GCSE D to G
5  None
s1voqe   Highest vocational qualification by end of sweep
1  Level 3
2  Level 2
3  Level 1
4  Level unknown
5  None

s1avce6a  Number of 6 unit AVCEs achieved by sweep 1

s1avcel3  Proportion of a level 3 achieved through AVCEs by sweep 1

s1hiqua   Highest qualification by end of sweep 1
-9  Level unknown (9)
-1  Item not applicable
1  Level 3 vocational
2  Level 2 vocational
3  Level 2 academic
4  Level 2 academic and vocational
5  Level 1 vocational
6  Level 1 academic
7  Level 1 academic and vocational
8  Below level 1

s1acqno   Highest academic qualification sought
-9  Not stated (9)
-1  Item not applicable
1  2+ A level
2  1 A level
3  5+ GCSE
4  1-4 GCSE
5  Other
6  No detail
7  None

s1nvqf    Highest full NVQ studied at sweep 1
1  Level 3
2  Level 2
3  Level 1
4  Not sure
5  None

s1nvqp    Highest part NVQ studied at sweep 1
1  Level 3
2  Level 2
3  Level 1
4  Not sure
5  None
s1nvqu  Highest NVQ studied at sweep 1 when full/units unknown
1  Level 3
2  Level 2
3  Level 1
4  Not sure
5  None

s1nvq   Highest NVQ studied regardless of whether full/units
1  Level 3
2  Level 2
3  Level 1
4  Not sure
5  None

s1gnvqf  Highest full GNVQ studied at sweep 1
1  Intermediate
2  Foundation
3  Not sure
4  None

s1gnvqp  Highest part GNVQ studied at sweep 1
1  Intermediate
2  Foundation
3  Not sure
4  None

s1gnvqu  Highest GNVQ studied where no. of units unknown
1  Intermediate
2  Foundation
3  Not sure
4  None

s1gnvq   Highest GNVQ studied regardless of no. of units
1  Intermediate
2  Foundation
3  Not sure
4  None

s1voqno  Highest vocational study aim
-9  not answered
1  level 3
2  level 2
3  level 1
4  level unclear
5  no detail

s1saim1   Main study aim
1  studying
2  not studying
**s1saim2  Main study aim**

2 not studying  
3 NVQ3  
4 AVCE  
5 A2/AS  
6 Other level 3  
7 NVQ2  
8 Intermediate GNVQ  
9 other level 2  
10 GCSE  
11 NVQ1  
12 found GNVQ  
13 other level 1  
14 other course  
15 no detail
APPENDIX B   PILOT DOCUMENTS

• Expert panel/ pilot findings report
Youth Cohort Study 11(1) – Findings from the Expert Panel and Pilot Debriefs: December – February 2002

This report outlines the key changes arising from the Expert Panel and three stages of piloting in the development of the questionnaire for the Youth Cohort Study, Cohort 11, Sweep 1. Question numbers throughout refer to the numbers from the most current version of the questionnaire at the time of each pilot. Changes other than those referred to in this report were made in order to bring the questionnaire more into line with that of Cohort 10, Sweep 3. However, the focus of this report is the outcomes of discussions from pilots on this particular sweep of the survey.

Expert Panel: 20th December 2001

Main questionnaire

Q5 Advice
A decision was made to exclude advice from family or the Careers Service/Connexions from this question.

Q8/9 Main activity
There were some issues arising around these ‘main activity’ questions. It was decided that ‘taking a break from study or work’ was a redundant code for the age group being surveyed and that it ought to be removed.

The category ‘Modern Apprenticeship, National Traineeship or other Government Supported Training’ category was reworded to ‘Foundation or Advanced Modern Apprenticeship, or other government supported training’ in order to simplify it.

Q10 Qualifications grid
This question was viewed as being excessively complex and likely to lead to confusion among respondents. After much discussion, it was decided there should be three separate questions to ease respondents in more gently. First, a question on whether or not they took any GCSEs in Years 10 and 11, then a question on how many, and then a third question where details should be filled in.

It was decided that the ‘studied’ column in the third question was not necessary given the column indicating ‘taken an exam’. NatCen recommended the column was dropped and the client agreed.

12a Qualifications stopped
Here NatCen felt the question to be excessively complex, and so suggested the reference to courses respondents ‘registered for but did not start’ be dropped. This would make the question into a
simple ‘yes/no’ format. The client agreed to this amendment.

Q19b  PT Education

Here the ‘College of Further Education’ category was amended to read ‘College of Further Education/Tertiary College (state system)’. ‘Private College’ and ‘Private Training Centre’ were merged to form a single category.

Q20b  Qualifications now

A category for ‘A-levels’ was added to this question as it is feasible that respondents might be studying for these.

Q37  Apprenticeships

The ordering of the categories was changed here as it as felt to be too easy for respondents simply to answer ‘no’ without reading the categories properly or giving the question much thought.

Q65/6  Email addresses

The client was keen that email addresses were collected for everyone but that address details were only collected from those who had moved from the address on the sample file. The question was therefore split, so email addresses were asked for first and then address details were asked for only from those whose address details were different to those on the covering letter.

Lastly, general concern was raised about the length of the questionnaire, and NatCen recommended that a substantial number of questions were cut in order to reduce the number of pages to 16.

Connexions Questionnaire

QA1a  Connexions Awareness

There was much discussion at the Expert Panel with respect to the definition of Connexions. It was felt a simpler definition was needed for the purposes of the first question, balanced with the need to cover the main elements of the service (including those such as health advice, which are used only by a small but important minority). The reference to ‘personal development’ was dropped.

In Section A more generally, there was discussion about whether or not the name of the service should be used to prompt respondents when asking whether or not they had heard of Connexions. It was decided that the word should not be used as a prompt, unless respondents mistook the description of the service for another one, or had not heard of the service.

There was discussion of the time period to be asked about in section C. It was agreed that ‘in the last year or so’ should be amended to be more specific – ‘over the last 12 months or so’. In addition, it was felt there should be more emphasis on the fact that
advice from a range of sources counts, so specific references to various sources were added into the question wording.

C1e Health advice  
There was some concern here about the types of advice respondents would have in mind when asked about ‘health’. Discussion focused on whether or not respondents would think that advice from their GPs or hospital doctors would count. However, it was agreed that the question wording was abstract enough to make respondents think of general health issues rather than specific medical complaints.

C1f Drugs/alcohol advice  
Here the client felt there was a need for information about advice on alcohol as well as drugs. The wording of the question was changed to ‘problems people can have with drugs or alcohol’ in order to ensure that respondents did not think they were being asked about their personal experience of drugs and alcohol.

C2 Advice source  
The list of advice sources here was not felt to be exhaustive, so some extras were added, such as probation officers, the Citizens’ Advice Bureau and the Benefits Agency.

It was decided that a question on the details of meeting arrangements in this section was not necessary.

Cognitive Pilot: 8th-15th January 2002

Main questionnaire

Q8/9 Main activity  
Interviewers commented that respondents generally did not like to think of themselves as being ‘out of work’, and many were quite emphatic that they were ‘looking for work’. Thus, it was decided that the first code in these questions should be changed to ‘Looking for work/unemployed’. Although this was a question that had been on previous cohorts, NatCen did not think it would dramatically affect time series data, but alleviate confusion for a minority.

Some confusion was highlighted between training and work, between Modern Apprenticeships and simply ‘learning one’s job’. It was concluded that if respondents were doing a Modern Apprenticeship, they would be aware of this fact.

Some questions were raised about the ordering of categories. Interviewers felt that, since the majority
of respondents would be in full-time education, this ought to come first. However, the client pointed out that this risks alienating those not in full time education, who are also the group least likely to respond, so the category ordering remained unchanged.

Q10 Qualifications grid

One interviewer commented here about leading zeros. However, this was not perceived to be a problem as it was felt that the information would be easy to code with or without leading zeros.

There was general confusion surrounding the complexity of this question.

In particular, the ‘double row’ of results boxes at double award science caused confusion. Various options were considered. NatCen recommended that there should simply be a single row with an instruction stating that we are aware Double Award Science counts as two GCSEs. The wording of this instruction changed several times, but eventually an agreement was reached: ‘Tick one results box for Double Award science even though this counts as 2 GCSEs’.

It was decided that further consideration should be given to the list and ordering of subjects at 10c. NatCen recommended that subjects should be included in the list depending on their popularity (minus Physical Education because there was concern respondents would confuse this with compulsory PE lessons) and that they should be ordered conceptually, and this recommendation was accepted by the client.

Another issue raised at the cognitive debrief related to questions on the amount of grant or allowances those in education were receiving, mainly due to issues of financial support in kind, through travel passes etc. The difficulties here led NatCen to recommend that the questions were dropped, and the client agreed.

10e Other qualifications

Here it was acknowledged that respondents tend to think of their qualifications in terms of subjects first. Thus, the columns were reordered as follows:

Subject/Qualification Name/Qualification Level/Result
The amendment was repeated at questions 11b and 12b.

22b NVQs

Here NatCen recommended that the example underneath ‘subject’ was dropped. The client agreed.

31a Employer/Employee

As no respondents were employers rather than employees, the debrief raised the issue that the ordering of categories in this question was illogical. After discussion, NatCen recommended that the ordering should be as follows: ‘employee/self-employed/employer’. The client agreed.

Q38 Apprenticeships

Interviewers mentioned confusion here around which levels counted as ‘Advanced’ and which levels counted as ‘Foundation’. It was decided there should be additional code: ‘Yes, Modern Apprenticeship but not sure which’.

The cognitive debrief raised issues throughout the main questionnaire relating to qualification names, titles and levels. NatCen subsequently searched the OCR, Edexcel, AQA and WJEC websites on several occasions in order to ensure that these were up to date and correct. The client confirmed that they were.

Connexions questionnaire

A1a Connexions Awareness

It was decided that question A1a was not working because it was not triggering any sort of reaction from respondents. Some had heard of Connexions when the name itself was mentioned, but no-one recognised the service purely from its description. Thus, it was decided that the questionnaire should open with the name of the service as a trigger.

As predicted following Expert Panel discussions, the general description of Connexions raised some comments in that those respondents who had heard of it tended to think of it as purely relating to education and career decisions. There was discussion about whether or not the description ought to be narrowed down, given that a minority does use the service for information on aspects of health etc, but it was felt to be more important that the questionnaire worked for the majority, and a narrower description was later decided on: ‘In some parts of England there is a new service for young people that offers information, advice and guidance on things like careers and learning, money and benefits’.

One key issue that came out of cognitive testing on the Connexions questionnaire is that respondents were answering ‘yes’ to having heard of the Careers Service, but not Connexions itself. As Connexions has completely replaced the Careers Service, it was decided to route individuals answering this way to a section which asks them details about their contact with ‘the Careers Service’.
QA3 Connexions Awareness This question raised difficulties in that the list of categories was a mixture of people, places and forms of information from which respondents might have heard of Connexions. It was therefore decided that these questions needed to be split into separate questions – ‘where’, ‘in what form’ and ‘who’.

B3 Connexions Contact There was confusion around codes 3 and 4 here (‘Careers Office’ and ‘Connexions Centre or Office/One Stop Shop’). It was decided the ‘Careers Office’ code should be deleted, and that there should be an interviewer instruction indicating which code should take priority where respondents are unsure.

C1 Advice Here it was pointed out that there needed to be clarification around what was meant by ‘the last 12 months or so’. This was amended accordingly to ‘since last April’.

C1c Benefits advice There was confusion here as to whether EMA should be counted as a welfare benefit. An interviewer instruction was added stating that it should not, but that it should be included at C1a. Similarly, it was decided that advice on housing benefit should be included in the specific question on housing (then C1d). Lastly, it was considered that there was some overlap between C1e (health) and C1f (drugs and alcohol). This was later amended to form four separate questions: drugs, alcohol, mental health issues and lastly contraception, pregnancy and sexually transmitted diseases (the general health question was removed as it was felt the key issues were covered by these four).

Again, concern was raised about the length of the questionnaire and NatCen made recommendations that questions needed to be cut.

Face to face pilot: 4th-11th February 2002

Main questionnaire

Interviews were taking at least 20 minutes in this pilot, with some Connexions interviews taking as long as 50 minutes.

All interviewers commented that most of their respondents did not read the introductory page on how to answer the questions. There were also general comments about respondents ignoring instructions throughout, leading to confusion about how to answer certain questions, and a feeling that respondents did not like parts which were too ‘wordy’.
Q1  General opinion
Here it was suggested that there ought to be a ‘Don’t know’ category, as one respondent had been truant for so much of Years 10 and 11 that they did not feel they could comment. There was some confusion around the meaning of ‘school buildings’. ‘Don’t know’ categories were subsequently added to both parts of the question.

Q4  Advice
One interviewer suggested it might be useful to follow this question with one about why the discussion was not useful for those who answered this way. However, it was felt that, given space restrictions, this was not feasible.

Q6b  Advice
Here it emerged that, in asking ‘please say who’ in the ‘someone else’ category, some respondents thought the question required actual names. It was suggested that it should be made explicit that it does not. Thus, ‘please say who’ was amended to read ‘please write in below’.

Q10  Main activity
A few respondents left this question out as it looked too complex on first appearance. It was agreed that ‘Since April 2001’ ought to be explicit in the question, as in C10S3, because some respondents took ‘over the past months’ simply to mean the academic year. There was difficulty in deciding what to tick during school holiday periods. Thus, an instruction was added: ‘If in any month you were off sick or on holiday, please tick your usual activity’.

Q11  Qualifications grid
There were some problems tallying 11b and 11c, but interviewers felt respondents would have answered more accurately had they not been present (i.e. they might have checked their certificates). An interviewer suggested emphasising the word ‘number’ in the question wording at 11b, which was subsequently done.

Some respondents mentioned they had taken Short Course GCSEs. An instruction about excluding these from the main GCSE grid and entering them in 11e instead was felt to be necessary, and so it was added.

Q15  Institution
This question was problematic because there was much misunderstanding of words. Respondents were unsure which category their institutions fitted into. Particular problems were around the terms ‘State’, ‘Grant maintained’, ‘Independent/Private’ and ‘Tertiary’. NatCen recommended there should be a single category simply called ‘School’.
However, the client felt that the split between state (including grant maintained) and independent/private was important, and so it remained. The reference to ‘Tertiary’ was removed as no respondent understood it, so the fourth category simply referred to ‘Further Education Colleges’.

Q16 Study hours

Here there was an issue surrounding the distinction between supervised and unsupervised hours. It was decided that homework/independent study was to be included as unsupervised study. Thus, the question wording was amended to explicitly mention these: ‘And how many hours in total each week during term-time do you usually spend studying or doing homework unsupervised by a teacher or trainer?’

Q19b PT Education

Again there were problems with the word ‘tertiary’ here, and it was subsequently dropped from the question.

Q20b Qualifications now

It was pointed out that the ‘number’ boxes needed to be closer to the ‘Write in’ instructions in this question. Interviewers also felt that more space was needed for writing in subjects. These changes were subsequently made.

Q21a GNVQs

It emerged that AVCEs should be explicitly mentioned in the question wording, and so this minor amendment was made.

Q23a Key Skills

There was some confusion here around the term ‘at present’. This was clarified as meaning ‘In this school year’ and the question was changed accordingly. However, the amended wording was tried at a subsequent pilot and caused confusion because it was alienating those respondents who were studying for key skills somewhere other than school. Hence, a decision was made to revert back to the original wording (‘at present’) in line with other similar questions throughout the questionnaire.

Q27 Employment details

In this question, ‘name’ was interpreted by certain respondents as meaning employer name, and so an additional instruction was added saying ‘(we do not need the name of the company)’.
Q42 On-the-job training
There was some concern about the possibility that these questions might be over complicated. Thus, the question about off-the-job training was simplified and brought into line with the question about on-the-job training. NatCen recommended further simplification, but the client felt the distinction between less than and more than four weeks ago was important.

Q44 Off-the-job training
Again the term ‘state’ caused confusion, but the question was not changed as it was in line with other similar questions.

Q49 Household
Some respondents circling/deleted as appropriate the father/stepfather and mother/stepmother categories in this question. Some found it easier just to write who they lived with in the text box rather than tick specific boxes. The question was amended to become a series of ‘yes/no’ options, bringing it into line with C1053.

Q50 Parental details
The instruction preceding this question caused problems in stipulating ‘when you were 15’, but then going on to ask for details of ‘both’ parents. Some respondents were part of a lone parent family when aged 15. Others got confused and thought this meant details of all parents/step parents they have had since they were 15. NatCen recommended that the instruction to enter details for both parents was dropped, and the client agreed to this amendment. NatCen also made recommendations that further instructions were needed in the question with respect to those in lone parent households, but the client felt such changes should not be made.

It was suggested that part g) should be amended to read ‘A-levels or equivalent’, as A-levels would only apply to those whose parents were educated in England and Wales. This amendment was subsequently made.

Q51 Ethnicity
One respondent said they were ‘Black – British’ here, and this led to a restructuring of the question on ethnicity, bringing it more into line with the comparable question in the UK census. The headings ‘Black’ and ‘Asian’ were amended to read ‘Black or Black British’ and ‘Asian or Asian British’.
Q52 Disability  The client suggested changes to this question on disability in order to harmonise it with standard questions on this area. The suggested wording was taken from the General Household Survey, a face to face survey. NatCen had reservations about putting these questions on a different mode, i.e. a postal questionnaire without carrying out a full pilot. However, the client felt the changes were necessary and they were subsequently made.

Q56 Truancy  There was confusion here about the word ‘truant’. Various options for alternative wording were considered, and it was decided that ‘(miss school without permission)’ should be added to the question wording in order to alleviate confusion.

Q59 Teacher quality  This question was problematic. Many respondents felt they could not generalise and that it would be unfair to make sweeping statements. One said the quality varied between Year 10 and Year 11. NatCen recommended the question should be dropped altogether, particularly as there was no chance to test it cognitively, but the client felt the question should remain. It was amended to ask about Year 11 only, which made it slightly simpler. In addition, a more appropriate scale of response categories was used.

Connexions Questionnaire

The average time taken on this was around 10 minutes. Interviewers suggested they should be given some information from DfES about the Connexions service, provided they take care not to prompt respondents. It was agreed this would be further discussed with the client.

QA2 Connexions awareness  Here there were some restructuring decisions made to improve the flow of the questionnaire. It was agreed that part c) and part d) should be swapped around, and that part d) ought to be priority coded in the following order:

1 Letter from Connexions
2 Visit/talk
3 Information pack
4 Leaflet or poster
5 Connexions website
6 Newspaper/radio/TV

It was agreed that those answering ‘letter from Connexions’ and those answering ‘Newspaper/Radio/TV’ should be routed on to part e) whereas the rest should be routed on to the ‘who’ question.
A2b Connexions awareness  It was suggested that ‘Job Centre’ should be added here, as this was a frequent response given by respondents. The amendment was subsequently made.

A2c Connexions awareness  It was suggested that ‘Job Centre staff’, ought to be added to the list of categories here, and so this change was subsequently made.

It was noted that in some regions Connexions personal advisors are actually permanently based in schools. However, it was decided that, where respondents did not know if their school careers advisor was from Connexions, it should be assumed they were not. An appropriate interviewer instruction was added to this effect.

A2d Connexions awareness  It was suggested that ‘about Connexions’ was added to the end of the question, and this change was implemented.

A3a Connexions contact  Here there was concern that the ‘individual’ aspect of contact with Connexions was not being emphasised enough, and it was decided to reword the question accordingly, adding ‘on a one-to-one basis’.

B1a Connexions contact  One interviewer said that a respondent had given an unfeasibly early answer to this question. It was noted that the earliest a respondent could possibly have heard about Connexions was April 2000.

Respondents tended to loop round sections C4-C7 several times. There was general repetition of the response pattern. Respondents tended to have received advice in the same location, from the same source and in the same context as many had discussed the issues asked about in their PSE classes. One respondent looped as many as 7 times. NatCen recommended reducing the number of loops here, for example by merging the questions on drugs and alcohol and dropping the question on mental health. However, the client rejected these recommendations, but a different solution was proposed after the CATI pilot (see below).

C5 Advice  ‘Job Centre’ was added here in line with other lists throughout the questionnaire.

Although questions had been cut from the main questionnaire by the time of the face to face pilot, several questions had also been added. NatCen made further recommendations that questions were dropped from the main questionnaire so as not to compromise response rates.
Telephone Pilot: 18th-25th February

The interviewers said that the Main YCS questionnaire (without the added Connexions questions) took 22 minutes to run through. With Connexions questions added, interviews took around 29 minutes.

Few problems were identified in this pilot. There was some discussion about the issue of parental consent on the telephone and whether procedures should be the same for both telephone and face to face modes. It was decided further discussion was needed with the client on this issue.

Interviewers asked if the Blaise program could be edited such that they could make an appointment from the front screen. It was agreed that this would be done.

Main questionnaire

Q6b Advice

Although the interviewers said they would prefer that this question was multi-coded, it was agreed that the question needed to remain in a yes/no format as respondents needed these prompts to make the Blaise version comparable with the paper version.

Q20b Education

Here interviewers commented that those not in full-time or part-time education were still being routed to this question. However, it was decided the routing ought to remain unchanged, because respondents could be studying via other means, e.g. open learning.

Q48a Employment status

There was a feeling that this question duplicated information already collected. The question was subsequently deleted from the CATI version of the questionnaire, and it was decided the ‘Work’ section of the questionnaire ought to be routed from question 9 - the ‘main activity’ question (those looking for work/unemployed, those looking after the home or family, and those doing something else would be routed through). This complex routing was not possible on the paper and internet versions of the questionnaire.

Q50 Parental details

Here there was concern raised where interviewers had to ask respondents in one-parent families for details of an absent parent. It was decided that, for the purposes of comparability with the paper version of the questionnaire (and continuity with previous sweeps of the survey), the routing should remain unchanged. Although NatCen had reservations about this, it was felt the Blaise version should be
kept the same as the paper version, where the client had already decided the format.

Interviewers suggested that the structure of the program could be made simpler by asking for all details of father occupation followed by all details of mother occupation. This comment was taken on board on the Blaise version.

Connexions questionnaire

A2 Connexions awareness Some respondents commented here that they had first heard about Connexions at work through their employer, and so the appropriate codes were added (relevant changes were also made at B1d, C4 and C5)

There were general comments that the loop at section C was rather repetitive, and that the vast majority of responses in this section involved ‘teacher’ at C4 and ‘school’ at C5. Subsequent discussions with the client led to program changes so that those who answer ‘yes’ to more than four types of advice looped round the section a maximum number of four times based on a random selection of four of their ‘yes’ responses.
APPENDIX C  POSTAL FIELDWORK DOCUMENTS

- Letters
- The postal questionnaire
Dear “First Name” “Surname”

Date

PATHWAYS 2002
A National Study of 16 to 21 Year Olds

We are writing to ask for your help with this important national study. Its aim is to find out what people are doing after they finish their compulsory education. Your experiences and opinions will help us improve education and training services for young people like yourself.

We would be very grateful if you could help us by filling in this booklet. It will not take you very long and is easy to do. Most of the questions are answered by ticking a box. Or, if you prefer, you can fill in the questionnaire on the Internet (http://gkawi.gide.net/cgi-bin/gkws/ycs/cgi.pl), but please get permission from the person who pays your telephone bills first. Please note that, if you do use the website, you will need to use the serial number and password printed on the address label above to enter the questionnaire. Whichever way you take part, we hope you will find it interesting.

All the answers you give will be treated in the strictest confidence. The study results will be provided to us in a form which does not allow your response to be identified.

More details about the study can be found on the back of this letter.

Thank you very much for helping.

Yours sincerely

John Elliott
Department for Education and Skills
PATHWAYS 2002

A national study of the experiences and opinions of 16 to 21 year olds

We hope that the following points answer any questions you may have.

• *How was my name selected?* Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

• *What is the National Centre for Social Research?* The National Centre is an independent, non-profit, institute which specialises in social surveys. Its studies are mainly carried out on behalf of government departments, local authorities, grant-funded research councils or academics.

• *What will happen to the answers I give?* They will be used, in the form of statistical tables and reports, by those who make policy for education and training. Your answers will be completely confidential and when the results of the study are published it will not be possible to tell which person gave which answer.

• *Will my name be passed on to anyone else?* Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow ups to this study. These will be carried out by the National Centre or another independent research organisation appointed by DfES. Your details will not be passed to DfES or any other non-research organisation.

• *Why should I take part?* Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies provide a direct and important channel between young people and those who create policy on their behalf.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you have any queries about how to complete the booklet or any other matters please do not hesitate to call the helpline on 0800 6520401 (this line is staffed on Monday-Friday from 9:30-5:30). If you have any questions about the research that cannot be answered by the helpline you can call Alex Miller at the DfES on 0114 259 4587.

Thank you

Lindsey Jarvis
Project Manager
National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

The letter on the other side of this page tells you more about this study.
Pathways 2002
A national survey of the opinions and experiences of young people.

Recently we sent you, on behalf of the DfES, a booklet asking about your opinions and experiences. Your views are very important and we would like to hear from you.

If you have already returned your booklet please accept our thanks. If you have not done this yet please complete the booklet and return it to us as soon as possible. The envelope we gave you does not need a stamp.

Thank you for your help.

Lindsey Jarvis 100 Kings Road, Brentwood
Project Manager Essex CM14 4LX

Pathways FREE TELEPHONE HELPLINE: 0800 6520401 (weekdays 9:30am-5:30pm)
In the last few weeks we have tried to contact you, on behalf of the Department for Education and Skills, to find out about your views and experiences. So far we have not received a reply.

Here is another copy of the booklet and a reply paid envelope. We would be very grateful if you would fill in your answers and send the booklet back to us as soon as you can. It will not take long to do. Or, if you prefer, you can still fill in the questionnaire on the Internet (http://gkawi.gide.net/cgi-bin/gkws/ycs/cgi.pl), but please get permission from the person who pays your telephone bills first. If you do use the website, you will need to use the serial number and password printed on the address label above to enter the questionnaire.

We are interested in your opinions, and without them we cannot get a true picture of the views of people your age. Your answers will be used to help improve services for young people.

There is a FREE TELEPHONE HELPLINE in case you have any problems answering the questions. The number is 0800 6520401 and is open Monday-Friday from 9:30am-5:30pm. Our staff will be glad to help you. If you prefer to write to me at the address given above, I will try to answer your questions.

When you have completed the booklet, please return it to us in the envelope we have provided. It does not need a stamp.

If you have already returned your booklet, please accept our thanks and ignore this letter.

Thank you very much for your help.

Yours sincerely

Lindsey Jarvis
Project Manager
8th May 2002

Dear “First Name” “Surname”

PATHWAYS 2002

I wrote to you some weeks ago asking for your help with the Pathways study. If you have not yet filled in and returned your booklet I would like to make an urgent and personal appeal to you to do this.

We need your help because it is vital that young people themselves tell us how they live and what they think. Studies like Pathways are the only way to find this out, which makes it one of the Department’s most useful and important sources of information. We use it to help plan a wide range of services for young people that help them find the jobs, training or qualifications they are looking for. If people who plan government services have accurate information to work with it is much more likely they will get things right and that taxpayers’ money will be better spent.

A large number of replies have already come in. But whether or not we end up with an accurate and reliable picture of young people’s needs and opinions depends on you and the others who have not replied yet. We need to hear from all young people with as wide a range of experiences and opinions as possible – so every response is important to us.

Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow-ups to this study.

In case you do not have a copy of the questionnaire we will send you another one within the next few days. If you have already replied, then I apologise for troubling you again and thank you for your help.

If there is anything you want to know about Pathways please ring the free Helpline on 0800 652 0401 or call the Department direct on 0114 259 4587 and we will be happy to talk to you.

Yours sincerely

John Elliott

Department for Education and Skills

Moorfoot, Sheffield, S1 4PQ
PATHWAYS 2002
A national survey of the opinions and experiences of 16-21 year olds

A short time ago we sent you a booklet, on behalf of the Department for Education and Skills, asking about your opinions and what you are doing now. We need to hear from you since your opinions are crucial if we are to get a true picture of the views and experiences of people of your age.

The answers you give will be used to help plan services for young people like yourself – if the policy makers doing this have accurate information about what young people think and want it is much more likely they will get these things right.

We have included another copy of the booklet in case you have mislaid the ones we sent you earlier. Or you can still complete the questionnaire on the Internet (http://gkawi.gide.net/cgi-bin/gkws/ycs/cgi.pl) by using the serial number and password printed on the address label above but please remember to ask permission from the person who pays your telephone bills first.

If you have already returned your booklet, please accept our thanks and ignore this letter. If not please complete the booklet as soon as possible, and return it to us in the envelope provided. No stamp is needed.

If you would like information on how to answer particular questions, or about the Pathways survey in general, please call our FREE TELEPHONE HELPLINE on 0800 6520401 from 9.30am-5.30pm on Monday-Friday.

Thank you for your help.

Yours sincerely

Lindsey Jarvis
Project Manager
An important national survey of the opinions and experiences of 16-21 year olds

What are you doing now?
Pathways 2002

This booklet is about school or college and, if you have left full-time education, about what you have done since then.

It will not take long to fill in since not all questions will apply to you. Please follow the arrows to see where to go.

Some instructions on how to complete this booklet are given below. If anything is unclear or you need more information please call our free telephone helpline on 0800 652 0401. This line is staffed Monday-Friday 9:30am-5:30pm.

Everything you say will be treated in complete confidence. We are looking forward to hearing from you.

Thank you for your help

Yours sincerely

Lindsey Jarvis
National Centre for Social Research
35 Northampton Square
London EC1V OAX

How to complete this booklet

Most of the questions have boxes beside them and you will give your answer like this:

In other cases we might ask you to write in a box like this:

Sometimes we might ask you to write a date. For example you would write July 2002 like this:

Enter month and year (eg Jan = 01, Feb = 02) 07 2002
YEARS 10 AND 11

1. How would you describe your overall experience at school in years 10 and 11?
Tick one box in each row
<table>
<thead>
<tr>
<th>Very Good</th>
<th>Good</th>
<th>Neither good nor poor</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Don’t know</th>
</tr>
</thead>
</table>

2. What did you think of the overall standard of your school buildings?
Tick one box in each row

3. Were you able to take the subjects you wanted?
Tick one box

4. Would you want to become a teacher?
Tick one box

CAREERS ADVICE IN YEAR 11

5. During Year 11 (5th year), did you have a discussion with anyone from the Careers Service or Connexions about your future? This could have been on your own or in a group.
Tick one box

6. How useful was this discussion or these discussions?
Tick one box

7. During Year 11, did you have any classes or tutorial groups led by a teacher which covered careers topics? (For example in P.S.E. or your tutorial programme.)
Tick one box

8. Are there people (besides your immediate family or the Careers Service/Connexions) whom you rely on for advice about education, work or other matters which concern you?
Tick one box

9. Which of these best describes this person or these people?
Tick one box in each row

<table>
<thead>
<tr>
<th>Friend</th>
<th>Teacher / trainer</th>
<th>Health worker / doctor</th>
<th>Probation Officer</th>
<th>Someone working in a career you are considering</th>
<th>Someone else (e.g. Youth worker, counsellor, social worker)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Please write in below:
**THE PAST YEAR**

9. **Looking back over the past year, do you feel that you got a place in education, work or training that you wanted?**

   *Tick one box*

   - Yes
   - To some extent
   - No

10. **Thinking about the changes from being at school in Year 11 to doing what you are doing now, how easy or difficult did you find it to make these changes?**

    *Tick one box*

    - Very easy
    - Fairly easy
    - Fairly difficult
    - Very difficult

11. **We would like to know what you are doing at the moment. Please tick one box to show us what your main activity is. If you are temporarily sick or on holiday, please tick your usual activity.**

    *Tick one box*

    - Looking for work/unemployed
    - Modern Apprenticeship (Foundation or Advanced), or other government supported training
    - In a full-time job (over 30 hours a week)
    - In a part-time job (if this is your main activity)
    - In full-time education at school or college
    - Looking after the home or family
    - Doing something else *(Please write in below)*

12. **We would also like to know what you have been doing since 1st April 2001. Starting with April 2001, please tick one box for each month to show what you were doing for all, or most of the month. If in any month you were on holiday or off sick, please tick your usual main activity.**

    **2001**

    |        | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
    |--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
    | Looking for work/unemployed |  |  |  |  |  |  |  |  |  |
    | Modern Apprenticeship, or other government supported training |  |  |  |  |  |  |  |  |  |
    | In a full-time job (over 30 hours a week) |  |  |  |  |  |  |  |  |  |
    | In a part-time job (if this is your main activity) |  |  |  |  |  |  |  |  |  |
    | In full-time education at school or college |  |  |  |  |  |  |  |  |  |
    | Looking after the home or family |  |  |  |  |  |  |  |  |  |
    | Doing something else *(Please write in below)* |  |  |  |  |  |  |  |  |  |

    **2002**

    |        | Jan | Feb | Mar |
    |--------|-----|-----|-----|
    | Looking for work/unemployed |  |  |  |
    | Modern Apprenticeship, or other government supported training |  |  |  |
    | In a full-time job (over 30 hours a week) |  |  |  |
    | In a part-time job (if this is your main activity) |  |  |  |
    | In full-time education at school or college |  |  |  |
    | Looking after the home or family |  |  |  |
    | Doing something else *(Please write in below)* |  |  |  |
Did you take any GCSE exams in Years 10 and 11?  Do not include short course GCSEs – these are covered later.

Please write in the number of GCSEs you got at the following grades.

Grades A*/A-C
Grades D-G

Now please give details of the subjects you took GCSE exams in, and the results you got.

<table>
<thead>
<tr>
<th>Taken an exam (Tick)</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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<td>English (English Language)</td>
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</table>

Other GCSE subjects
Write in subjects below

A* | A | B | C | D | E | F | G | U
---|---|---|---|---|---|---|---|---
001-26 |   |   |   |   |   |   |   |   |
007-32 |   |   |   |   |   |   |   |   |
003-38 |   |   |   |   |   |   |   |   |
009-44 |   |   |   |   |   |   |   |   |
005-50 |   |   |   |   |   |   |   |   |
### QUALIFICATIONS OBTAINED SINCE THE END OF YEAR 11

Did you get any other qualifications at school or college in years 10 and 11? (For example: Short course GCSEs, A/S Levels, GNVQ, NVQ, OCR (RSA), Edexcel (BTEC) or City & Guilds exams.)

- **Yes**
- **No**

Go to page 18.

#### Please give us the details here.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Qualification name (eg Part one GNVQ, GNVQ, NVQ)</th>
<th>Qualification level (eg Level 1, Foundation)</th>
<th>Result (eg grade, distinction, merit, pass)</th>
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### QUALIFICATIONS OBTAINED SINCE THE END OF YEAR 11

Have you obtained any qualifications since the end of Year 11? (For example: GCSEs, A/S levels, A/A2-levels, GNVQs, NVQs, Vocational A levels (AVCEs) or Key Skills.) Please do not tell us about your Year 11 results but include results of any re-sits taken since then.

- **Yes**
- **No**

Go to page 20.

#### Which qualifications have you obtained since the end of Year 11?

**GCSE**

Write in subjects below

<table>
<thead>
<tr>
<th>Subject</th>
<th>Qualification name (eg Short course GCSEs, A/S levels, A/A2 levels, GNVQs, NVQs, Vocational A levels (AVCEs), Key Skills etc)</th>
<th>Qualification level (eg Level 1, Foundation)</th>
<th>Results (eg pass or grade)</th>
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</table>

**Other Qualifications**

Write in subject below

Potentially include qualifications such as NVQs, GNVQs, A/S levels, A/A2 levels, Key Skills, etc.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Qualification name</th>
<th>Qualification level</th>
<th>Results</th>
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### QUALIFICATIONS STOPPED WITHOUT COMPLETING THEM

Since the end of Year 11, are there any qualifications which you started to study but later stopped without taking an exam or having a formal assessment? Do not include qualifications you are still studying for – these are covered later.

- **Yes**
- **No**

Go to page 22.

#### Which qualifications have you started but later stopped?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Qualification name (eg A/S levels, A/A2 levels, GNVQs, NVQs, Vocational A levels (AVCEs), Key Skills etc)</th>
<th>Qualification level (eg Level 1, Foundation)</th>
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</tbody>
</table>
FULL-TIME EDUCATION

22 At present are you enrolled on a full-time education course at school or college?
   Yes ☐  No ☐ Go to 29

23 Are you still enrolled at the school where you were for Year 11?
   Yes ☐ Go to 25  No ☐ Go to 24

24 Where are you mainly taking your present course, or courses?
   Tick one box
   - State school (including grant maintained) ☐
   - Independent/private school ☐
   - Sixth form college ☐
   - Further Education college ☐
   - Independent/other college ☐
   - Private training centre ☐
   - Other (Please write in below) ☐

25 How many hours in total each week during term-time do you usually spend in lessons, tutorials, practical work, or other time being supervised by a teacher or trainer?
   Please write in: ______ Hours per week

26 And how many hours in total each week during term-time do you usually spend studying or doing homework unsupervised by a teacher or trainer?
   Please write in: ______ Hours per week

27 Does your present course, or courses, include a period of work experience?
   Tick one box
   - Yes ☐
   - No ☐
   - Not sure ☐

28 Do you get a maintenance grant or regular money from your school, college or Local Education Authority (including money such as a scholarship or bursary, Educational Maintenance Allowance or help with travel)?
   Tick all that apply
   - Yes – An Educational Maintenance Allowance ☐
   - Yes – Other Local Educational Authority grant ☐
   - Yes – Grant from a school or college ☐
   - No ☐
PART-TIME EDUCATION

29 Apart from any courses you have already mentioned on the last few pages, are you enrolled on a part-time course of education, not counting any course you are taking for leisure purposes only? (Do not include courses which are part of a full-time job or training course – these will be covered later. But please do include correspondence courses and open learning courses.)

Yes [ ] No [ ] Go to 31

30 Where are you mainly taking your present part-time course? If you are taking more than one part-time course, give details of the main one.

Tick one box

College of Further Education (state system) [ ]
Private Training College or Centre [ ]
Training centre run by your employer [ ]
Work [ ]
School [ ]
Studying from home [ ]
Somewhere else (Please write in below) [ ]

QUALIFICATIONS BEING STUDIED FOR NOW

31 At present, are you studying for any GCSEs, A/S level or A/A2 level qualifications?

Yes [ ] No [ ] Go to 33

32 Please tell us which types of qualifications you are studying for; the number of each type you are studying for; and the subjects.

Subjects (Please write in)

<table>
<thead>
<tr>
<th>Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSEs?</td>
<td></td>
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<tr>
<td>A/S levels?</td>
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<tr>
<td>A/A2 levels?</td>
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</tr>
</tbody>
</table>
### QUALIFICATIONS BEING STUDIED FOR NOW

#### 33 At present, are you studying for any Key Skills?

- Yes [ ]
- No [ ] Go to 35

#### 34 Please tell us: i) the Key Skills you are studying; and ii) the level you are studying.

<table>
<thead>
<tr>
<th>i) Key Skill</th>
<th>ii) Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick)</td>
<td>(Tick)</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

- Communication [ ]
- Application of Number [ ]
- Information Technology [ ]
- Working with Others [ ]
- Improving own Learning and Performance [ ]
- Problem Solving [ ]

#### 35 At present, are you studying for any GNVQs (General National Vocational Qualifications) or Vocational A-levels (AVCEs)?

(Please do not include NVQs here – these are covered later.)

- Yes [ ]
- No [ ] Go to 37

#### 36 Please tell us: i) the level you are studying for; ii) whether you are studying for a full award or certain units only (or number of units for Vocational A-levels); iii) the subject(s).

<table>
<thead>
<tr>
<th>(i) Level (Tick)</th>
<th>(ii) Studying for (Tick)</th>
<th>(iii) Subject(s) (Please write in below)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full award</td>
<td>Certain units only</td>
</tr>
<tr>
<td>Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational A-levels (AVCE) or Advanced GNVQ</td>
<td>3 units</td>
<td>6 units</td>
</tr>
</tbody>
</table>

- or [ ]
- or [ ]

C11
At present, are you studying for any NVQs (National Vocational Qualifications) or any other vocational or professional qualifications including Edexcel (BTEC), City & Guilds or OCR (RSA) qualifications? (Please do not include Key Skills here – these are covered later.)

Yes [___]  No [___]  Go to 39

Please tell us more about the qualification(s) you are studying for. First tick the appropriate box under (i) for each qualification; then write the subject(s) under (ii); and if appropriate, tick a box under (iii).

<table>
<thead>
<tr>
<th>(i) Studying for (Tick)</th>
<th>(ii) Main Subject(s) (Please write in below)</th>
<th>(iii) NVQ level (Tick)</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ</td>
<td></td>
<td>1 2 3</td>
<td>4</td>
</tr>
<tr>
<td>Full award</td>
<td></td>
<td></td>
<td>1033-34</td>
</tr>
<tr>
<td>Certain units only</td>
<td></td>
<td></td>
<td>1033-60</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td>CN 1-6</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td>SN 1-6</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td>1103-34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Edexcel (BTEC) (not included above)</th>
<th>Main Subject(s) (Please write in below)</th>
<th>NVQ level equivalent (Tick)</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Certificate</td>
<td></td>
<td>1135-59</td>
<td>4</td>
</tr>
<tr>
<td>First / General Diploma</td>
<td></td>
<td>1209-33</td>
<td>4</td>
</tr>
<tr>
<td>National Certificate / Diploma</td>
<td></td>
<td>1234-58</td>
<td>4</td>
</tr>
<tr>
<td>Other Edexcel (BTEC) (Give NVQ level)</td>
<td></td>
<td>1009-34</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City &amp; Guilds (not included above)</th>
<th>Main Subject(s) (Please write in below)</th>
<th>NVQ level equivalent (Tick)</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td></td>
<td>1335-59</td>
<td>4</td>
</tr>
<tr>
<td>Part 2 / Craft / Intermediate</td>
<td></td>
<td>1353-59</td>
<td>4</td>
</tr>
<tr>
<td>Part 3 / Final / Advanced Craft</td>
<td></td>
<td>1409-33</td>
<td>4</td>
</tr>
<tr>
<td>Other City &amp; Guilds (Give NVQ level)</td>
<td></td>
<td>1009-34</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OCR (RSA) (not included above)</th>
<th>Main Subject(s) (Please write in below)</th>
<th>NVQ level equivalent (Tick)</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td></td>
<td>1535-59</td>
<td>4</td>
</tr>
<tr>
<td>First Diploma</td>
<td></td>
<td>1609-33</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td></td>
<td>1634-58</td>
<td>4</td>
</tr>
<tr>
<td>Other OCR (RSA) (Give NVQ level)</td>
<td></td>
<td>1709-34</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other vocational or professional qualifications</th>
<th>Main Subject(s) (Write in)</th>
<th>Qualification level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1735-61</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SN 1-6  ON 7-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1809-35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SN 1-6  ON 7-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1836-62</td>
</tr>
</tbody>
</table>
At any time since the end of Year 11, have you had a full or part-time job or been on a Modern Apprenticeship or in other government supported training?

Yes [ ] No [ ] Go to 72

Are you currently in a full or part-time job or on a Modern Apprenticeship or in other government supported training?

Yes [ ] No [ ] Go to 72

Please answer these next questions thinking about your current job or training. If you have more than one job/training, answer about the one with the most hours. When did you start this job or training?

Enter month and year (e.g. Jan = 01, Feb = 02)

Month [ ] Year [ ]

What is the name of your job/the work you are being trained to do?

Please write in your job/training title (we do not need the name of the company):


What work do you mainly do there?

Please write in:


Including yourself, about how many people work at the same place as you do?

Tick one box

1-9 [ ] 10-24 [ ] 25-49 [ ] 50-99 [ ] 100 or more [ ]

What does the firm or organisation, where you work or receive your training, make or do?

(If you are self-employed, please tell us what you make or do.)

Please write in:


Are you an employee, self-employed or an employer?

Tick one box

Employee [ ] Go to 47

Self-employed (no employees) [ ] Go to 49

Employer (with employees) [ ] Go to 49

Do you have formal responsibility for supervising the work of other employees?

Tick one box

Yes [ ]

No [ ]
48 Have you been taken on permanently, or is the job temporary?

Tick one box

Permanent
Temporary
Not sure

49 How much money do you usually take home each week or each month from this job or training, after deductions but including bonuses or overtime?

(For training, please do not count any travel or lodging allowance you receive.)
(If you are still in full-time education, please tell us about your earnings during term time only.)

Please write in amount:

Each week £ □ □ □ □ □ p

OR

Each month £ □ □ □ □ □ p

50 How many hours do you usually work each week in this job or training, including overtime?

(If you are still in full-time education, please tell us about the hours you work during term time.)

Please write in:

Hours per week

51 Do you currently have...

Tick one box

One job or training place
More than one job or training place

52 How much money do you usually take home each week or each month in total, from all your jobs and training, after deductions but including bonuses or overtime?

(For training, please do not count any travel or lodging allowance you receive.)
(If you are still in full-time education, please tell us about your earnings during term time only.)

Please write in amount:

Each week £ □ □ □ □ □ p

OR

Each month £ □ □ □ □ □ p

53 How many hours do you usually work each week in total?

(If you are still in full-time education, please tell us about the hours you work during term time.)

Please write in:

Hours per week

54 Have you, at any time since you started your current job or training, been given a written plan that sets out the training you should receive?

(If you currently have more than one job/training place, please answer for the one with the most hours.)

Tick one box

Yes
No
Not sure

55 Has the training you have received followed the training plan you were given?

Tick one box

Yes
No
I have not received any training
My training has not yet started
Are any of the following part of your job or training?

Tick one box

Yes, Advanced Modern Apprenticeship (AMA) Go to 57
Yes, Foundation Modern Apprenticeship (FMA) Go to 57
Yes, Modern Apprenticeship, but not sure which Go to 57
Yes, other government supported training (Please write in below) Go to 57

No, none of these are part of my job/training Go to 60
Not sure Go to 60

Is this training part of the following?

Tick one box

A full-time job Go to 60
A part-time job Go to 60
Or: it is not part of a job Go to 58

Is this training a full-time course at college?

Tick one box

Yes Go to 60
No Go to 59

Does this training involve periods of study at college?

Tick one box

Yes
No

Some young people have a legal right to paid time off work to study or train for qualifications. Do you think this applies to you?

Tick one box

Yes Go to 61
No Go to 62
Not sure Go to 62

Have you taken advantage of this or plan to do so?

Tick one box

Yes – have already done so
Yes – have not done so but have discussed it with my employer
Yes – plan to go ahead with this
No – it probably does not apply to me
No – it might apply but I don’t want to study more
No – I want to, but my employer is not keen that I do
No – other reason
I don’t know
ON-THE-JOB AND OFF-THE-JOB TRAINING

62 Have you received any on-the-job training, that is, training in the course of your usual work?

Tick one box

Yes – in the past 4 weeks

Yes – more than 4 weeks ago

No

63 Have you received any off-the-job training, that is, training away from your usual place of work?

Tick one box

Yes – in the past 4 weeks

Yes – more than 4 weeks ago

No

64 Where does, or did, the off-the-job training in your job/training take place?

Tick all that apply

College of Further Education (state system)

Private college

Private training centre

Employer’s premises/employer’s training centre

Somewhere else (Please write in below)

65 Does, or did, the training involve day release?

(By day release we mean when you regularly spend a day, or half-day, in training away from your usual work. For example, you may work from Monday to Thursday each week then spend Fridays at college.)

Yes

No

66 How many days do, or did, you usually spend on day release each month?

Please write in: Days each month

67 Does, or did, the training involve block release?

(By block release we mean when you spend a block of time, for example, a week or a month, in training away from your usual work)

Yes

No

68 How many days did or will you spend on block release?

Please answer in terms of weeks per month or weeks per year.

Please give your best estimate. Write in number of weeks per month

OR

Write in number of weeks per year
Does, or did, the training involve evening classes?  

Yes  
No  

To what extent would you say that the training has been helpful for you in your work?  

Very helpful  
Fairly helpful  
Not very helpful  
Not at all helpful  
Too early to say  

Does, or did, the training lead to a qualification?  

Yes  
No  

WORK  

Are you currently in employment or doing any education or training?  

Yes  
No  

For many people there are things outside their control which make it difficult for them to be in education, training or employment. Others choose not to be in these things because they want to do other things. For each of the things listed below please tick one box to indicate whether or not this applies to you.

Tick one box in each row

<table>
<thead>
<tr>
<th>Applies to me</th>
<th>Doesn’t apply to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am currently having a break from study</td>
<td></td>
</tr>
<tr>
<td>I need more qualifications and skills to get a job or education or training place</td>
<td></td>
</tr>
<tr>
<td>I am currently looking after the home or children</td>
<td></td>
</tr>
<tr>
<td>I am currently looking after other family members such as a parent or other relative</td>
<td></td>
</tr>
<tr>
<td>I have poor health or a disability</td>
<td></td>
</tr>
<tr>
<td>I have housing problems</td>
<td></td>
</tr>
<tr>
<td>I have family problems</td>
<td></td>
</tr>
<tr>
<td>I (would) find it difficult to travel to work or college because of poor transport where I live</td>
<td></td>
</tr>
<tr>
<td>I would be worse off financially in work or on a course</td>
<td></td>
</tr>
<tr>
<td>There are no decent job or courses available where I live</td>
<td></td>
</tr>
<tr>
<td>I have not yet decided what sort of job or course I want to do</td>
<td></td>
</tr>
<tr>
<td>I have not found a suitable job or course</td>
<td></td>
</tr>
<tr>
<td>I have other reasons (Please write in below)</td>
<td></td>
</tr>
</tbody>
</table>
**YOU AND YOUR HOUSEHOLD**

74. **It would be very helpful to know a little more about you and your household. Do you live with any of the following people?**

   *Tick one box in each row*

   - Father/Stepfather (including mother’s partner)
   - Mother/Stepmother (including father’s partner)
   - Brothers or sisters
   - Husband, wife or partner
   - Your own child/children
   - Any other relatives
   - Friends

   **Anyone else you have not told us about already (Please write in their relationship to you below)**

---

Questions 75 to 82 ask about the parents or step-parents who you live with now.
(If you don’t live with any parents or step-parents now, answer about the parents or step-parents you lived with when you were 15 and what they were doing then).

75. **Are your parents (or step-parents) employed at the moment?**

   - Father (Stepfather)  
   - Mother (Stepmother)

   **Yes**  
   **No**

76. **What are your parents’ (or step-parents’) current jobs? (If they are not employed at the moment, what were their most recent jobs?) Please write in.**

   - Father (Stepfather)  
   - Mother (Stepmother)

77. **What kind of work do/did your parents (or step-parents) do there?**

   - Father (Stepfather)  
   - Mother (Stepmother)

78. **What sort of firm or organisation do/did your parents (or step-parents) work at?**

   - Father (Stepfather)  
   - Mother (Stepmother)

79. **Are/were your parents (or step-parents) self-employed?**

   - Father (Stepfather)  
   - Mother (Stepmother)

   **Yes**  
   **No**  
   **Not sure**
<table>
<thead>
<tr>
<th>Question</th>
<th>Father</th>
<th>Mother</th>
<th>3011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do or did your parents (or step-parents) have formal responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for supervising the work of other employees?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Stepfather) (Stepmother)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Father</th>
<th>Mother</th>
<th>3015-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your parents (or step-parents) obtain one or more A levels (or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>equivalent)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Stepfather) (Stepmother)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Father</th>
<th>Mother</th>
<th>3015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your parents (or step-parents) obtain a degree?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Stepfather) (Stepmother)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>3017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of the following groups do you belong to? Your answer will help</td>
<td></td>
</tr>
<tr>
<td>us to know how equal opportunities policies are working.</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>01</td>
</tr>
<tr>
<td>Asian or Asian British:</td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>06</td>
</tr>
<tr>
<td>Black or Black British:</td>
<td></td>
</tr>
<tr>
<td>Caribbean</td>
<td>02</td>
</tr>
<tr>
<td>African</td>
<td>03</td>
</tr>
<tr>
<td>Other Black</td>
<td>04</td>
</tr>
<tr>
<td>Mixed</td>
<td>05</td>
</tr>
<tr>
<td>Any other ethnic group</td>
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</tr>
<tr>
<td>(Please write in below)</td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>3019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any long-standing illness, disability or infirmity? By</td>
<td></td>
</tr>
<tr>
<td>long-standing we mean anything that has troubled you over a period of</td>
<td></td>
</tr>
<tr>
<td>time or that is likely to affect you over a period of time.</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>3020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this illness or disability limit your activities in any way?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>3021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever received a statement of special educational needs?</td>
<td></td>
</tr>
<tr>
<td>Yes – later on in my school career</td>
<td>1</td>
</tr>
<tr>
<td>Yes – earlier in my school career</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>3022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you previously been in residential or foster care?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
What type of housing do you live in?

Tick one box

- Owned by your parents or yourself
- Rented from the Council
- Rented from a housing association
- Rented privately
- In a hostel
- Other (Please write in)

Thinking back to Year 11 (5th year), did you play truant (miss school without permission)?

Tick one box

- For weeks at a time
- For several days at a time
- For particular days or lessons
- For the odd day or lesson
- Never

Were you excluded from school at any point during Years 10 or 11?

Tick one box

- Yes, permanent exclusion (expelled)
- Yes, fixed term exclusion (suspended)
- No

Here are some things, both good and bad, which people have said about their last two years at secondary school (Years 10 and 11/the 4th and 5th years). We would like to know what you think.

Tick one box in each row

- School has helped give me confidence to make decisions
- School has done little to prepare me for life when I leave school
- School has taught me things which would be useful in a job
- School work is generally worth doing

What did you think about the quality of your teachers in year 11?

Tick one box

- All good
- Mostly good
- Some good some poor
- Mostly poor
- All poor
- Varies too much to say
How much did discipline or control problems with other pupils interfere with your ability to learn at school?

Tick one box

A lot
A little
Not very much
Not at all
Varies too much to say

Is there anything else you would like to tell us about what you have done during the past year, or about your future plans?

Please write below (and use additional paper if you need to).

We or another survey organisation would like to contact you again in the future, probably in a year or so to find out what you are doing then. Would you be willing to have another interview? Again, your replies will be treated in strict confidence.

Tick one box

Yes
Yes, maybe
No

We would like to find out more about your qualifications, education or training from administrative records to add to the information we have collected today. Like everything you have told us, the information collected from the records will be treated confidentially. Names and addresses will never be included in the results and no individual can be identified from the research. Do you give your permission for us to collect this information?

Tick one box

Yes
Yes, maybe
No
If you have an email address, please write it below:
Email

Please write your telephone number below:
Telephone

If the address on the accompanying letter is wrong, please print your full name and address below:
First name
Last name
Address
Postcode

In case we should have difficulty getting post to you if you move please PRINT the name, address and telephone number of someone (with a different address from your own) who will know where to reach you (such as an uncle or aunt, older brother or sister or a close friend).
Mr/Mrs/Ms/Miss
First name
Last name
Address
Postcode
Telephone

THANK YOU FOR YOUR HELP
Now please post this back to us in the envelope provided.
It does not need a stamp.
APPENDIX D   TELEPHONE FIELDWORK DOCUMENTS

- Letter
- The Connexions questionnaire
- Project instructions – Connexions sample
- Project instructions – telephone enhancement
National Centre for Social Research

PATHWAYS 2002
A National Study of 16 to 21 Year Olds

We are writing to ask for your help with this important national study. Its aim is to find out what people are doing after they finish their compulsory education. Your experiences and opinions will help us improve education and training services for young people like yourself.

An interviewer will contact you to arrange a convenient time to talk to you, either over the phone or in person. The interview should not take very long and we hope that you will find it interesting. If you do not want to take part, just say so when the interviewer calls. Please tell your parents that we will be contacting you and show them this letter.

All the answers you give will be treated in the strictest confidence. The study results will be provided to us in a form which does not allow your response to be identified. Only the National Centre for Social Research or another independent research organisation appointed by us in the future will see your answers.

The National Centre has explained more about the study on the back of this letter.

Thank you very much for helping.

Yours sincerely

John Elliott
Department for Education and Skills

P2168/C
PATHWAYS 2002

A national study of the experiences and opinions of 16 to 21 year olds

We hope that the following points answer any questions you may have.

- **How was my name selected?** Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

- **What is the National Centre for Social Research?** The National Centre is an independent, non-profit, institute which specialises in social surveys. Its studies are mainly carried out on behalf of government departments, local authorities, grant-funded research councils or academics.

- **What will happen to the answers I give?** They will be used, in the form of statistical tables and reports, by those who make policy for education and training. Your answers will be completely confidential and when the results of the study are published it will not be possible to tell which person gave which answer.

- **Will my name be passed on to anyone else?** Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow ups to this study. These will be carried out by the National Centre or another independent research organisation appointed by DfES. Your details will not be passed to DfES or any other non-research organisation.

- **Why should I take part?** Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies provide a direct and important channel between young people and those who create policy on their behalf.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you, or your parents, have any queries about the study please do not hesitate to call the helpline on 0800 6520401 (this line is staffed on Monday-Friday from 9:30-5:30). If you have any questions about the research that cannot be answered by the helpline you can call Alex Miller at the DfES on 0114 259 4587.

Thank you

Lindsey Jarvis
Project Manager
National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

*The letter on the other side of this page tells you more about this study.*
February 2002

YCS Connexions
Section A: Awareness and contact

A1. In some parts of England, there is a new service for young people that offers information, advice and guidance on things like careers and learning, money and benefits. It is called Connexions. As far as you know, is there a Connexions service in your area?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Go to A2a</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Go to</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>B5</td>
</tr>
</tbody>
</table>

If has heard about new service/Connexions (code 1 at A1)

A2a. Did you first hear about Connexions in school, college or somewhere else?

<table>
<thead>
<tr>
<th>School/college</th>
<th>Go to A2c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhere else</td>
<td>Go to A2b</td>
</tr>
</tbody>
</table>

b. Where did you first hear about Connexions?

PROBE TO ESTABLISH CORRECT CODE
CODE ONE ONLY
IF NONE OF FIRST 8 CODES e.g. ‘At home’, ‘On bus’, PROBE TO SEE IF LATER CODES APPLY

- Connexions centre or Careers Office/One Stop Shop
- Youth club/organisation
- Community organisation
- Library
- Doctors’ surgery/health or family planning clinic
- Benefits Agency
- Job Centre/Job Centre Plus
- Citizens Advice Bureau
- Work
- (Letter from Connexions)
- (Advert/article in newspaper/radio/TV)
- (Website)
- Other (PLEASE WRITE IN)
c. In what form was this information about Connexions?

<table>
<thead>
<tr>
<th>Form of Information</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter from Connexions</td>
<td>1</td>
</tr>
<tr>
<td>Talk</td>
<td>2</td>
</tr>
<tr>
<td>Information pack</td>
<td>3</td>
</tr>
<tr>
<td>Leaflet or poster</td>
<td>4</td>
</tr>
<tr>
<td>Connexions website</td>
<td>5</td>
</tr>
<tr>
<td>Newspaper/radio/TV</td>
<td>6</td>
</tr>
<tr>
<td>Other (please say what)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

d. Who first told you about Connexions?

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Tutor</td>
<td>1</td>
</tr>
<tr>
<td>Connexions staff including Personal Advisor</td>
<td>2</td>
</tr>
<tr>
<td>Careers Service staff/Advisor</td>
<td>3</td>
</tr>
<tr>
<td>Other school or college staff including school careers advisor</td>
<td>4</td>
</tr>
<tr>
<td>Social/care worker</td>
<td>5</td>
</tr>
<tr>
<td>Doctor/health worker</td>
<td>6</td>
</tr>
<tr>
<td>Housing Officer</td>
<td>7</td>
</tr>
<tr>
<td>Probation Officer</td>
<td>8</td>
</tr>
<tr>
<td>Benefits Agency staff</td>
<td>9</td>
</tr>
<tr>
<td>Job Centre/Job Centre Plus staff</td>
<td>10</td>
</tr>
<tr>
<td>Citizens Advice Bureau staff</td>
<td>11</td>
</tr>
<tr>
<td>Employer</td>
<td>12</td>
</tr>
<tr>
<td>Peer/Learning Mentor</td>
<td>13</td>
</tr>
<tr>
<td>Friend</td>
<td>14</td>
</tr>
<tr>
<td>Parent or other relation</td>
<td>15</td>
</tr>
<tr>
<td>Someone else (PLEASE WRITE IN)</td>
<td>16</td>
</tr>
<tr>
<td>No-one (e.g. information pack/leaflet/media/website)</td>
<td>17</td>
</tr>
</tbody>
</table>
ONLY ASK ABOUT INFORMATION NOT ALREADY SPECIFIED AT A2d or A2b

e. People can receive information about the Connexions service in many different ways.

Have you ever…

i) ... seen a leaflet or a poster about Connexions?  
   Yes 1  
   No 2

ii) ... received a letter from Connexions?  
    Yes 1  
    No 2

iii) ... had a talk at school or college about Connexions?  
     Yes 1  
     No 2

iv) ... received a Connexions information pack?  
    Yes 1  
    No 2

v) ... visited the Connexions website?  
    Yes 1  
    No 2

vi) ... seen or heard adverts about Connexions in newspapers on the radio, or on TV?  
    Yes 1  
    No 2

If has heard about Connexions (code 1 at A1)

A3a. Have you ever talked with anyone at Connexions on a one-to-one basis, even if it was just on the telephone?  
   Yes 1 Go to Section B.  
   No 2 Ask A3b.

If no at A3a.

b. How useful do you think Connexions sounds for someone in your situation ... READ OUT ...
   ... very useful, 1  
   fairly useful, 2  
   not very useful, 3  
   not at all useful? 4  
   (Don’t know) 8

c. And how likely is it that you will use Connexions in the future? Is it... READ OUT...
   ... very likely, 1  
   fairly likely, 2  
   not very likely, 3  
   or, not at all likely? 4  
   (Don’t know) 8
Section B: Details of contact with Connexions/Careers Service

If has spoken to anyone at Connexions (code 1 at A3a)

B1a. Thinking about the first time you spoke to anyone at Connexions. When was that? Please just tell me the month and year.
IF NECESSARY: A guess will do.
WRITE IN MONTH AND YEAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
</table>

b. Did you get in touch with Connexions or did they get in touch with you?
IF RESPONDENT WENT TO SPEAK TO CONNEXIONS STAFF AFTER THEY HAD GIVEN A TALK THEN CODE 1.

<table>
<thead>
<tr>
<th>Respondent got in touch with Connexions</th>
<th>Ask c.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connexions got in touch with respondent</td>
<td></td>
</tr>
</tbody>
</table>

If contacted Connexions themselves (code 1 at b)

c. Did someone else suggest that you got in touch with the service that first time, or was it your idea to get in touch?

<table>
<thead>
<tr>
<th>Someone else suggested it</th>
<th>Ask d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent’s idea</td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td></td>
</tr>
</tbody>
</table>

If someone else suggested contact (code 1 at c)
d. Who suggested you got in touch with the service?

PROBE TO ESTABLISH CORRECT CODE
IF ‘Careers Advisor’ PROBE TO SEE IF OFFICIAL CAREERS SERVICE ADVISOR OR SCHOOL’S OWN CAREERS ADVISOR (IF ADVISOR PERMANENTLY BASED AT SCHOOL, CODE 3)

<table>
<thead>
<tr>
<th>Teacher/Tutor</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Service staff/Advisor</td>
<td>2</td>
</tr>
<tr>
<td>Other school or college staff including school careers advisor</td>
<td>3</td>
</tr>
<tr>
<td>Social/care worker</td>
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<tr>
<td>Friend</td>
<td>13</td>
</tr>
<tr>
<td>Parent or other relation</td>
<td>14</td>
</tr>
<tr>
<td>Someone else (please say who)</td>
<td>15</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>98</td>
</tr>
</tbody>
</table>
If has spoken to anyone at Connexions (yes at A3a)

B2a. Have you ever been given someone’s name at
Connexions with whom you can get in touch if
you want advice or information?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Ask b.</td>
</tr>
<tr>
<td>No</td>
<td>Go to</td>
</tr>
</tbody>
</table>

(Don’t know) 8

If yes (code 1) at a.

b. As far as you know, is this person called a
“Personal Advisor”?

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Go</td>
</tr>
<tr>
<td>No</td>
<td>to d.</td>
</tr>
</tbody>
</table>

(Don’t know) 8

If no at a.

c. In some areas these people are called “Personal Advisors”.
Have you been given the name of a Personal Advisor
at the service?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Ask d.</td>
</tr>
<tr>
<td>No</td>
<td>Go to</td>
</tr>
</tbody>
</table>

(Don’t know) 8 B4

If yes (code 1) at B2a/c.

d. Can I just check, have you ever met with this person?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Ask e.</td>
</tr>
<tr>
<td>No</td>
<td>Go to</td>
</tr>
</tbody>
</table>

(Don’t know) 8 B4

If has met PA/Other Connexions staff (code 1 at d.)
e. How many times have you met them? Was it READ OUT …

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

… just the once, 1

two or three times, 2

four or five times, 3

or six times or more? 4

(Don’t know) 8
If has met PA/Other Connexions staff (code 1 at d.)

B3. People can meet up with (their Personal Advisors/people from Connexions) in different places. Where have you met (your Personal Advisor/the person from Connexions)? If you have met him or her in more than one place, please tell me all the different places.

IF "Careers Office", PROBE WHETHER IN SCHOOL (Code 1), COLLEGE (Code 2) OR OUTSIDE SCHOOL/COLLEGE (Code 3) 

CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th></th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>1</td>
</tr>
<tr>
<td>College</td>
<td>2</td>
</tr>
<tr>
<td>Connexions centre or Careers Office/One Stop Shop</td>
<td>3</td>
</tr>
<tr>
<td>At home</td>
<td>4</td>
</tr>
<tr>
<td>At a Youth Club/organisation</td>
<td>5</td>
</tr>
<tr>
<td>Community organisation</td>
<td>6</td>
</tr>
<tr>
<td>Somewhere else (please say where)</td>
<td>7</td>
</tr>
</tbody>
</table>

If has spoken to anyone at Connexions (code 1 at A3a)

B4. How likely is it that you will use Connexions in the future? Is it... READ OUT...

... very likely, 1 Now
fairly likely, 2 go to
not very likely, 3 section
or, not at all likely? 4 C
(Don't know) 8

If has not heard of Connexions (code 2 at A1)

B5. Have you received any advice from the Careers Service, not including advice from teachers or other staff at school?

Yes 1 Go to B6a

No 2 Go to Section

(Don't know) 8 C

If has received advice from Careers Service (yes at B5)

B6a. Have you ever been given someone’s name at the Careers Service with whom you can get in touch if you want advice or information?

Yes 1 Ask b.

No 2 Go to

(Don't know) 8 c.
If yes (code 1) at a.
b. As far as you know, is this person called a “Personal Advisor”?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Go</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>to d.</td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td></td>
<td></td>
<td>B8</td>
</tr>
</tbody>
</table>

If no at a.
c. In some areas these people are called “Personal Advisors”.
   Have you been given the name of a Personal Advisor at the service?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Ask d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>Go to</td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td></td>
<td></td>
<td>B8</td>
</tr>
</tbody>
</table>

If yes (code 1) at B6a/c.
d. Can I just check, have you ever met with this person?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Ask e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>Go to</td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td></td>
<td></td>
<td>B8</td>
</tr>
</tbody>
</table>

If has met PA/other Careers Service staff (code 1 at d.)
e. How many times have you met them? Was it READ OUT …

… just the once, 1
two or three times, 2
four or five times, 3
or six times or more? 4
(Don’t know) 8
If has met PA/other Careers Service staff (code 1 at d.)
B7. People can meet up with (their Personal Advisors/people from the Careers Service) in different places. Where have you met (your Personal Advisor/the person from the Careers Service)? If you have met him or her in more than one place, please tell me all the different places.
IF “Careers Office”, PROBE WHETHER IN SCHOOL (Code 1), COLLEGE (Code 2) OR OUTSIDE SCHOOL/COLLEGE (Code 3)

CODE ALL THAT APPLY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>1</td>
</tr>
<tr>
<td>College</td>
<td>2</td>
</tr>
<tr>
<td>Connexions centre or Careers Office/One Stop Shop</td>
<td>3</td>
</tr>
<tr>
<td>At home</td>
<td>4</td>
</tr>
<tr>
<td>At a Youth Club/organisation</td>
<td>5</td>
</tr>
<tr>
<td>Community organisation</td>
<td>6</td>
</tr>
<tr>
<td>Somewhere else (please say where)</td>
<td>7</td>
</tr>
</tbody>
</table>

If has spoken to anyone at Careers Service (code 1 at B5)
B8. How likely is it that you will use the Careers Service in any way in the future? Is it... READ OUT...

... very likely, 1
fairly likely, 2
not very likely, 3
or, not at all likely? 4
(Don’t know) 8
Section C: Sources of advice and guidance

Ask all

C1. I’m now going to read out a list of things that young people are sometimes given advice about. Please say, for each one, whether anyone has given you advice about it since last April. The advice could have been from a friend, someone in your family, or a person at school/college or from a service like Connexions.

a. Firstly, education, learning or training. Has anyone given you advice about this in the last year?
   INCLUDING EDUCATIONAL MAINTENANCE ALLOWANCE
   Yes 1
   No 2

b. What about jobs or careers? (Has anyone given you advice about this in the last year?)
   Yes 1
   No 2

c. Where to live and other things to do with housing? (Has anyone given you advice about this in the last year?)
   INCLUDING HOUSING BENEFIT
   Yes 1
   No 2

d. Problems people can have with drugs? (Has anyone given you advice about this in the last year?)
   Yes 1
   No 2

e. Problems people can have with alcohol? (Has anyone given you advice about this in the last year?)
   Yes 1
   No 2

f. Contraception, pregnancy and sexually transmitted diseases? (Has anyone given you advice about this in the last year?)
   Yes 1
   No 2

g. Mental health issues? (Has anyone given you advice about this in the last year?)
   Yes 1
   No 2

C2. Would you like any other advice or support which you are currently not receiving?
   Yes (PLEASE SPECIFY) 1
   No 2
C3. INTERVIEWER: PLEASE RECORD TOTAL NUMBER OF 'YES' RESPONSES RECORDED AT C1a TO g.

Total number of 'yes' responses:

INTERVIEWER: NOW PLEASE ASK C4 TO C7 FOR THE FIRST TOPIC IDENTIFIED AT C1, RECORDING YOUR ANSWERS IN THE FIRST COLUMN AT EACH QUESTION.

THEN ASK C4 TO C7 FOR THE NEXT TOPIC IDENTIFIED AT C1, RECORDING YOUR ANSWERS IN THE SECOND COLUMN ETC.

PLEASE ENSURE YOU COMPLETE THE SAME NUMBER OF COLUMNS AS THE NUMBER RECORDED AT C3!

C4. Who gave you the advice about (topic at C1), or suggested where you might go for advice about it?
CODE ALL THAT APPLY
PROBE FULLY: Who else?
IF 'Careers Advisor' PROBE TO SEE IF OFFICIAL CAREERS SERVICE ADVISOR OR SCHOOL'S OWN CAREERS ADVISOR (IF ADVISOR PERMANENTLY BASED AT SCHOOL, CODE 4)

Topics mentioned at C1

Connexions Personal Advisor/Other Connexions staff 1 1 1 1 1 1 1
Careers Service staff/ Advisor 2 2 2 2 2 2 2
Teacher/Tutor 3 3 3 3 3 3 3
Other school/college staff including school careers advisor 4 4 4 4 4 4 4
Social/Care worker 5 5 5 5 5 5 5
Doctor/health worker 6 6 6 6 6 6 6
Housing Officer 7 7 7 7 7 7 7
Probation Officer 8 8 8 8 8 8 8
Someone at the Benefits Agency 9 9 9 9 9 9 9
Someone at the Job Centre/Job Centre Plus 10 10 10 10 10 10 10
Someone at the Citizens Advice Bureau 11 11 11 11 11 11 11
Employer 12 12 12 12 12 12 12
Friends/Family 13 13 13 13 13 13 13
Media 14 14 14 14 14 14 14
Someone else (please say who) 15 15 15 15 15 15 15
Person 1__________________________________________ 16 16 16 16 16 16 16
Person 2__________________________________________ 17 17 17 17 17 17 17
Person 3__________________________________________ 18 18 18 18 18 18 18
Please ask only for FIRST source of advice about topic listed at C4
DO NOT ASK THIS QUESTION IF ONLY SOURCE OF ADVICE WAS FRIENDS/FAMILY (CODE 11) – GO TO C7.

C5. And where were you when you got this advice from (first name at C4) about (topic at C1), or did you get this advice over the phone?
IF “Careers Office”, PROBE WHETHER IN SCHOOL (Code 2), COLLEGE (Code 3) OR OUTSIDE SCHOOL/COLLEGE (Code 4)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On phone</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Connexions centre or Careers Office/One Stop Shop</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>At home</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Youth Club/organisation</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Community organisation</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Doctors’ surgery/health or family planning clinic</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Benefits Agency</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Job Centre/ Job Centre Plus</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Citizens Advice Bureau</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Somewhere else (please say where)</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

DO NOT ASK THIS QUESTION IF ONLY SOURCE OF ADVICE WAS FRIENDS/FAMILY (CODE 11) – GO TO C7.

C6. When you got this advice about (topic at C1) from (first name at C4) were you … READ OUT ....

<table>
<thead>
<tr>
<th>Group Type</th>
<th>Code 1</th>
<th>Code 2</th>
<th>Code 3</th>
<th>Code 4</th>
<th>Code 5</th>
<th>Code 6</th>
<th>Code 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>… on your own,</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>with a group,</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>or both?</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
C7. And how useful did you find this advice from (first name at C4) about (topic at C1)? Was it … READ OUT …

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>... very useful,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fairly useful,</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>not very useful,</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>or, not at all useful?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
**Section D: Assessments of Connexions**

**D1a.** INTERVIEWER: HAS THE RESPONDENT HAD ANY CONTACT WITH CONNEXIONS? PLEASE CHECK QUESTION A3a IN SECTION A.

<table>
<thead>
<tr>
<th>Respondent has had contact with Connexions</th>
<th>1 Go to b.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent has not had contact with Connexions</td>
<td>2 Go to D11</td>
</tr>
</tbody>
</table>

**b.** INTERVIEWER: PLEASE RECORD WHETHER THE YOUNG PERSON IS IN EDUCATION OR NOT.

<table>
<thead>
<tr>
<th>Respondent is in education</th>
<th>1 Ask D2a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent is not in education</td>
<td>2 Go to D3a</td>
</tr>
</tbody>
</table>

**If respondent has had contact with Connexions and is in education (code 1 at D1b)**

**D2a.** All in all, do you think your contact with Connexions has made you … READ OUT …

<table>
<thead>
<tr>
<th>… more likely to stay in education,</th>
<th>1 Ask b.</th>
</tr>
</thead>
<tbody>
<tr>
<td>less likely to stay,</td>
<td>2 Go</td>
</tr>
<tr>
<td>made no difference to whether you stay or not,</td>
<td>3 to</td>
</tr>
<tr>
<td>or, is it too early to tell?</td>
<td>4 D4a</td>
</tr>
</tbody>
</table>

**If more likely at a.**

**b.** Is that … READ OUT …

<table>
<thead>
<tr>
<th>… a lot more likely,</th>
<th>1 Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>or a little more likely?</td>
<td>2 Go to</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8 D4a</td>
</tr>
</tbody>
</table>
If respondent has had contact with Connexions and is NOT in education (code 2 at D1b)

D3a. All in all, do you think your contact with Connexions has made you … READ OUT …

… more likely to go back to education, learning or training,
less likely to go back,
made no difference to whether you go back or not,
or, is it too early to tell?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask b.</td>
</tr>
<tr>
<td>2</td>
<td>Go</td>
</tr>
<tr>
<td>3</td>
<td>Go to D4a</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

If more likely at a.
b. Is that … READ OUT …

… a lot more likely, 1
or a little more likely? 2

D4a. And when it comes to education, learning or training, have you made any changes or decisions as a result of your contact with Connexions?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

b. What sort of changes or decisions?
PROBE FULLY AND RECORD VERBATIM.
If respondent has had contact with Connexions (code 1 at D1)

D5a. And has your contact with Connexions made you... READ OUT..

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Go to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>D6a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If more confident at a.

b. Is that... READ OUT ...

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a lot more confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>or a little more confident</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D6a. And has your contact with Connexions helped you... READ OUT..

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Go to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>D7a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If cope better at a.

b. Is that... READ OUT ...

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a lot better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>or a little better</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D7a. And have you made any changes or decisions as a result of your contact with Connexions, other than ones you have already told me about?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>Ask b.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>Go to D8</td>
<td></td>
</tr>
</tbody>
</table>

b. What sort of changes or decisions? PROBE FULLY AND RECORD VERBATIM.
D8. All in all, how useful do you think Connexions is for someone in your situation … READ OUT …

<table>
<thead>
<tr>
<th>Choice</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>… very useful</td>
<td>1 Go to D9</td>
</tr>
<tr>
<td>fairly useful</td>
<td>2</td>
</tr>
<tr>
<td>not very useful</td>
<td>3</td>
</tr>
<tr>
<td>not at all useful?</td>
<td>4 Go to D10</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

D9. Why do you say that?
PROBE FULLY AND RECORD VERBATIM

D10. And compared to other sorts of advice and assistance you may have received in the past (for example, from teachers, social workers, careers advisors) do you think the support you have had from Connexions is … READ OUT…

<table>
<thead>
<tr>
<th>Choice</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>… better</td>
<td>1</td>
</tr>
<tr>
<td>worse</td>
<td>2</td>
</tr>
<tr>
<td>the same</td>
<td>3</td>
</tr>
<tr>
<td>or just different?</td>
<td>4</td>
</tr>
<tr>
<td>(Has varied too much to say)</td>
<td>5</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

END OF QUESTIONNAIRE - THANK YOU.
PATHWAYS 2002  
(YOUTH COHORT STUDY) 
INSTRUCTIONS FOR TELEPHONE INTERVIEWS 

Background 

'Pathways' is the name by which respondents know the England and Wales Youth Cohort Study (YCS). Each cohort study involves surveying large samples (usually 20 thousand or more) of young people two or three times, usually by means of a postal questionnaire. The survey has been a major source of information for those who make policies for young people and has monitored, for example, the change from GCE/O-levels to GCSE exams, changes in Youth Training Programmes and the introduction of Modern Apprenticeships. 

The National Centre has been awarded the contract to carry out the first sweep of the 11th YCS and so this year will be interviewing 16-17 year olds whose compulsory school education ended in summer 2001. In addition to the main YCS questionnaire, there is an extra ‘Connexions’ questionnaire, which will be asked of a subsample of YCS cohort members living in the twelve Connexions areas in England. These areas are: 

- Milton Keynes/Oxfordshire/Buckingham 
- London North 
- London South 
- West of England 
- Devon/Cornwall 
- Black Country 
- Coventry/Warwick 
- Shropshire 
- Lincolnshire/Rutland 
- South Yorkshire 
- Cheshire/Warrington 
- Cumbria 

Connexions is a new service launched by the government in 2001, which aims to provide young people with guidance, advice and support in their decision-making about the future. The majority of pupils who come into contact with the Connexions Service will use it for careers advice, as it has replaced the old Careers Service in these areas. This survey is the first opportunity to collect baseline figures of usage of the Connexions Service.
More details about the Connexions scheme are given in the leaflet enclosed. Part of the reason for this survey is to find out people’s awareness of the Connexions service, so please do not use any of this information to sell the survey over the telephone nor to help prompt respondents’ answers.

**Pathways 2002 – Main YCS and Connexions samples**

There are two parts to this year’s Pathways study - the Connexions study and the main YCS survey - and a variety of modes of data collection being used.

Young people who are part of the main YCS survey sample have been sent a postal questionnaire to complete. This is followed up with three reminder letters and, if they still have not returned their questionnaire, you and other members of the telephone unit will then phone those we have telephone numbers for to try to interview them over the phone. There is also a website which people can use to complete a questionnaire on the Internet.

For the Connexions subsample there is no postal questionnaire, and so things are done slightly differently. The sample is split into two groups. If we have a phone number for a cohort member we will interview them over the telephone. The remainder will be interviewed face-to-face. At the start of the fieldwork period, all the telephone numbers we have will be tested and if any are incorrect or faulty, the interview will then be transferred into the face-to-face sample.

As a telephone unit interviewer you will be interviewing a combination of those who are part of the Connexions subsample (for whom this is the first attempt to interview them) and those who are part of the main YCS sample (that is, those who have not returned their postal questionnaires and for whom we have a working telephone number). The information above is intended to give you an overview of the various different modes in which the questionnaire is being delivered, because it is possible that some members of the Connexions subsample will know other people in their area who have taken part in the main YCS study (and who may ask why this part of the survey is being carried out in a different way) and vice versa.

**The questionnaire**

There are two parts to the telephone questionnaire: questions that are the same as those being asked on the main (postal) YCS survey, and additional questions about Connexions. This will not affect how you carry out the study - you will be routed through it as one continuous questionnaire. The CATI program will automatically know whether or not a respondent is part of the Connexions subsample and will route accordingly. However, some of the questions will seem rather unusual for a CATI survey. This is because the questions need to be as similar as possible to the questions used in the postal questionnaire.

The questionnaire has been fully tested. In January an expert panel discussed the questions. Later that month there was cognitive testing of some of the new questions, in particular the whole of the Connexions section was tested. Finally we held CATI and CAPI pilots.
The Sample

Last year, the Department for Education and Skills (DfES) wrote to every school in England to ask them to supply a list of the names and addresses of those whose compulsory education (Year 11) ended in summer 2001 (that is, who were aged 16 on 31st August 2001 and who were born on three specific dates of any month). Those schools in LEAs with a higher than average proportion of pupils from ethnic minority groups were asked to provide names and addresses of those born on four specific dates of any month in order to produce a boosted ethnic minority sample.

This was a voluntary task and so not all schools responded. From those who did, the DfES compiled a list of 35,000 young people. We selected 30,000 of these 16/17 year-olds to take part in the Pathways survey. The Connexions sample comprises 1,500 of these individuals, about 500 of whom will be interviewed over the phone. In addition, we expect to interview around 6,000 from the main YCS sample by telephone.

The sample is therefore a list of named individuals. You must never substitute one named individual for another, even if they are of a similar age and living in the same household.

Contacting respondents

Advance letters

Those who are part of the main YCS sample should be familiar with the study by the time telephone fieldwork begins, as in preceding weeks they will already have been sent a postal questionnaire and covering letter, a postcard reminder, and two follow-up reminder letters (each containing a replacement copy of the questionnaire should they have mislaid/thrown away the first). However, they will not be expecting a telephone call.

Those in the Connexions subsample were sent an advance letter on 28th March telling them that an interviewer is going to call and arrange a convenient time to interview them. It does not specify whether the interview will be face-to-face or by telephone. The advance letter tells them all about the survey and how they were selected. It is double-sided with information from the DfES as well as from NatCen. A copy of the letter is included in this briefing pack.

Depending on whether respondents are part of the main YCS sample or the Connexions subsample, we suggest you refer either to previous questionnaire mailings or to the advance letter when first contacting households.

Getting parents on side

Respondents will be aged 16 or 17 during fieldwork for the study. The vast majority will be living with one or more parent, but a small minority will not.
Many parents will treat their children in this age group as adults but not all will do so. If a parent states they do not want their child to take part in the interview you should respect this.

If the parent answers the telephone, you will be able to check with them that they have seen the letter, and then explain a little bit more about the survey if necessary, before asking if it is OK to speak to the named young person. This will show that you are respecting their position as parents, and can be useful in bringing the parent “on side” which in turn may lead them to help encourage their child to participate.

If the young person answers the telephone, you should mention the letter and answer any questions they might have about the survey. You should also check that they have shown their parents the letter and that their parents are happy for them to speak to you. If the young person is willing but they say that one of their parents objects, please do not carry out the interview. If the young person says they do not live with their parents, then you should just go ahead with the interview.

Some telephone numbers will be referred to you which were originally issued to interviewers working on the face-to-face element of this project. We have asked these interviewers not to interview young people without an adult present – if that is not possible, then they will ask the young person for a phone number and they will become eligible for a telephone interview.

**Introducing the survey**

Be positive about the survey and its importance. Saying something like the following may be helpful in selling the survey:

‘Those who make policies need to know the views and experiences of those who are affected by them. The pathways studies provide a link between young people and those who create policy on their behalf’.

The pilot interviewers reported that the survey was well received and that most young people wanted to take part.

Very often you will need to arrange contact and appointments through parents.

Some young people might prefer to be interviewed on a mobile phone. If this is the only alternative it is fine, but if possible do try and arrange to phone them when they are on a land line (as trying to interview someone in the shops or on a train is less than ideal). If you have any particular difficulties speak to your supervisor who can advise you on the best strategies for getting a completed interview.

As this is the first sweep of a cohort study (the sample will be contacted again), it is essential that we get a high response rate in order that future sweeps start off with a large and representative sample.

For those in the main YCS sample, the interview will last about 20 minutes, and for those in the Connexions sample, it will last about 30 minutes.
The Interview

As described above, the type of interview respondents take part in depends on whether they are part of the main YCS sample or the Connexions subsample. Those in the main YCS sample will answer a basic version of the questionnaire, and those in the Connexions subsample will answer a section of additional questions.

- Generally, the main YCS questionnaire is about what cohort members have been doing since they were eligible to leave compulsory full-time education. Consequently, it covers the period since April 2001. It includes education and employment histories, information on careers advice, a small number of attitudinal questions and information about the household.

- The Connexions additional questions cover awareness of the Connexions service, young people's contact with it, and other types of advice they might have received from other sources.

BLOCK INTRO

AdviOth We do not need the name of the person, just a general description such as social worker, godparent.

BLOCK PASTYR

Activity Apr01-Mar02 At each of these questions you are asked to record the young person’s usual main economic activity. If someone would normally have been working but takes a holiday for a few weeks they should still be coded as working. Similarly, if a respondent was on their school summer holidays in July and August and returned to school in September, they should still be coded as being in full-time education. A similar rule should be applied if someone was ill and off work or school or college for a short period. If on the other hand someone went travelling for 6 months they should be coded as ‘doing something else’.

BLOCK QUALS

GCSETot You can only record 12 GCSEs in this block. If the respondent has more than this, apologise and say that we only want to record details of their first 12 GCSEs.

This question sets the number of times you will be looped round collecting details of GCSE subjects and grades.

QGCSEN[1,2..12] If the respondent cannot recall which GCSE subjects they have told you about you will need to scan up the list (7 GCSE codes will be shown on each page). There are also checks to stop you entering the same precoded subjects twice.
Double award science counts as 2 GCSEs but is given only one grade. If they have taken this subject, you will only be asked to fill in the grade once. This means that if they say at GCSETot that they have 4 GCSEs and these are in English language, Double Award Science (counting it as 2 GCSEs) and Maths, you will only be looped round three times to record the grade, not four.

GCSEmor

It is possible that in the process of recalling the subjects of their GCSEs that respondents may realise they had forgotten some subjects when telling you the total number at GCSETot. This question allows you to enter more GCSEs. If the respondent answers ‘yes’, a warning will appear relating to the total at GCSETot. You should select ‘GO TO’ and alter the number of GCSEs at GCSETot. This will then open up more loops to record the forgotten GCSEs.

BLOCK HHO LD

Intro 1, 2

In this section, respondents who do not live with either of their parents (i.e. they answer ‘no’ at both LIVEF and LIVEM) are routed to an introduction screen that is different from the screen that applies to the majority. This is because they are being asked about the parents they lived with when they were 15, and what those parents were doing then.

FathEmp - MothMan

Note also that in the questions asking about parents’ jobs (FatherJb and MotherJb) there is an instruction telling you that, where a parent is not in employment, you should probe for their most recent job. This will help us when we are coding the data you collect.

Discplne

If this question is completed on the Connexions version of the questionnaire, the interview counts as a productive partial interview, if the respondent is unwilling to complete the further Connexions questions. However, please note that there are no partial productive interviews on the main YCS sample version of the questionnaire.

AdminRec

Here there is a question that asks respondents whether or not they mind if their answers to the questionnaire are linked with data held on them by the DfES. Although the DfES has not yet made a final decision with respect to what sort of data they will be linking, it is likely to be such things as administrative records, records of qualifications and records of training to date. You should reassure respondents that the information from their records will be treated in the strictest confidentiality.
AwarConx
One of the key findings arising from our pilot testing of the Connexions questions is that, even if respondents live in areas of the country where Connexions is active, many will not have heard of it. This is not a problem in relation to the questionnaire, and you should not prompt respondents. Those who have had contact with Connexions, but who think of it in terms of ‘the Careers Service’ are routed to a specific section of the program in block CONTACT that collects details of their contact with Connexions, but that refers to the service throughout as ‘the Careers Service’.

BLOCK ADVICE

This block contains a series of questions asking respondents whether or not they have received advice since last April on a range of topics. These include education learning and training, jobs and careers, housing, drugs, alcohol, contraception, pregnancy and sexually transmitted diseases and mental health (AdvEduc, AdvJobs, AdvHouse, AdvDrugs, AdvAlco, AdvSex, AdvMent). Respondents’ answers to these questions then affect the subsequent questions they are asked, in that they are looped round a series of questions about the nature of advice they have received on each topic. However, we realise that if respondents answer ‘yes’ to several types of advice, the loop of questions can become repetitive (particularly if all advice was from the same source and given in the same circumstances!). This can be quite tiring for both interviewer and interviewee. As a result, the program has been set up only to ask about a random selection of up to four advice topics, meaning no respondent goes round the loop of questions more than four times.

Welsh interviews

If a Welsh respondent requests that they are interviewed in Welsh, we will arrange for a Welsh-speaking face-to-face interviewer to call them at a later date. We do not expect this to happen but if it does, please refer the case to a supervisor.

Connexions leaflet

In your briefing pack we have included a leaflet about the Connexions service. This is for your information only, and you should also not use any information you find out from this leaflet to prompt the respondents’ understanding of the questions about Connexions. We are trying to collect baseline figures for awareness of the Connexions service and so any prompting would bias the results.

We do not have enough of these leaflets to send them out to respondents who express interest in the Connexions program. However, if at the end of the Connexions version of the interview, the young person asks how to get in contact with their local Connexions service, please give them the phone number for their local Connexions office from the back of the leaflet.
Other student survey

A telephone study of those taking courses at Further Education colleges is being carried out by NOP at the same time as our study. Their study will be looking at customer satisfaction issues and is being carried out for the Learning and Skills Council (LSC). We estimate that only about 30 members of their sample will also be included in our 30,000 overall sample, so it is unlikely that you will encounter someone who has been approached for the NOP survey. However, should this happen and the respondent be unwilling to take part, stress the importance and purpose of the YCS in an effort to gain their co-operation.

Contacts

If you have any queries or problems with the questionnaire or procedures for this study, check with your supervisor and she will call the researchers if necessary.

If respondents have queries which you cannot answer and they want to speak to someone at DfES please refer them to Alex Miller, who is the DfES project manager, on 0114 259 4587 during office hours.

Thank you for your help with this study.
   We hope it all goes well.
PATHWAYS 2002
(YOUTH COHORT STUDY)
INSTRUCTIONS FOR TELEPHONE INTERVIEWS

Background

'Pathways' is the name by which respondents know the England and Wales Youth Cohort Study (YCS). Each cohort study involves surveying large samples (usually 20 thousand or more) of young people two or three times, usually by means of a postal questionnaire. The survey has been a major source of information for those who make policies for young people and has monitored, for example, the change from GCE/O-levels to GCSE exams, changes in Youth Training Programmes and the introduction of Modern Apprenticeships.

The National Centre has been awarded the contract to carry out the first sweep of the 11th YCS and so this year will be interviewing 16-17 year olds whose compulsory school education ended in summer 2001.

Pathways 2002

There are two modes of data collection being used in the 2002 Pathways Survey. Young people were initially sent a letter with a postal questionnaire to complete. This was followed up with a postcard reminder and then a second questionnaire, and in some cases, a third questionnaire was also sent out. Where respondents still have not returned their questionnaire, you and other members of the telephone unit will phone those for whom we have telephone numbers to try to interview them over the phone. There is also a website which people can use to complete a questionnaire on the Internet.

At present, the survey has been in the field for a number of weeks, and postcards, reminder letters and subsequent questionnaires have been mailed out to respondents. We are now at the stage where it is time to phone respondents who have not returned their postal questionnaires and for whom we have working telephone numbers.

Although you will not carry out any additional interviews about 'Connexions', we thought you might be interested to know that alongside the main Pathways survey, we have also been carrying out a slightly longer interview, by telephone or in some cases face-to-face, with a subsample of young people living in 12 Connexions areas throughout the country. Connexions is a new service launched by the government in 2001, which aims to provide young people with guidance, advice and support in
their decision-making about the future and so the additional questions on this are the first opportunity to collect baseline figures of usage of the Connexions Service.

The questionnaire

Many of the questions on the survey may be familiar to those of you who have worked on other Youth Cohort Studies. This is because the clients wish to make comparisons between different cohorts and so need the same questions asked on all cohorts. In addition there are some new questions on the questionnaire and so the questionnaire has, of course, been fully tested. In January an expert panel discussed the questions. Later that month there was cognitive testing of some of the new questions and then a final CATI pilot.

Some of the questions you will be asking might seem rather unusual for a CATI survey. This is because the questions need to be as similar as possible to the questions used in the postal questionnaire.

The Sample

Last year, the Department for Education and Skills (DfES) wrote to every school in England to ask them to supply a list of the names and addresses of those whose compulsory education (Year 11) ended in summer 2001 (that is, who were aged 16 on 31st August 2001 and who were born on three specific dates of any month). Those schools in LEAs with a higher than average proportion of pupils from ethnic minority groups were asked to provide names and addresses of those born on four specific dates of any month in order to produce a boosted ethnic minority sample.

This was a voluntary task and so not all schools responded. From those who did, the DfES compiled a list of 35,000 young people. We selected 30,000 of these 16/17 year-olds to take part in the Pathways survey. We expect to interview around 7,000 from this sample by telephone.

The sample is therefore a list of named individuals. You must never substitute one named individual for another, even if they are of a similar age and living in the same household.

Contacting respondents

Advance letters

The respondents you will be telephoning should be familiar with the study by the time they receive a phone call from you, as in preceding weeks they will already have been sent a postal questionnaire and covering letter, a postcard reminder, and at least one follow-up reminder letter (containing a replacement copy of the questionnaire should they have mislaid/thrown away the first). However, they will not be expecting a telephone call. We suggest you refer to previous questionnaire mailings when first contacting households.
Getting parents on side

Respondents will be aged 16 or 17 during fieldwork for the study. The vast majority will be living with one or more parent, but a small minority will not.

Many parents will treat their children in this age group as adults but not all will do so. If a parent states they do not want their child to take part in the interview you should respect this.

If the parent answers the telephone, you will be able to check with them that they have seen the letter, and then explain a little bit more about the survey if necessary, before asking if it is OK to speak to the named young person. This will show that you are respecting their position as parents, and can be useful in bringing the parent “on side” which in turn may lead them to help encourage their child to participate.

If the young person answers the telephone, you should mention the letter and answer any questions they might have about the survey. You should also check that they have shown their parents the letter and that their parents are happy for them to speak to you. If the young person is willing but they say that one of their parents objects, please do not carry out the interview. If the young person says they do not live with their parents, then you should just go ahead with the interview.

Introducing the survey

Be positive about the survey and its importance. Saying something like the following may be helpful in selling the survey:

‘Those who make policies need to know the views and experiences of those who are affected by them. The pathways studies provide a link between young people and those who create policy on their behalf’.

The pilot interviewers reported that the survey was well received and that most young people wanted to take part. (The Connexions subsample fieldwork which started four weeks ago is also progressing well.)

Very often you will need to arrange contact and appointments through parents.

Some young people might prefer to be interviewed on a mobile phone. If this is the only alternative it is fine, but if possible do try and arrange to phone them when they are on a land line (as trying to interview someone in the shops or on a train is less than ideal!). If you have any particular difficulties speak to your supervisor who can advise you on the best strategies for getting a completed interview.

As this is the first sweep of a cohort study (the sample will be contacted again), it is essential that we get a high response rate in order that future sweeps start off with a large and representative sample.

The interview should last about 20 minutes.
The Interview

Generally, the questionnaire is about what cohort members have been doing since they were eligible to leave compulsory full-time education. Consequently, it covers the period since April 2001. It includes education and employment histories, information on careers advice, a small number of attitudinal questions and information about the household.

BLOCK INTRO

Adviser

We do not need the name of the person, just a general description such as social worker, godparent.

BLOCK PASTYR

Activity

At each of these questions you are asked to record the young person’s usual main economic activity. If someone would normally have been working but takes a holiday for a few weeks they should still be coded as working. Similarly, if a respondent was on their school summer holidays in July and August and returned to school in September, they should still be coded as being in full-time education. A similar rule should be applied if someone was ill and off work or school or college for a short period. If on the other hand someone went travelling for 6 months they should be coded as ‘doing something else’.

BLOCK QUALS

GCSETot

You can only record 12 GCSEs in this block. If the respondent has more than this, apologise and say that we only want to record details of their first 12 GCSEs.

This question sets the number of times you will be looped round collecting details of GCSE subjects and grades.

QGCSEN[1,2..12] If the respondent cannot recall which GCSE subjects they have told you about you will need to scan up the list (7 GCSE codes will be shown on each page). There are also checks to stop you entering the same precoded subjects twice.

Double award science counts as 2 GCSEs but is given only one grade. If they have taken this subject, you will only be asked to fill in the grade once. This means that if they say at GCSETot that they have 4 GCSEs and these are in English language, Double Award Science (counting it as 2 GCSEs) and Maths, you will only be looped round three times to record the grade, not four.
**GCSEmor**  
It is possible that in the process of recalling the subjects of their GCSEs that respondents may realise they had forgotten some subjects when telling you the total number at GCSETot. This question allows you to enter more GCSEs. If the respondent answers ‘yes’, a warning will appear relating to the total at GCSETot. You should select ‘GO TO’ and alter the number of GCSEs at GCSETot. This will then open up more loops to record the forgotten GCSEs.

**BLOCK HHOLD**

**Intro 1, 2**  
In this section, respondents who do not live with either of their parents (i.e. they answer ‘no’ at both LIVEF and LIVEM) are routed to an introduction screen that is different from the screen that applies to the majority. This is because they are being asked about the parents they lived with when they were 15, and what those parents were doing then.

**FathEmp** - Note also that in the questions asking about parents’ jobs (FatherJb and MotherJb) there is an instruction telling you that, where a parent is not in employment, you should probe for their most recent job. This will help us when we are coding the data you collect.

**MothMan**  
Here there is a question that asks respondents whether or not they mind if their answers to the questionnaire are linked with data held on them by the DfES. Although the DfES has not yet made a final decision with respect to what sort of data they will be linking, it is likely to be such things as administrative records, records of qualifications and records of training to date. You should reassure respondents that the information from their records will be treated in the strictest confidentiality.

Please note that there are no partial productive interviews on this survey.

**Welsh interviews**

If a Welsh respondent requests that they are interviewed in Welsh, we will arrange for a Welsh-speaking face-to-face interviewer to call them at a later date. We do not expect this to happen but if it does, please refer the case to a supervisor.

**Other student survey**

A telephone study of those taking courses at Further Education colleges is being carried out by NOP at the same time as our study. Their study will be looking at customer satisfaction issues and is being carried out for the Learning and Skills Council (LSC). We estimate that only about 30 members of their sample will also be included in our 30,000 overall sample, so it is unlikely that you will encounter someone who has been approached for the NOP survey. However, should this
happen and the respondent be unwilling to take part, stress the importance and purpose of the YCS in an effort to gain their co-operation.

Contacts

If you have any queries or problems with the questionnaire or procedures for this study, check with your supervisor and she will call the researchers if necessary.

If respondents have queries which you cannot answer and they want to speak to someone at DfES please refer them to Alex Miller, who is the DfES project manager, on 0114 259 4587 during office hours.

Thank you for your help with this study.
We hope it all goes well.
APPENDIX E  FACE-TO-FACE FIELDWORK DOCUMENTS

- Project instructions
- Address Record Form
PATHWAYS 2002 - CONNEXIONS SAMPLE
(YOUTH COHORT STUDY)
INSTRUCTIONS FOR FACE-TO-FACE INTERVIEWS

Background

‘Pathways’ is the name by which respondents know the England and Wales Youth Cohort Study (YCS). Each cohort study involves surveying large samples (usually 20 thousand or more) of young people two or three times, usually by means of a postal questionnaire. The survey has been a major source of information for those who make policies for young people and monitored, for example, the change from GCE/O-levels to GCSE exams, changes in Youth Training Programmes and the introduction of Modern Apprenticeships.

The National Centre has been awarded the contract to carry out the first sweep of the 11th YCS and so this year will be interviewing 16-17 year olds whose compulsory school education ended in summer 2001. This year there is an additional ‘Connexions’ questionnaire, which will be asked of a subsample of YCS cohort members living in the twelve Connexions areas in England. These areas are:

- Milton Keynes/Oxfordshire/Buckingham
- London North
- London South
- West of England
- Devon/Cornwall
- Black Country
- Coventry/Warwick
- Shropshire
- Lincolnshire/Rutland
- South Yorkshire
- Cheshire/Warrington
- Cumbria

Connexions is a new service launched by the government in 2001, which aims to provide young people with guidance, advice and support in their decision-making about the future. The majority of pupils who come into contact with the Connexions Service will use it for careers advice, as it has replaced the old Careers Service in these areas. This survey is the first opportunity to collect baseline figures of usage of the Connexions Service.

More details about the Connexions scheme are given in the leaflet enclosed. Part of the reason for this survey is to find out people’s awareness of the Connexions service,
so please do not use any of this information to sell the survey on the doorstep nor to help prompt respondents’ answers.

Pathways 2002 – Main YCS and Connexions samples

There are two parts to this year’s Pathways study - this Connexions study and the main YCS survey - and a variety of modes of data collection being used.

Young people who are part of the main YCS survey have been sent a postal questionnaire to complete. This is followed up with three reminders and, if they still have not returned their questionnaire, the telephone unit will then phone those we have telephone numbers for to try to interview them over the phone. There is also a website which people can use to complete a questionnaire on the Internet.

It is not important that you know much about this other part of the study. However, it is possible that some members of your Connexions sample will know other people in their area who have taken part in the main YCS study (and who may ask why this part of the survey is being carried out in a different way).

The Connexions sample is split into two groups. If we have a phone number for a cohort member we will interview them over the telephone. The remainder will be interviewed face-to-face. At the start of the fieldwork period, all the telephone numbers we have will be tested and if any are incorrect or faulty, this sample interview will then be transferred to the face-to-face sample. This means that a few further cases may be issued to you after you have received your original sample.

The questionnaire

There are two parts to the face-to-face questionnaire: questions that are the same as those being asked on the main (postal) YCS survey, and additional questions about Connexions. This will not affect how you carry out the study - you will be routed through it as one continuous questionnaire. However, it means that some of the questions will seem rather unusual for a CAPI survey. This is because the questions need to be as similar as possible to the questions used in the postal questionnaire. You will also notice that there are no showcards – this is because the questionnaire also needs to be as similar as possible to the questionnaire used for telephone interviews.

The questionnaire has been fully tested. In January an expert panel discussed the questions. Later that month there was cognitive testing of some of the new questions, in particular the whole of the Connexions section was tested. Finally we held CAPI and CATI pilots.

The Sample

Last year, the Department for Education and Skills (DfES) wrote to every school in England to ask them to supply a list of the names and addresses of those whose compulsory education (Year 11) ended in summer 2001 (that is, who were aged 15 on 31st August and who were born on three specific dates of any month). Those schools in LEAs with a higher than average proportion of pupils from ethnic minority
groups were asked to provide names and addresses of those born on four specific
dates of any month in order to produce a boosted ethnic minority sample.

This was a voluntary task and so not all schools responded. From those who did, the
DfES compiled a list of 35,000 young people. We selected 30,000 of these 16/17 year-
olds to take part in the Pathways survey. The Connexions sample comprises 1,500 of
these individuals, about 1,000 of whom will be interviewed face-to-face.

Your issued sample will therefore be a list of named individuals. You must never
substitute one named individual for another, even if they are of a similar age and living
in the same address.

**Notifying the police**

You must notify the local police station in the area where you will be working. You
should complete a copy of the Police Notification Form that has been included in your
supplies. Attach a copy of the advance letter for cohort members to the form and hand
it in to the police. (You might try to see if it is possible to record these details in the
book kept at the station desk). Make a note of the name of the officer to whom you
speak and the date of your call so that, in the event of any query or complaint to the
police, you are fully covered. With the young age group, parents may wish to double
check your identity with an independent source, so it is reassuring for them to be told
that the police know about you and the survey, and that they can check with the police
station.

**PLEASE DO NOT START WORK UNTIL YOU HAVE DONE THIS.**

**Advance letter**

An advance letter was sent out to the cohort members from Brentwood on 10\textsuperscript{th} April.
This letter tells them about the survey and how they were selected. It is double-sided
with information from the DfES as well as from NatCen. A copy of the letter is
included in this briefing pack.

You will also have supplies of these letters in your pack so that, if the cohort member
does not remember receiving the letter or if he/she has lost it, you can leave a copy
behind. It may also be helpful to show the letter to the parents in case their child has
not shown the original version to them.

**Contacting respondents**

Respondents will be aged 16 or 17 during fieldwork. The vast majority will be living
with one or more parent, but a small minority will not.

You should follow two key rules when interviewing this age group:

1) Only interview the cohort member if there is another adult in the house;
2) Do not enter the house without speaking to a parent first.
Many parents will treat their children in this age group as adults but not all will do so. If a parent states they do not want their child to take part in the interview you should respect this.

When calling at the address ask to speak to a parent, first of all, if one is available. This will show that you are respecting their position as parents and can be useful in bringing them “on side” (which in turn may lead them to help encourage their child to participate!). When speaking to a parent, please check that they have seen the letter sent to their child. If necessary, show a spare copy of the letter to them, explain the purpose of the survey, and ask to speak to their child.

If the young person is in the house on their own, please arrange a time to call back when the parent will be at home. You could perhaps say “we can’t do the interview on the doorstep so I’d rather call back to make sure that your mother/father does not mind me coming in to do the interview”. Make it clear that if you call back again at another time and no parent is there again, you will not carry out the interview.

In a very small number of cases, the cohort member may be living with friends/partners or even alone without a parent or adult in the home. In these circumstances, you should carry out an interview if there is another adult in the household at the time. If there is no other adult present, or for whatever reason you would not feel comfortable interviewing the young person in their home, please collect their telephone number and tell them that someone will telephone to interview them. These should then be coded as ‘90 Re-allocated address’.

If you are in any doubt as to what should do, please phone the office. We will be happy to discuss the best approach with you.

**Introducing the survey**

Be positive about the survey and its importance. Saying something like the following may be helpful in selling the survey:

‘Those who make policies need to know the views and experiences of those who are affected by them. The pathways studies provide a link between young people and those who create policy on their behalf’.

The pilot interviewers reported that the survey was well received and that most young people wanted to take part.

Evenings and weekends are the best time to make initial contact, as you will need both the cohort member and a parent to be at home. You must attempt to make contact with every named cohort member in your assignment except those notified to you as office refusals (not necessarily in the order given to you, but grouped and visited in ‘economic’ batches). You must call on at least 4 occasions, at different times of day and spread across the fieldwork period before you classify the address as unproductive (with at least one of these calls in the evening and one at the weekend).

If you have trouble locating an address, and have access to the internet, the following web-sites may be of use: [www.streetmap.co.uk](http://www.streetmap.co.uk) or [www.multimap.co.uk](http://www.multimap.co.uk). If you
cannot search these yourself, please contact the Blue team in Brentwood who will be pleased to investigate on your behalf.

As this is the first sweep of a cohort study (the sample will be contacted again), it is essential that we get a high response rate in order that future sweeps start of with a large and representative sample. Please keep trying to contact all the issued names until the end of the fieldwork period, and call back as often as you can, while you are still in the area. If you sense a respondent may be about to refuse, it often helps if you withdraw, offering to call again at a more convenient time, before a formal refusal is actually given. Only by interviewing as many young people as possible in the sample can we be confident that the answers you get are representative of the views of all 16/17 year-olds.

Remember to show your Identity Card when you introduce yourself. If you think it will help you to get an interview, you can give the person you initially contact a copy of the introductory letter or the National Centre leaflet as part of your introduction. In any case, you must leave a copy of the National Centre leaflet with each respondent after the interview, in case he/she has any queries after you have left and wishes to contact the office.

The interview will last about 30 minutes, so allow enough time between appointments to cover this.

**Materials for the survey**

- Address Record Forms (ARFs) – one for each cohort member
- Extra copies of advance letter to show as necessary (7 copies)
- Leaflets about the National Centre for Social Research - leave one with each respondent
- Project Instructions
- Glossy leaflet about Connexions
- Printed note about Connexions
- Back-up Disk

.... and of course, a lap-top computer with a rechargeable battery pack, and shoulder bag.

**Address Record Forms (ARFs)**

These are the forms on which your assignment of named cohort members is issued. You will have one for each person in your sample.
Besides giving the selected address, the ARF has a number of other purposes:

- It provides space for you to record details of all the calls you make, and the outcomes.
- It is used to record some details about the doorstep exchange which you subsequently enter into the admin section of the questionnaire.
- It is used for back-checking of a sample of productive and unproductive addresses.
- It is used by the pay department for payment of fees.

The ARF works just like a normal questionnaire and you should follow the filter instructions in the normal way.

You will see that the named cohort member, their address and serial number are given on the label on the first page of the ARF. It also has the Field Area and the Connexions area on this too.

- the address label at the top left of the page looks like this:

```
SN:200814  Y  FA:3  Pt: 20
CONX: S Yorkshire
FRANK ECCLESTONE
24 RED LION STREET
SKIPTON
S YORKSHIRE
```

Also on page 1, you will see that there is space for you to keep a note of the times, dates and results of all your calls. Please remember to fill this in at each separate visit: it will help you to plan any further visits you may have to make.

In the top right hand corner is a box for you to fill in the final outcome code and return number when you have finished with the serial number and are ready to return the ARF to the office. It is important to complete the return number to enable the pay department to process your pay quickly and efficiently, omitting to complete the return number may result in a delay of payment of fees.

From here on, you fill in the ARF just like a questionnaire.

**Qs. 1-5** deal with the address. The sample is based on data collected by schools last summer, so it is unlikely that there will be many problems with the addresses. We would not expect you to find many ineligible addresses, such as demolished/derelict or non-residential but it is possible that the original address data collected might have been incorrect or that changes have occurred since last year.
At Qs. 1-2, you will see that we are making a distinction between addresses where it is possible to establish if the address is eligible or not and those where you are not sure about the eligibility (e.g. ones where you are not sure whether they are empty). This is in order to calculate response rates more accurately. If possible, check with neighbours to establish the right code.

Q4 caters for addresses that are definitely ineligible. Before coding an address as non-residential or communal establishment/institution, remember to check that there is no resident private household within the address (e.g. a caretaker’s flat).

Qs. 6-9 deal with making contact with an adult in the household and locating the cohort member.

As we discussed earlier, you must approach the parents/guardians of the cohort member before conducting the interview, so at Q6 you should record your efforts to contact the parent/guardian of the young person. At Q7, you should try to locate the cohort member. If this information is refused or the adult says that they do not want the young person to take part you should code 42 ‘Information refused’.

Qs. 8-9 you need to establish whether the cohort member is still living at that address. If they have moved (code ‘68’ at Q9), please collect the new address, if known, for the mover at Q15. But you do not need to follow up movers and try to interview them at their new address. However, we may use this address to go back to them at the next sweep of this cohort.

At Qs. 10-11 you should record whether you interviewed the cohort member. Very occasionally you may not be able to finish an interview, or you may have to leave gaps because a particular respondent is finding it hard to cope. A ‘partial’ interview will count as ‘productive partial’ if you have answered Discipline (which is at the end of the household block section). The outcome code for productive interviews (both complete or partial) will is calculated by the program and displayed in the Admin block. An ‘unproductive’ partial is one where you have not reached Discipline and should be coded ‘44’ at Q12.

As part of the interview, you are asked to collect a stable address for the cohort member (this will help make it easier to contact them in the future). Usually you will simply enter this information directly into the computer at the time you request it. If for any reason this is not possible, you can also record stable address information on the back page of the ARF and enter it into the computer later when completing the admin details.

At Qs. 12-14 you are asked to record why there was no interview (or no full interview) for non-productives. If you use the ‘Other unproductive code 56’, please give a full explanation at Q14 as this will help decide whether to reapproach this individual at the next sweep of the cohort study.

Unfortunately, there is no code 34 (‘contact made with responsible member but not with cohort member’) printed on the ARF. If you need to use this code, please code ‘no’ at q10 and then code 56 (‘other unproductive’) at Q12 and just write in ‘code 34’
at Q14. The CAPI admin block does include code ‘34’ so you will be able to enter it on the computer.

For all non-productives you must:

- Enter the relevant unproductive outcome code in the Admin block.
- **Transmit** the serial number as unproductive.
- **Return the ARF** to the Blue Team in Brentwood with all other completed ARFs.

**Remember: as well as sending back any unproductive ARFs you must also transmit the admin blocks.**

**Field procedures**

i) Backup disks

It is essential that each day’s work is backed up onto the backup disk so that there is always a spare copy (in case of disasters!) of the work you have carried out (Admin. as well as interviews). Always keep your backup disk at home - separate from your computer and other disks.

ii) The Admin Block

The Admin block should be completed at home once you have reached a final outcome code.

The Admin block mirrors the ARF and for the most part you will simply be transferring information from the ARF. Please transfer your answers, following the instructions on the screen.

You must complete an Admin block for **every** serial number, including unproductives, deadwood and office refusals. Failure to complete all Admin blocks will prevent you from doing your end of assignment clearout.

iii) Returning work

Work should be returned via standard modem procedures – as soon as you have anything to transmit. Never hold onto work for more than a week – lots of time is wasted trying to locate untransmitted interviews.

**The Interview**

All respondents will be asked the main YCS questions and the Connexions questions:

- Generally, the main YCS questions are about what cohort members have been doing since they were eligible to leave compulsory full-time education. Consequently, it covers the period since April 2001. It includes education and employment histories, information on careers advice, a small amount of attitudinal questions and information about the household.
• The Connexions questionnaire covers awareness of the Connexions service, young people’s contact with it, and other types of advice they might have received from other sources.

**BLOCK INTRO**

**AdviOth**
We do not need the name of the person, just a general description such as social worker, godparent.

**BLOCK PASTYR**

**Activity**
**Apr01-Mar02**
At each of these questions you are asked to record the young person’s usual main economic activity. If someone would normally have been working but takes a holiday for a few weeks they should still be coded as working. Similarly, if a respondent was on their school summer holidays in July and August and returned to school in September, they should still be coded as being in full-time education. A similar rule should be applied if someone was ill and off work or school or college for a short period. If on the other hand someone went travelling for 6 months they should be coded as ‘doing something else’.

**BLOCK QUALS**

**GCSETot**
You can only record 12 GCSEs in this block. If the respondent has more than this, apologise and say that we only want to record details of their first 12 GCSEs.

This question sets the number of times you will be looped round collecting details of GCSE subjects and grades.

**QGCSEN[1,2..12]**
If the respondent cannot recall which GCSE subjects they have told you about you will need to scan up the list (7 GCSE codes will be shown on each page). There are also checks to stop you entering the same precoded subjects twice.

Double award science counts as 2 GCSEs but is given only one grade. If they have taken this subject, you will only be asked to fill in the grade once. This means that if they say at GCSETot that they have 4 GCSEs and these are in English language, Double Award Science (counting it as 2 GCSEs) and Maths, you will only be looped round three times to record the grade, not four.

**GCSEmor**
It is possible that in the process of recalling the subjects of their GCSEs that respondents may realise they had forgotten some subjects when telling you the total number at GCSETot. This question allows you to enter more GCSEs. If the respondent answers ‘yes’, a warning will appear relating to the total at
GCSETot. You should select ‘GO TO’ and alter the number of GCSEs at GCSETot. This will then open up more loops to record the forgotten GCSEs.

**BLOCK HHOLD**

**Intro 1, 2**

In this section, respondents who do not live with either of their parents (i.e. they answer ‘no’ at both LIVEF and LIVEM) are routed to an introduction screen that is different from the screen that applies to the majority. This is because they are being asked about the parents they lived with **when they were 15**, and what those parents were doing **then**.

**FathEmp -**

Note also that in the questions asking about parents’ jobs (FatherJb and MothMan) there is an instruction telling you that, where a parent is not in employment, you should probe for their most recent job. This will help us when we are coding the data you collect.

**Discipline**

If this question is completed on the questionnaire, the interview counts as a productive partial interview, if the respondent is unwilling to complete the further Connexions questions.

**AdminRec**

Here there is a question that asks respondents whether or not they mind if their answers to the questionnaire are linked with data held on them by the DfES. Although the DfES has not yet made a final decision with respect to what sort of data they will be linking, it is likely to be such things as administrative records, records of qualifications and records of training to date. You should reassure respondents that the information from their records will be treated in the strictest confidence.

**BLOCK AWARE**

**AwarConx**

One of the key findings arising from our pilot testing of the Connexions questions is that, even if respondents live in areas of the country where Connexions is active, many will not have heard of it. This is not a problem in relation to the questionnaire, and you should not prompt respondents. Those who have had contact with Connexions, but who think of it in terms of ‘the Careers Service’ are routed to a specific section of the program in block CONTACT that collects details of their contact with Connexions, but that refers to the service throughout as ‘the Careers Service’.

**BLOCK ADVICE**

This block contains a series of questions asking respondents whether or not they have received advice since last April on a range of topics. These include education, learning and training, jobs and careers, housing, drugs, alcohol, contraception, pregnancy and sexually transmitted diseases and mental health (AdvEduc,
AdvJobs, AdvHouse, AdvDrugs, AdvAlco, AdvSex, AdvMent). Respondents’ answers to these questions then affect the subsequent questions they are asked, in that they are looped round a series of questions about the nature of advice they have received on each topic. However, we realise that if respondents answer ‘yes’ to several types of advice, the loop of questions can become repetitive (particularly if all advice was from the same source and given in the same circumstances!). This can be quite tiring for both interviewer and interviewee. As a result, the program has been set up only to ask about a random selection of up to four advice topics, meaning no respondent goes round the loop of questions more than four times.

EndIntv It is important that you enter a value for this variable when you reach the end of the interview. It means that the outcome code for the interview automatically becomes code 11 (i.e. fully productive).

Connexions leaflets

In your briefing pack we have included two leaflets about the Connexions service. These are for your information only and should not be given to the respondents. You should also not use any information you find out from these leaflets to prompt the respondents’ understanding of the questions about Connexions. We are trying to collect baseline figures for awareness of the Connexions service and so any prompting would bias the results.

We do not have enough of these leaflets to give one to each respondent who expresses an interest in the Connexions program. However, if at the end of the interview, the young person asks how to get in contact with their local Connexions service, please give them the phone number for their area’s Connexions office from the back of the leaflets.

Other student survey

A telephone study of those taking courses at Further Education colleges is being carried out by NOP at the same time as our study. Their study will be looking at customer satisfaction issues and is being carried out for the Learning and Skills Council (LSC). We estimate that only about 30 members of their sample will also be included in our overall sample of 30,000, so it is unlikely that you will encounter someone who has been approached for the NOP survey. However, should this happen and the respondent be unwilling to take part, stress the importance and purpose of the YCS in an effort to gain their co-operation.
Contacts

If you have any queries or problems with the questionnaire or procedures for this study, please call the researchers - Lindsey Jarvis on 020 7549 9571 or Sonia Exley on 020 7549 9572 or the Blue Team at Brentwood – Elaine Iffland on 01277 690090.

If respondents have queries which you cannot answer and they want to speak to someone at DfES please refer them to Alex Miller, who is the DfES project manager, on 0114 259 4587 during office hours.

Thank you for your help with this study.
We hope it all goes well.
YOUTH COHORT STUDY 2002 –
CONNEXIONS
ADDRESS RECORD FORM (ARF)
BLUE TEAM

NAME AND ADDRESS LABEL

<table>
<thead>
<tr>
<th>Interviewer name:</th>
<th>Interviewer number:</th>
<th>Total number of calls:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Call No.</th>
<th>Date DD/MM</th>
<th>Day of week</th>
<th>Time 24hr Clock</th>
<th>CALLS RECORD (Note all calls, including telephone calls, even if no reply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
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<tr>
<td>10</td>
<td>/</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RE-ALLOCATED ADDRESS/HOUSEHOLD: If this address/household is being reallocated to another interviewer before you have completed it, code here 90 END *
Establish whether to interview at address

1. IS THIS ADDRESS TRACEABLE, RESIDENTIAL AND OCCUPIED AS A MAIN RESIDENCE?
   - Yes A Go to Q6
   - Unsure B Go to Q2
   - No C Go to Q4
   - Office 41 END

Unknown eligibility

2. CODE OUTCOME:
   - OFFICE APPROVAL ONLY – Not attempted 61
   - OFFICE APPROVAL ONLY – Inaccessible 62 END
   - OFFICE APPROVAL ONLY – Unable to locate address 63
   - Unknown whether address contains residential housing 64 Go to Q3
   - Residential address – unknown whether occupied 65
   - Other unknown eligibility 67 Go to Q5

3. WAS THE INFORMATION ...
   - …REFUSED 1 END
   - OR DID YOU NOT MAKE CONTACT? 2

Deadwood

4. CODE OUTCOME:
   - Not yet built/under construction 71
   - Demolished/derelict 72
   - Vacant/empty 73
   - Non-residential address e.g. business, school, office, factory etc 74 END
   - Address occupied, no resident household e.g. holiday/weekend homes 75
   - Communal Establishment/Institution (no private dwellings) 76
   - Residential, but no eligible respondent (no one aged 18+) 77
   - Other Ineligible 79 GO TO Q5

5. RECORD REASONS FOR USING CODES 67 AND 79

END
### Contact at address

<table>
<thead>
<tr>
<th>6.</th>
<th>SEEK CONTACT WITH RESPONSIBLE ADULT AT ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact made with responsible adult</td>
<td>A  GO TO Q.7</td>
</tr>
<tr>
<td>No contact with anyone at the address</td>
<td>31 END</td>
</tr>
</tbody>
</table>
| Contact made at address, not at cohort member’s dwelling unit | 32 END *
| Contact not made with responsible adult | 33 END |
| (call Area Manager before returning ARF to office) | |

### Introduce Yourself and (Try To) Locate Cohort Member

<table>
<thead>
<tr>
<th>7.</th>
<th>INTRODUCE YOURSELF AND (TRY TO) LOCATE COHORT MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information obtained about cohort member</td>
<td>A  GO TO Q8</td>
</tr>
</tbody>
</table>
| Information refused | 42 END *

### Is the Cohort Member Still at This Address?

<table>
<thead>
<tr>
<th>8.</th>
<th>IS THE COHORT MEMBER STILL AT THIS ADDRESS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>A  GO TO Q.10</td>
</tr>
<tr>
<td>No</td>
<td>B  GO TO Q.9</td>
</tr>
</tbody>
</table>

### Why is Named Cohort Member No Longer at Address?

<table>
<thead>
<tr>
<th>9.</th>
<th>WHY IS NAMED COHORT MEMBER NO LONGER AT ADDRESS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moved</td>
<td>68  GO TO Q15</td>
</tr>
</tbody>
</table>
| Dead  | 96  END *
| Emigrated/permanently out of the country | 97  END |

### Seek contact with cohort member and introduce survey

<table>
<thead>
<tr>
<th>10.</th>
<th>DID YOU INTERVIEW THE COHORT MEMBER?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>A  Go to Q11</td>
</tr>
<tr>
<td>NO</td>
<td>B  Go to Q12</td>
</tr>
</tbody>
</table>

### Productive outcome

<table>
<thead>
<tr>
<th>11.</th>
<th>PLEASE CIRCLE OUTCOME CODE COMPUTED IN ADMIN BLOCK:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully productive interview</td>
<td>11  FILL IN STABLE ADDRESS INFO.</td>
</tr>
<tr>
<td>Partial productive interview</td>
<td>21</td>
</tr>
</tbody>
</table>
Unproductive outcome

12. CODE ONE OUTCOME CODE ONLY:
   REFUSAL:
   Refusal before interview
   Refusal during interview (unproductive partial)
   Broken Appointment - No recontact
   
   OTHER UNPRODUCTIVE:
   Ill at home during survey period
   Away or in hospital all survey period
   Physically or mentally unable/incompetent
   Language Difficulties
   Other Unproductive

13. WAS THE REFUSAL BY ...
    CODE ONE ONLY
    ... THE SELECTED PERSON
    OR, BY PROXY?

14. RECORD REASONS FOR USING CODE 56

END
15. **THIS QUESTION IS FOR MOVERS ONLY**

IF MOVED AND NEW ADDRESS & TELEPHONE NUMBER KNOWN, WRITE IN:

New address:

POSTCODE: ____________________

Telephone No.:

Other information:

**FILL IN AS DIRECTED DURING INTERVIEW**
STABLE ADDRESS/ADDITIONAL INFORMATION TO HELP WITH FUTURE CONTACTS
Please write in below any information the respondent gives about a stable address/telephone number, or any other information which may help us to contact him or her in the future, (for instance, a relative’s address if the respondent is likely to move).

Contact person:

Relationship to respondent:

Stable address:

POSTCODE: __________________

Telephone No.:

Other information:

APPENDIX F    CODEFRAMES

- Qualification type codeframes
- Subject codeframes
- Result and other codeframes
### C11S1 QUALIFICATION TYPE CODEFRAMES

#### Band A – Academic Qualifications

- **01** GCSE
- **02** GCSE SHORT COURSE (SPECIFIC MENTIONS)
- **03** NCC (NATIONAL CURRICULUM CERTIFICATE)
- **04** GCE A-LEVEL
- **05** GCE A/S EXAM
- **06** S LEVEL
- **07** OTHER ACADEMIC QUALIFICATIONS (EXCLUDING HIGHER EDUCATION) NOT CODES 01-06 ABOVE OXFORD & CAMBRIDGE & SCOTTISH HIGHERS

#### Band B – GNVQ Qualifications

- **08** GNVQ FOUNDATION
- **09** GNVQ INTERMEDIATE
- **10** GNVQ ADVANCED/VOCATIONAL A LEVELS/AVCEs
- **11** OTHER GNVQ (NOT CODES 08-10)

#### Band C – NVQ Qualifications

- **12** RSA NVQ LEVEL 1/CERTIFICATE
- **13** RSA NVQ LEVEL 2/DIPLOMA
- **14** RSA NVQ LEVEL 3/ADVANCED DIPLOMA/TEACHING CERTIFICATE
- **15** RSA NVQ LEVEL 4/HIGHER DIPLOMA/TEACHING DIPLOMA
- **16** RSA DON’T KNOW NVQ LEVEL/OTHER RSA
- **17** BTEC NVQ LEVEL 1/FIRST/GENERAL CERTIFICATE
- **18** BTEC NVQ LEVEL 2/FIRST/GENERAL DIPLOMA
- **19** BTEC NVQ LEVEL 3/NATIONAL CERTIFICATE/DIPLOMA
- **20** BTEC NVQ LEVEL 4/HIGHER CERTIFICATE/DIPLOMA
- **21** BTEC DON’T KNOW NVQ LEVEL/OTHER BTEC
- **22** CITY & GUILDS NVQ LEVEL 1/PART 1
- **23** CITY & GUILDS NVQ LEVEL 2/PART 2/CRAFT/INTERMEDIATE
- **24** CITY & GUILDS NVQ LEVEL 3/PART 3/FINAL/ADVANCED CRAFT
- **25** CITY & GUILDS NVQ LEVEL 4/CAREER EXTENSION/FTC
- **26** CITY & GUILDS DON’T KNOW NVQ LEVEL/OTHER C & G
27 CITY & GUILDS DIPLOMA OR VOCATIONAL EDUCATION (DVE) NATIONAL
28 CITY & GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE) INTERMEDIATE
29 CITY & GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE) NOT KNOWN WHETHER NATIONAL OR INTERMEDIATE
30 NVQ (NOT RSA BTEC OR C & G) LEVEL 1
31 NVQ (NOT RSA BTEC OR C & G) LEVEL 2
32 NVQ (NOT RSA BTEC OR C & G) LEVEL 3
33 NVQ (NOT RSA BTEC OR C & G) LEVEL 4
34 NVQ (NOT RSA BTEC OR C & G) DON'T KNOW LEVEL/OTHER NVQ
35 CPVE
36 INTERNATIONAL BACCALAUREATE (BAND A)
37 OND/ONC
38 HND/HNC
39 REGIONAL EXAMINING BODIES
40 PROFESSIONAL QUALIFICATIONS
42 OTHER BAND C NEC AT NVQ LEVEL 1
43 OTHER BAND C NEC AT NVQ LEVEL 2
44 OTHER BAND C NEC AT NVQ LEVEL 3
45 OTHER BAND C NEC AT NVQ LEVEL 4
46 OTHER BAND C NEC NVQ LEVEL NOT STATED (INCLUDE LCCI) & DUKE OF EDINBURGH PITMANS LIFE SAVING AWARDS
47 KEY SKILLS

Other Qualifications
50 HIGH DEGREE OF POSTGRADUATE AWARDS
51 TEACHER TRAINING
52 FIRST DEGREE
53 DIPLOMA OF HIGHER EDUCATION (DIP HE)
54 OTHER HIGHER EDUCATION DIPLOMA OR CERTIFICATE
55 PROFESSIONAL QUALIFICATIONS - HIGHER EDUCATION
56 OTHER HIGHER EDUCATION
57 OTHER QUALIFICATION BAND NOT KNOWN
<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>KEY SKILLS CERTIFICATE (NOT AS PART OF GNVQ) (DO NOT USE)</td>
</tr>
<tr>
<td>59</td>
<td>FOUNDATION DEGREE</td>
</tr>
</tbody>
</table>

**Not Coded**
- 90   NO MORE TO CODE
- 96   UNCLEAR/UNCODEABLE
- 97   OTHER
- 98   DON'T KNOW
- 99   NOT ANSWERED (QUALIFICATION NOT STATED)
### C11S1 SUBJECT CODEFRAMES

**BAND A - Academic qualifications**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>BIOLOGY</td>
</tr>
<tr>
<td>2</td>
<td>BIOLOGY: HUMAN</td>
</tr>
<tr>
<td>3</td>
<td>BIOLOGY: SOCIAL</td>
</tr>
<tr>
<td>4</td>
<td>BIOLOGY: HUMAN &amp; SOCIAL</td>
</tr>
<tr>
<td>5</td>
<td>CHEMISTRY</td>
</tr>
<tr>
<td>6</td>
<td>PHYSICS</td>
</tr>
<tr>
<td>7</td>
<td>SCIENCE: SINGLE AWARD</td>
</tr>
<tr>
<td>8</td>
<td>SCIENCE: DUAL AWARD (1st GRADE)</td>
</tr>
<tr>
<td>9</td>
<td>SCIENCE: DUAL AWARD (2nd GRADE)</td>
</tr>
<tr>
<td>10</td>
<td>SCIENCE: DOUBLE AWARD (1st GRADE)</td>
</tr>
<tr>
<td>11</td>
<td>SCIENCE: DOUBLE AWARD (2nd GRADE)</td>
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<tr>
<td>12</td>
<td>SCIENCE: BIOLOGY &amp; CHEMISTRY</td>
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<tr>
<td>13</td>
<td>SCIENCE: BIOLOGY &amp; PHYSICS</td>
</tr>
<tr>
<td>14</td>
<td>SCIENCE: CHEMISTRY &amp; PHYSICS</td>
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<tr>
<td>15</td>
<td>AERONAUTICS</td>
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<tr>
<td>16</td>
<td>SCIENCE: AGRICULTURE</td>
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<td>17</td>
<td>SCIENCE: APPLIED</td>
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<td>18</td>
<td>SCIENCE: ASTRONOMY</td>
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<tr>
<td>20</td>
<td>SCIENCE: ELECTRONICS</td>
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<td>SCIENCE: GEOLOGY</td>
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<td>SCIENCE: HORTICULTURE</td>
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<td>24</td>
<td>SCIENCE: PHYSICAL</td>
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<td>PSYCHOLOGY</td>
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<tr>
<td>26</td>
<td>ROBOTICS</td>
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<td>27</td>
<td>SCIENCE: RURAL</td>
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<td>28</td>
<td>SCIENCE IN SOCIETY/SCIENCE FOR PUBLIC UNDERSTANDING</td>
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<tr>
<td>29</td>
<td>SCIENCE: TECHNOLOGY</td>
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<td>MATHEMATICS</td>
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<td>MATHEMATICS (PURE)</td>
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<td>36</td>
<td>DECISION/DISCRETE MATHEMATICS</td>
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<tr>
<td>38</td>
<td>MATHEMATICS (PURE &amp; APPLIED)</td>
</tr>
<tr>
<td>39</td>
<td>PURE &amp; DECISION MATHEMATICS</td>
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<td>MATHEMATICS (PURE &amp; STATISTICS)</td>
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<td>MATHEMATICAL STUDIES</td>
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<td>46</td>
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<td>COMPUTER STUDIES/COMPUTING</td>
</tr>
<tr>
<td>48</td>
<td>COMMUNICATION TECHNOLOGY/GRAPHIC COMMUNICATION</td>
</tr>
<tr>
<td>49</td>
<td>INFORMATION TECHNOLOGY</td>
</tr>
</tbody>
</table>
50 INFORMATION STUDIES
51 CDT: TECHNOLOGY
52 CDT: DESIGN
53 CDT: DESIGN & COMMUNICATION
54 CDT: DESIGN & REALISATION
55 CDT: DESIGN & TECHNOLOGY
56 CDT: BUILDING STUDIES
57 OTHER TECHNOLOGY SYLLABUSES
58 DESIGN (BUT NOT ART & DESIGN)
59 CONTROL TECHNOLOGY
60 ENGINEERING
61 ENGINEERING WORKSHOP THEORY & PRACTICE
62 GEOMETRICAL & TECHNICAL DRAWING
63 GRAPHICS/GRAPHIC DESIGN
64 METALWORK
65 MOTOR VEHICLE STUDIES
66 SOUND RECORDING
67 WOODWORK
68 TECHNICAL STUDIES
69 BUSINESS STUDIES
70 BUSINESS STUDIES & ECONOMICS
71 BUSINESS & INFORMATION STUDIES (1st GRADE)
72 BUSINESS & INFORMATION STUDIES (2nd GRADE)
73 HOME ECONOMICS
74 HOME ECONOMICS: CONSUMER STUDIES
75 HOME ECONOMICS: CHILD DEVELOPMENT
76 HOME ECONOMICS: FOOD
77 HOME ECONOMICS: TEXTILES
78 HOME ECONOMICS: HOME & FAMILY
79 ART & DESIGN
80 ART & DESIGN (DRAWING & PAINTING)
81 ART AND DESIGN (GRAPHICS)
82 ART AND DESIGN (PHOTOGRAPHY)
83 ART AND DESIGN (POTTERY)
84 ART AND DESIGN (PRINTING)
85 ART AND DESIGN (TEXTILES)
86 ART AND DESIGN (3-D STUDIES)
87 ART AND DESIGN (CRITICAL STUDIES)
88 FINE ART
89 CRAFT
90 ART
91 ART WITH ART HISTORY
92 HISTORY OF ART
93 GEOGRAPHY
94 ENVIRONMENTAL STUDIES SINGLE
95 ENVIRONMENTAL STUDIES DUAL AWARD (1ST GRADE)
96 ENVIRONMENTAL STUDIES DUAL AWARD (2ND GRADE)
97 HISTORY/MEDIEVAL HISTORY
98 AMERICAN STUDIES
99 ASIAN STUDIES
100 EUROPEAN STUDIES
101 FRENCH STUDIES
102 MUSEUM STUDIES
103 RUSSIAN STUDIES
104 SPANISH STUDIES
105 WELSH STUDIES
106 GERMAN STUDIES
107 ECONOMICS
108 ECONOMICS AND BUSINESS STUDIES
109 HUMANITIES SINGLE
110 INTEGRATED HUMANITIES SINGLE
111 INTEGRATED HUMANITIES DUAL AWARD (1ST GRADE)
112 INTEGRATED HUMANITIES DUAL AWARD (2ND GRADE)
113 RELIGIOUS STUDIES/CHRISTIAN THEOLOGY
114 SOCIAL SCIENCE
115 ARCHAEOLOGY/ GEOLOGY
116 COMMUNITY STUDIES
117 LAW
118 LOGIC/PHILOSOPHY/Critical Thinking/ETHICS
119 PERSONAL/SOCIAL EDUCATION
120 PERSONAL AND SOCIAL EDUCATION (1ST GRADE)
121 POLITICS/GOVERNMENT & POLITICS
122 PERSONAL AND SOCIAL EDUCATION (2ND GRADE)
124 PUBLIC AFFAIRS
125 SOCIOLOGY
126 CITIZENSHIP/SOCIAL SCIENCE: CITIZENSHIP
127 ENGLISH
128 ENGLISH LANGUAGE
129 ENGLISH LITERATURE
130 ENGLISH GRADE IN DUAL AWARD SYLLABUS/ENGLISH COMBINED
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275 DESIGN/TECH & SYSTEMS
276 DESIGN/TECH & ENGINEERING
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278 PERSIAN
279 WORLD DEVELOPMENT
280 CRITICAL THINKING

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<td>628</td>
<td>Improving own learning and performance</td>
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C11S1 RESULT AND OTHER CODEFRAMES

RESULT

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QUESTION 11 - ACTIVITY

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<tr>
<td>02</td>
<td>Modern Apprenticeship (Foundation or Advanced) or other government supported training</td>
</tr>
<tr>
<td>03</td>
<td>In a full time job (over 30 hours a week)</td>
</tr>
<tr>
<td>04</td>
<td>In a part time job (if this is your main activity)</td>
</tr>
<tr>
<td>05</td>
<td>In full time education at school or college</td>
</tr>
<tr>
<td>06</td>
<td>Looking after the home or family</td>
</tr>
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<td>07</td>
<td>Doing something else/other</td>
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<td>08</td>
<td>Pt education</td>
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<td>09</td>
<td>Pt job if not main activity</td>
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<td>Temporary/casual work</td>
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<td>11</td>
<td>Abroad (holiday and/or work abroad)</td>
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<td>12</td>
<td>Voluntary work</td>
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<tr>
<td>13</td>
<td>Illness/accident</td>
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<tr>
<td>14</td>
<td>Waiting to start job/government sponsored training/training course</td>
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<tr>
<td>15</td>
<td>Taking a gap year/Taking a break from study/work</td>
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<td>16</td>
<td>Pregnant/just had baby</td>
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<tr>
<td>17</td>
<td>Training for job/trainee</td>
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<td>18</td>
<td>Joined armed forces/waiting to go into armed forces</td>
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<td>19</td>
<td>Been ill/sick/in hospital</td>
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**QUESTION 56 – TRAINING**

1. Yes, Advanced Modern Apprenticeship (AMA)
2. Yes, Foundation Modern Apprenticeship (FMA)
3. Yes, Modern Apprenticeship, but not sure which
4. Yes, other government supported training  (Please write in below)
5. No, none of these are part of my job/training
6. Not sure
7. Other NVQ training
8. Learning Gateway
9. Lifeskills

**QUESTION 73 – NO EDUCATION/ TRAINING/ EMPLOYMENT – MAIN REASON – ADDITIONAL CODES**

13. Other
14. Drugs/ Alcohol Problems
15. Criminal Record
16. Have not decided what job or course to do
17. Having a break from study
18. Just finished exams / studies
19. Already have college course / training ready to start
Youth Cohort Study: Survey of 17 Year Olds (Cohort 11 Sweep 2) Technical Report

Lindsey Jarvis, Sonia Exley and Sarah Tipping

Prepared for the Department for Education and Skills

July 2006
P2254
Acknowledgements

First and foremost, our thanks go to all the young people who responded to this second sweep of the 11th Youth Cohort Study.

At the Department for Education and Skills, thanks are due to Alex Miller, Neil Ogley, Tim Thair and Jenni Wilbourn for their work throughout the project.

At the National Centre (NatCen) Lindsey Jarvis, Sonia Exley and Alison Park designed the research and Sarah Tipping provided input at the sampling and weighting stages. Theresa Patterson, Elaine James and their team managed the data processing and coding. Peyman Damestani and John Hurn managed the project computing and data processing as part of Steve Elder’s team, and Steve Elder produced the dataset.
1 INTRODUCTION

1.1 Background to the study

The Youth Cohort Studies (YCS) are a series of surveys among young people aged 16 and upwards, which monitor their decisions and behaviour in making the transition from compulsory education to further or higher education, employment or another activity. The main aim of the research is to identify and explain the major factors influencing these transitions after school, such as levels of educational attainment, training opportunities and school experiences.

The YCS is funded and managed by the Department for Education and Skills (DfES).

The Youth Cohort Study series dates back to 1985 when Cohort 1 Sweep 1 took place. A brief history of the first ten years of YCS can be found in Courtenay (1996). YCS cohorts are selected by taking a random sample of pupils from the file provided by the Department that contains details of young people drawn from Year 11 school registers by each school. The first survey (or ‘sweep’) of those sampled takes place one year later, with subsequent sweeps at varying time intervals (usually annually but occasionally after shorter intervals). To date, there have been 11 YCS Cohorts and more than thirty sweeps (details of these are set out in Table 1.1) leading to a large number of reports on a wide range of topics. The questionnaires have been designed, over the history of the YCS, to be broadly comparable, but external changes and shifts in policy interest, as well as major and extensive changes over time in the structure of qualifications and training, have brought about changes in the questionnaire - some minor, others more fundamental.

This technical report describes the methodology used on the second sweep of the 11th YCS survey, which was carried out by the National Centre for Social Research (NatCen) in spring 2003. This study was the second contact with the group of young people who (in most cases) completed year 11 by the summer of 2001 and were aged 16 or 17 when first interviewed in spring 2002. Although information collected in the survey was quite wide-ranging, it mainly focused on identifying respondents’ economic activity, their qualifications gained and sought, current work details and a small amount of attitudinal and background information. In addition, this sweep of the YCS was the second in which a subsample were asked extra questions to evaluate the new Connexions service launched in 2001. This service aims to provide young people with guidance, support and advice in their decision-making about the future. Lastly, the second sweep involved taking a subsample of ‘high-achieving’ respondents (using information from the first sweep) and asking them about their views and attitudes towards Higher Education.
1.2 Position of this study in the YCS series

Table 1.1 shows the age of the respondents at each of the individual survey sweeps of the 11 YCS cohorts to date. The separate Cohorts are listed across the page while the age of the respondent at each sweep (postal and, more recently, telephone contacts with respondents) are shown by the year in which they took place.

The first contact with members of the 11th Youth Cohort Study took place in the spring of 2002 (the first year following the end of their compulsory education) when they were 16 or 17 years old. The second contact took place in the spring of 2003 when they were 17 or 18 years old.

**Table 1.1: History of YCS series and age of respondents at each sweep**

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</table>

1. Cohort 6 were surveyed twice in 1994 (Sweeps 3 and 4).
2. These cohorts were surveyed twice in 2000. Cohort 9 had sweeps 3 & 4 and cohort 10 had sweeps 1 & 2.

1.3 Cohort 11 Sweep 2 sample

The eligible sample for this second sweep of the 11th Cohort of the YCS series consisted of all those who responded to the first sweep of Cohort 11 and who did not answer ‘No’ when asked the question “We or another survey organisation would like to contact you again in the future, probably in a year or so to find out what you are doing then. Would you willing to have another interview?”. The sample consisted of about 13,500 17 year-olds.
Two subgroups were removed from this full sample; one formed a Higher Education sample and the other a ‘Connexions’ sample. All those remaining formed the ‘core’ YCS sample (the questionnaire used for this group is referred to as the ‘main’ YCS questionnaire). All three samples are described in more detail in the following sections.

1.3.1 Core sample

The core sample comprised approximately 10,000 17/18 year olds and was designed to be comparable with the initial sweeps of previous Cohorts, once weighting was applied. As has occurred previously, the primary mode of interview was by a self-completion postal questionnaire. However, in common with more recent Cohorts, Computer Assisted Telephone Interviewing (CATI) was also used in order to follow-up non-responders to the postal questionnaire mail-out and to boost the response rate.

The aims of the questionnaire were to:

- Gather information on the current activities of young people to show whether they are in education, work, training or doing something else with full details of job descriptions collected for those in work or work-based training;
- Track the different routes in terms of current activities since the previous sweep;
- Collect full details of qualifications gained since the previous Sweep as well as those still being studied for.

These data were then linked with that from the previous sweep’s to map the educational, training and work histories of young people. This also provided figures of educational attainment for cohort 11 to be compared with previous cohorts.

1.3.2 Connexions sample

The first sweep of Cohort 11 included a special questionnaire administered only to a particular subgroup of the sample living in areas with a new youth service, Connexions, which aims to provide young people with guidance, advice and support in their decision-making about the future. The interview evaluated respondents’ awareness and experiences of the new service. Approximately 1,000 interviews were carried out, with 40% being conducted over the telephone, and the remainder being interviewed face-to-face.

Young people living in the following twelve Connexions partnership areas were included in the Sweep 1 sample:
The second sweep of Cohort 11 followed-up these young people in order to continue monitoring awareness of the Connexions service, thus enabling the evaluation of the service from the viewpoint of those who have used it. The interview also examined alternative sources of advice received by this age group.

Approximately 1000 Connexions respondents from the first sweep formed the Connexions sub-sample for the second sweep, and all interviewing was carried out over the telephone. Only those young people who participated in the Connexions interview at the first sweep were eligible for inclusion.

Where we were able to match the sampled addresses with a telephone number, we carried out CATI interviewing for the Connexions sample. For the remaining cases, a core postal questionnaire was sent out to the young person’s address, and questions about Connexions were not asked.

1.3.3 Higher Education sample

As in previous cohorts, there was interest at Sweep 2 in exploring attitudes and aspirations towards higher education among those with higher educational attainment. The topics included were young people’s hopes of participating in higher education and attainment at this level, and the barriers to their fulfilment of these aspirations. The Higher Education questionnaire aimed to identify explanations of why some young people participate in education, training and employment while others drop out.

The sub-sample for the Higher Education questionnaire was drawn from those who had achieved a level 2 qualification, that is at least 5 GCSEs at A*-C or equivalent by the end of their compulsory education (Year 11). Throughout this Report this group are referred to as the Higher Education or High Achievers sub-sample. This group comprised 2,700 respondents, and this sub-sample was interviewed by telephone.
As with Connexions, where we were able to match sampled addresses with telephone numbers, we carried out CATI interviewing for the Higher Education sample. Where this was not possible, a core postal questionnaire was sent to the cohort member’s address, and questions about Higher Education were not asked.

The Connexions and Higher Education interviews incorporated the core questions so a total of 13,345 young people formed the combined core sample.

1.4 Changes since the previous sweeps

The design of the 11th YCS first and second sweeps was different to those of previous cohorts in the series due to the addition of a Connexions evaluation module. The second sweep of this cohort differed from the first in terms of the addition of a module on Higher Education.

The postal questionnaire was also amended to take account of changes in the worlds of education, work and training, new research needs and difficulties with the questions which had been identified during past surveys and pilot work.

1.5 Time references

Some questions relate to specific points in time. For example, respondents were told “We would like to know what you are doing at the moment” (Q2) or asked whether they were “currently in a full or part-time job or on a Modern Apprenticeship or in other government supported training?” (Q25).

The first questionnaire mail-out was near the end of February 2003 and the cut-off date for receiving questionnaires was the beginning of June 2003. The time references in the returned questionnaires might, therefore, be to any date or period from late February until early June. The date on which the questionnaire was received at NatCen and ‘booked in’ is recorded as part of the datafiles. The date on which the questionnaire was completed is likely to be a day or two prior to booking in (all postage was first class). However, it is possible that some respondents left a time gap between completing their questionnaire booklet and posting it to NatCen.

1.6 Archiving the data

All YCS data is deposited with the UK Data Archive at the University of Essex and can be accessed from there. Further details on how to access YCS data can be obtained from the Archive itself (www.data-archive.ac.uk).
2 SAMPLING

2.1 Background

The sample members for sweep 1 were originally drawn from a sampling frame of 35,000 pupils taken from the 2000/01 year 11 school registers. Of these pupils 30,185 were then selected to be issued for sweep 1 of the survey. There were 7007 pupils in the sample who were in schools within one of the 12 Connexions areas, 1540 of these were selected for the Connexions sample and were given questionnaires containing an extra module concerning the Connexions services. The remaining sample were given core questionnaires only.

2.2 Sampling for sweep 2

The issued sample for sweep 2 consisted of the 9,650 pupils who had responded to sweep 1 and also given permission to be re-contacted by NatCen. Core sweep 2 questionnaires were issued to all these pupils. In addition 2,700 of the sweep 2 sample were selected for the higher achievers questionnaire. These were selected from roughly 12,000 respondents who:

- lived in England,
- had a telephone number and
- had at least 5 GCSEs grade A*-C or equivalent.

The higher achievers were stratified serial number by school type by GOR before selection took place. The selected higher achievers were given questionnaires containing a further module on higher education.

The connexions sample in sweep 2 consisted of those sweep 1 connexions sample members who had responded and agreed to be re-contacted. These respondents were again given questionnaires with an extra module on the connexions service.
3 QUESTIONNAIRE DEVELOPMENT AND PILOTING

3.1 Questionnaire design

All three questionnaires were developed in consultation with the Department’s Project Steering Group, and approved by this group prior to the start of fieldwork. The extent of questionnaire design required varied by mode. The postal and Internet questionnaires were largely (though not entirely) based on questions included in previous YCS sweeps and therefore the piloting and development work required was limited. In addition, most of the questions asked in the telephone surveys using computer-assisted telephone interviewing (CATI) were based on versions of questions from CATI modules in previous sweeps. However, there were some new CATI questions developed, particularly in relation to Higher Education, that needed thorough development and testing.

3.1.1 The core YCS questionnaire

A copy of the main postal questionnaire is included in Appendix C. The general content of the questionnaire followed that of previous cohorts in order to allow comparability over time. It gathered information on the current activities of the young people in terms of whether they were in education, work, training or something else with full details of job descriptions collected for those in work or work-based training. It collected the history of their activities since the last sweep, details of qualifications gained as well as those being studied for. As this was the second sweep of the 11th Cohort, there were fewer family and other background details to be collected than at the first sweep. However, some basic questions were repeated, such as young people’s living arrangements.

Although the core YCS questionnaire was based largely on questions used in previous sweeps, it did need some adaptation and updating, for example to reflect updates in qualification names and other changes since previous sweeps. A key aim in the development stage was to reduce the length of the questionnaire in comparison to the most recent surveys in order to optimise response, not just in terms of page count, but in terms of the number of questions per page. The finalised questionnaire was 16 pages long, a four page reduction from the length of the first sweep C11 questionnaire.

Another key aim within the survey development in terms of ensuring a good response rate was consideration of the questionnaire layout. In designing the questionnaire, NatCen incorporated:

- The use of arrows rather than wording in question routing, to reduce the number of words per question, and the amount of text per page;
• A readable and consistent font size and style of text throughout the questionnaire;
• Tick boxes that were larger, which encouraged respondents to fill them in where appropriate;
• Attitudinal questions at the beginning of the questionnaire which were simple to answer and so eased respondents in gently, engaged their interest and encouraged them to complete the whole document.
• Answer categories that were laid out vertically, rather than horizontally, so as to prevent pages from looking too ‘crowded’

It was also considered that an attempt should be made to ensure new sections started on new pages, in order to make the document easier to navigate. This was possible in most (but not all) sections, given general space constraints. Lastly, new pictures and a new layout were used on the front cover of the questionnaire. It was thought this new format would be more appealing to the target audience and therefore would further boost response.

As outlined in Section 4.1.2, telephone interviews were carried out with respondents who did not return postal questionnaires by a certain date. In order to do this, the postal self-completion questionnaire was turned into a format that could be administered as a computer-assisted telephone interview. A key aim in doing this was to minimise mode effects wherever possible. Where new questions were being introduced to the survey, they were designed as far as possible in such a way that they were functionally equivalent across modes, thus helping to minimise mode effects caused by asking the same questions both in a self-completion and telephone format.

3.1.2 The Connexions and Higher Education questionnaires

The Connexions questionnaire comprised the full range of questions from the core YCS questionnaire, followed by a further module of questions on the Connexions service. Topics covered included awareness of the service, details of the contact respondents had had with the Connexions service, awareness of Personal Advisors, details of advice received on different topics from a range of sources, and assessment of how useful Connexions had been in helping respondents to make decisions about their future.

A similar structure was adopted for the Higher Education questionnaire, with the full range of core questions being asked followed by an additional module on Higher Education drawn from previous sweeps of the YCS and updated to reflect policy needs within the department. Topics covered in this additional module included future plans and decisions/ reasons for and influences on decisions about going into higher education, gap year activities, the pros and cons of higher education, perceptions of graduate pay (newly developed for Cohort 11 Sweep 2), sources of information attained, and levels of information about student finance.
The Connexions and Higher Education questions were designed to be administered by an interviewer on the telephone. As these questions did not require self-completion equivalents, it was possible to adopt a unimode Blaise approach, which minimised mode effects in the collection of the Connexions and Higher Education data.

### 3.2 Expert panel

An in-house expert panel, including researchers at NatCen who had worked on previous YCS sweeps and representatives from DfES, was convened in October 2002 to evaluate all three draft questionnaires. The panel considered the questionnaires and sent written comments to the YCS research team. These ranged from general comments about the layout and routing instructions to specific comments on individual questions. It was thought this would improve draft questionnaires by capitalising on the experience and different perspective of persons outside the specific project team. The expert panel also involved discussions about new questions to be developed.

### 3.3 Cognitive pilot

Some new, complex and amended questions on the core postal, Connexions telephone and Higher Education telephone questionnaires were tested in a cognitive pilot in October 2002. For the purposes of the pilot, special paper versions of the three questionnaires were developed for interviewers to use.

Four cognitive interviewers each recruited five 17-year old respondents to complete the core questionnaire. If respondents had achieved 5 or more GCSEs at A*-C or held equivalent vocational qualifications, they were also eligible to complete the higher education questionnaire (interviewers were asked to recruit at least three ‘high achieving’ respondents). A screening questionnaire was devised to help interviewers ascertain on the doorstep whether or not this was the case for each respondent. Lastly, two of the four interviewers working in Connexions areas tested questions from the Connexions questionnaire on all respondents they selected.

All sample members were recruited on the doorstep and, where this proved difficult, at Colleges of Further Education and/or Job Centres. Certain quotas were required to recruit respondents with a variety of characteristics. In addition to the ‘high achiever’ screening as indicated above (which took highest priority) each interviewer was asked to interview at least two young men and two young women and at least two young people who were not in education. Screening tick-boxes were included in the cognitive project instructions to help interviewers meet the right quotas.
An advanced letter was developed for the cognitive pilot, and interviewers were able to use this as a tool on the doorstep. There was also a payment of £10 for young people taking part, in order to say ‘thank you’ for their help.

Interviewers used two different cognitive methods in pilot testing the questionnaire. The first of these was a “think aloud” method, asking respondents to explain as they went along what they understood each question to mean and how they answered each question. The second method involved retrospectively probing respondents’ answers, asking them to go back and discuss the responses they had given earlier. It was thought that this second method would be more effective in encouraging those who are more reticent in expressing their thoughts to describe the ways in which they understood questions.

Different procedures were adopted for the core postal and Connexions/ Higher Education questionnaires. In testing the core YCS questions, respondents were given a draft copy of selected questions from the postal layout, and asked to “think aloud” as they attempted to fill it in. They were then asked some questions about their answers afterwards. In testing the Connexions and Higher Education questionnaires, the interviewer administered the questionnaires, as this would be the procedure in mainstage fieldwork. Respondents were still asked to think aloud in giving their answers to the Connexions/ Higher Education questions and then answered further questions retrospectively. All interviews were tape-recorded and interviewers made notes on key points arising from each interview.

In total, 18 interviews with young people were achieved. Interviewers were briefed and debriefed by members of the research team. A report and set of recommendations were produced based on findings from the pilot. Key issues which arose were the name change from ‘A levels’ to A2s, awareness of Vocational GCSEs and the International Baccalaureate, plus a range of minor layout amendments on the core postal questionnaire, and the timing of decisions about whether or not to apply to university ‘this year’ on the Higher Education questionnaire.

3.4 Face-to-face pilot

The aims of the face-to-face pilot, which took place in November 2002, were:
- To test the respondents’ (and their parents’) reactions to the advance letter;
- To test the length of time it took respondents to fill in the main YCS postal questionnaire from start to finish;
- To check if respondents had difficulties answering any questions on the questionnaire;
- To check whether main YCS routing, layout and other instructions were clear;

For the face-to-face pilot, four interviewers each recruited five respondents to complete the core postal questionnaire while the interviewers supervised them.
After respondents had completed the postal questionnaire, interviewers were instructed to discuss general problems encountered in filling out the questionnaire, and to probe out queries relating to specific questions.

As for the cognitive pilot, interviewers recruited their sample on the doorstep, looking for young people aged 17 on 31st August 2002. Respondents were selected according to the quotas shown in the next table.

**Table 3.1 Interviewer Assisted Pilot Sample**

<table>
<thead>
<tr>
<th>Minimum quota requirement for:</th>
<th>Main YCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2</td>
</tr>
<tr>
<td>Women</td>
<td>2</td>
</tr>
<tr>
<td>Not in education</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

Core interviews took around 20 minutes on average in this pilot, although some took longer. The longer completion times tended to be in cases where respondents had lower levels of qualifications.

Key issues which arose from the face-to-face pilot on this sweep generally related to layout, and it was agreed that most of these problems would be cleared up once the questionnaire had been laid out professionally. In addition, some issues arose in terms of comparability with C10S2 and C11S1 questionnaires. There was also some confusion around references to former ‘grant-maintained schools’ and it was agreed to drop these references. There were no significant problems arising from the advance letter.

As for the cognitive pilot, a report was produced which detailed the main findings from the pilot as well as suggestions for change.

### 3.5 Telephone pilot

The final stage of piloting for the CATI surveys was the dress rehearsal piloting of the telephone questionnaires in December 2002. As mentioned previously, there were three telephone questionnaires to be tested – the core questionnaire, the Connexions questionnaire and the Higher Education questionnaire. The core questionnaire contained just the core postal questions converted into Blaise for carrying out telephone conversions of those who did not return their postal questionnaires but for whom a working telephone number was available. The Connexions and Higher Education questionnaires were longer in that they contained core postal questions plus additional questions on either the Connexions service or on higher education. It was important to test the computer-assisted versions of the
core postal self-completion questions in the correct mode to check that respondents understood these questions when they were asked over the telephone. In some cases, the wording was exactly the same between the modes, but in others it was amended to work better in a telephone format (for example, the questions which collected information on qualifications). It was therefore vital that question wording was tested in its actual mode of use.

The aims of the pilot were:

- To test the length of the questionnaires in the telephone mode;
- To test that the questions made sense to respondents in this format;
- To test that the CATI routing worked correctly;
- To check the procedures for persuading young people to participate, and identify the most effective strategies for refusal conversion;
- To check the interviewers’ instructions were clear, the questionnaire was well laid out for use by the Telephone Unit interviewers and to test other administrative procedures for this mode.

There were two samples for the pilot – the Connexions sample who were only asked core questions plus questions about Connexions, and the Higher Education sample who were asked core and Higher Education questions. Samples were drawn out of ‘discarded’ cases from the sample file at the first sweep of the 11th Cohort. In the case of the Connexions sample for this pilot, a forenames and addresses were also taken from the cognitive pilot sample members from the first sweep of this survey.

In order to ascertain whether or not respondents in the Higher Education sample were eligible to be asked the questions on Higher Education (i.e. they had attained 5 or more GCSEs at A*-C or equivalent) some screening questions were asked at the beginning of the interview. Where respondents in the HE sample were not eligible, the interview was not carried out.

Overall, fifteen Connexions YCS interviews and 17 Higher Education interviews were achieved by three interviewers. The interviewers were supplied with paper versions of all questionnaires and used these to mark up any comments or issues arising. They were briefed and debriefed by members of the research team.

There were few major problems in the telephone pilot as many questions were repeated from CATI mode at the first sweep of the survey. In addition, most questionnaire design issues arising from new questions had been dealt with in the expert panel and pilots that had gone beforehand. The only significant change to be made to the questions came in the Higher Education questionnaire, where respondents were asked to make estimates of graduate earnings in a series of newly developed questions on perceptions of graduate pay. Given that respondents seemed to focus on earnings per annum it was decided to ask specifically about annual earnings.
The average interview length for Connexions was 19 minutes and for Higher Education it was 22 minutes.

A report of the main findings was prepared for DfES and changes were made as appropriate.

### 3.6 CATI Development

The CATI questionnaire was programmed by the research team into Blaise with assistance on more complex sections of the questionnaire from the NatCen’s programmers. The direct involvement of the researchers in the programming eliminated potential errors in the translation of researchers’ specifications into Blaise code. In addition to the piloting of the CATI questionnaire the program was also tested by the Research, Operations, Computing and Telephone Unit teams. Those in the Operations department tested the questionnaire with particular attention to editing and coding issues, to smooth the data processing task later. The checking procedures included testing the routes that interviews could follow through the questionnaire in order to verify that the appropriate categories of respondents would be asked the correct set of questions.

A version of the Blaise questionnaire in Word format was retained throughout the questionnaire process and used to document changes as they occurred. The Word version of the questionnaire was checked against the Blaise program throughout the questionnaire development process, so as to ensure that it was an accurate representation. Scenarios were tested in the program to ensure that routing was correct and that there were sufficient checks in place to catch out-of-range answers. There were also checks for screen layout, spelling and clarity of instructions to interviewers, and general comparability with the postal version of the questionnaire.

A final checking stage was to run data from completed paper questionnaires as completed by pilot respondents through the telephone questionnaire and vice versa to check consistency between the two modes.

### 3.7 Internet Completion

The 11th Cohort of the YCS has been different from previous cohorts in that its first two sweeps have involved an option whereby respondents were able to complete the core questionnaire on the Internet. This mode was introduced as a potential means of improving response rates. It has long been acknowledged that respondents have survey mode preferences, and it was felt that Internet completion was something that would appeal to the younger age group from whom information was being collected. It was also felt that mode effects would be minimal between postal and Internet completion because both involve a visual channel of communication, and neither involves an interviewer.
The Internet version of the questionnaire was designed in collaboration with GIDE, a computing company based in France. NatCen supplied GIDE with a paper version of the questionnaire and a specification that the Internet equivalent should mirror the postal layout to the highest degree possible (in order to minimise mode effects). Several versions of the Internet option were tested by the Research and Operations teams and this included feeding data from earlier pilots through the Internet questionnaire to check the routing. Many key issues in developing the Internet questionnaire, such as whether respondents should be allowed to go backwards and forwards between pages and ensuring it was possible to leave questions blank, had been resolved at the first sweep. However, some new issues did arise, such as ‘warnings’ arising at certain questions, and a range of formatting and general layout concerns.

This second sweep of the 11th YCS saw an improvement on Internet response at the first sweep, from 150 cases to around 500 cases. This is likely to be as a result of three key changes to that were made between sweeps 1 and 2:

- Respondents in Sweep 1 were only notified about the website option when they received their introductory letter and questionnaire. Consequently, to complete the Internet option a cohort member had to make a conscious decision that they wished to take part in the survey \textit{and} that they would do so later by going to the website address (rather than completing the paper questionnaire in front of them). By Sweep 2, however, we could tell cohort members about the Internet option in a pre-announcement letter, meaning that they could complete the questionnaire there before receiving their paper version.

- At Sweep 2 we made use of e-mail address details supplied by just under half the cohort members at the end of the Sweep 1 questionnaire. This meant that we could make contact with cohort members by e-mail, in addition to our traditional postal and telephone procedures. E-mails were sent out a day or so after the pre-notification letter (thus allowing Cohort members time to receive the letter and to be more likely to recognise the term ‘Pathways’ and not discard the e-mail as unwanted mail). The email, in addition to containing the text of the pre-notification letter also included a link to the website, allowing cohort members to access the questionnaire more easily.

- While the website address for the Sweep 1 survey was rather long and not very memorable, for Sweep 2 we purchased ‘www.pathways2002.com’.
4 DATA COLLECTION

4.1 Mode of collection

As discussed earlier, this second sweep of the YCS incorporated several modes of data collection. Members of different samples were allocated to different modes, and cases were transferred from one mode to another to improve response at various stages during fieldwork.

4.1.1 Initial mode

In the first instance, the core YCS, Connexions and Higher Education samples were organised as three separate groups allocated to different initial modes:

The core YCS questionnaire
This was presented as a postal questionnaire but was available for completion on the Internet.

The Connexions and Higher Education questionnaires
These were administered by an interviewer over the telephone.

4.1.2 Reallocation of mode

Re-allocation to a different mode in order to boost response took place under certain circumstances.

- The main YCS questionnaire. Those who had not completed and returned a postal questionnaire 5 working days after the final questionnaire mailing, and for whom a telephone number was identified, were contacted by telephone with a view to taking part in a telephone interview. The enhancement comprised a CATI questionnaire which was a telephone version of the postal questionnaire.

- The Higher Education questionnaire. Those who had not been contacted over the telephone by a set date (because, for example, their telephone number was incorrect or because the phone had not been answered) were sent a postal copy of the main core questionnaire. This questionnaire did not contain any of the extra Higher Education questions.

- The Connexions questionnaire. Those who had not been contacted over the telephone by a set date (because, for example, their telephone number was incorrect or because the phone had not been answered) were sent a postal copy of the main core questionnaire. This questionnaire did not contain any of the extra Connexions questions.
4.2 Tracking and tracing sample members

A certain proportion of cohort members had moved since they were last contacted, and in these cases the sample file did not contain their new address and telephone details.

Higher Education and Connexions samples

Where a telephone interviewer was informed that the cohort member no longer lived at that telephone number, they were asked to try to collect new telephone and address details for the respondent. Where this was not possible or fruitful, interviewers sought to 'trace' the cohort member using the stable address information provided in Sweep 1. Up to 5 calls were made to the telephone number provided for this stable address, with the aim of obtaining an up-to-date telephone number or address for the cohort member. All tracking and tracing was carried out over the telephone.

Main YCS postal sample

A similar procedure applied to the main postal survey once it reached the telephone enhancement stage. Thus, in cases where a respondent was found to have moved, the interviewer sought to obtain a new address and telephone number either from the new inhabitant at the address or via their stable address. Wherever possible, the interviewer then attempted to carry out a telephone interview with the respondent. Because of the tight timetable for this study, new postal questionnaires were not sent out at this stage in the fieldwork process.

4.1.3 Address checking

For the whole sample the first stage in sample preparation was for all addresses provided on the sample file to be verified using the latest AFD address list management solution software. This software uses a combination of postcode, house number or name, first name and surname, town name and county to verify or provide a more accurate address. The process was carried out for the full sample (including those in the Connexions and Higher Education subsamples as they also received an advanced letter).

Stable address details collected at Sweep 1 were also passed through this AFD system in order to improve the quality of the data, thus enhancing the chances of an accurate telephone match.

4.1.4 Telephone matching

Another part of the sample preparation procedure was that AFD telephone ‘lookup’ software (based on quarterly information about all listed telephone numbers) used respondent name and address details to try and locate alternative telephone numbers for each cohort member (in addition to any number supplied by the cohort member at the end of Sweep 1). Many young people at the first sweep had supplied their
mobile rather than landline number, and the telephone lookup provided an alternative home landline to use in contacting them.

Telephone numbers found through this system were reconciled with those given by respondents at Sweep 1 and duplicates were discarded. Stable address details were run through the same system to find additional stable phone numbers (or alternative numbers). In cases where a new telephone number was identified that did not match any previous number provided, the number was recorded and – where necessary – issued to the telephone interviewer working on a particular case (along with any other numbers on record).

Finally, addresses for which no telephone number had been supplied or identified were passed on to UK Changes, an organisation whose files are updated daily (as opposed to the quarterly records available to NatCen’s system) and who were thus more likely to supply recently changed telephone numbers.

4.2 Postal survey

4.2.1 The fieldwork schedule

The Invitation to Tender for this sweep of the YCS specified that mailings of the postal self-completion element should follow the basic Total Design Method. This involves an initial mailing followed by a postcard reminder after five working days, then a first questionnaire reminder after 10 further days, a second questionnaire 10 days later and finally transfer to telephone conversion after 5 days. For this sweep, an additional letter was sent out 6 working days after telephone enhancement fieldwork had begun, asking those respondents who were not contactable by telephone to get in touch.

As with previous sweeps, questionnaires were accompanied by a personalised letter from the Department and from NatCen addressed to the young person. Consideration was given to the wording and layout of this letter in order to maximise response. As was specified in the invitation to tender, a pre-notification letter was sent out to the core sample in advance of the questionnaire in the hope that this would also maximise response. For those with a working e-mail address supplied at the first sweep, a bulk email with a link to the website address was sent out to sample members at the same time as the initial mailing.

In terms of a reminder strategy, it has been standard on the YCS to send a postcard reminder, two reminder questionnaires (all by first class post) and, finally, to attempt to phone respondents (where they have a traceable phone number) and carry out a telephone interview. This strategy was adopted again for Cohort 11 Sweep 2.
Thus, mailings for this sweep of the YCS adopted the following schedule:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-notification letter</strong></td>
<td>(giving website address) Introductory DfES letter inviting respondents to take part and explaining the purpose of the survey</td>
</tr>
<tr>
<td>5 working days</td>
<td></td>
</tr>
<tr>
<td><strong>Initial mailing</strong></td>
<td>Questionnaire, introductory DfES letter, pre-paid return envelope</td>
</tr>
<tr>
<td>5 working days</td>
<td></td>
</tr>
<tr>
<td><strong>Postcard reminder</strong></td>
<td>Postcard thanking those who have already completed the survey and reminding those who have not to do so</td>
</tr>
<tr>
<td>10 working days</td>
<td></td>
</tr>
<tr>
<td><strong>First questionnaire reminder</strong></td>
<td>Second copy of the questionnaire, reminder DfES letter, pre-paid return envelope</td>
</tr>
<tr>
<td>13 working days</td>
<td></td>
</tr>
<tr>
<td><strong>Second questionnaire reminder</strong></td>
<td>Third copy of the questionnaire, reminder DfES letter, pre-paid return envelope</td>
</tr>
<tr>
<td>5 working days</td>
<td></td>
</tr>
<tr>
<td><strong>Telephone contact</strong></td>
<td>With all outstanding sample members for whom a phone number has been identified</td>
</tr>
</tbody>
</table>
6 working days

**Extra letter**
Sent to those in the telephone enhancement sample without working telephone numbers

The DfES requirements for Welsh translation meant that mailings in Wales had to include both English and Welsh questionnaires. The pre-notification and initial letters were also translated into Welsh. Welsh translation was carried out by NatCen’s reliable suppliers of translation services and checked by one of our Welsh speaking fieldforce supervisors. Questionnaires in Wales were mailed out ten working days after the English mailings because of the time needed to translate the questionnaires. Previous response reports have shown that this still enables a comparable response rate to be achieved in Wales to that in England without increasing the length of Welsh fieldwork.

Questionnaires were marked with a code to indicate at what stage they had been despatched. It was therefore possible to classify productive questionnaires according to when they were despatched.

NatCen sub-contracted questionnaire printing, the bulk of mailings, scanning of questionnaire bar codes and keying to Media Conversion Limited (MCL). NatCen had successfully used MCL for printing, mailings, scanning bar codes and keying on many of its recent postal surveys, including the first sweep of YCS Cohort 11. The following quality control procedures were established:

- The appointment of a nominated contact person at NatCen responsible for all dealings with MCL (and vice versa), helping to ensure that any problems were rapidly identified and resolved;
- Obtaining printed questionnaires from a range of batches, so that checks could be made on the consistency of printing and collation across the print job;
- All MCL proofs were checked by at least two NatCen staff;
- NatCen staff were added to the sample as ‘seed addresses’ and received mailings to verify that procedures had been conducted correctly.

The most important advantage of using MCL was that they were able to perform the tasks of mailing, booking in of cases and keying all at one location. MCL proved to be reliable and have consistently shown flexibility in their approach.

### 4.2.2 Telephone helpline

As with previous YCS sweeps since Cohort 8 Sweep 1, respondents were offered a freephone telephone helpline, located in NatCen’s Telephone Unit, to provide answers to queries either about specific questions or about the survey in general. The
freephone number was listed on all questionnaires, the pre-notification letter and reminder postcard. The telephone line was staffed by interviewers from NatCen’s central Telephone Unit during office hours, with an answer phone operating outside these times. Interviewers were briefed by the research team on how to handle all queries by cohort members. Those answering the helpline were provided with written instructions to help them to answer any questions.

### 4.3 Telephone surveys

All interviews were conducted from NatCen’s central Telephone Unit based at our data processing offices in Brentwood. All telephone interviewing was conducted using Computer-assisted telephone interviewing (CATI). All NatCen telephone interviewers receive a one-day basic interviewer training course and a one-day CATI training course. Both training days included practice sessions and used simulation methods. In addition, survey-specific training was given to all interviewers as discussed in Section 4.4.2 below.

In carrying out fieldwork, a single CATI questionnaire program was used, containing filters that determined whether respondents received the core module only or the Higher Education/Connexions module as well. This approach was also used at Sweep 1 and worked very well.

#### 4.3.1 Advance Letters

All Connexions and Higher Education sample members were sent a personalised advance letter at the start of fieldwork authored by DfES and NatCen. Letters included the freephone number asking respondents to call if they had any questions.

For most Connexions sample members from the first sweep of this survey, a telephone number was available. However, some sample members were interviewed face-to-face at the first sweep using Computer Assisted Personal Interviewing (CAPI). In cases where we did not have, and were not able to trace, a telephone number for a respondent in the Connexions sample (a total of 84 cases), a letter was sent out asking respondents to get in touch with their latest number in order to arrange an interview.

As mentioned above, where those in the Connexions and Higher Education samples did not respond by telephone (e.g. they were not contactable, phone number not working) a postal questionnaire with accompanying letter was sent out to their address. This included core questions only.

#### 4.3.2 Briefing

All interviewers attended a half-day briefing conducted by a project researcher. As the same interviewers were used for Connexions, Higher Education and telephone enhancement fieldwork, separate briefings for those who would work on telephone
enhancement at a later stage were not necessary. Briefings covered the aims and background of the survey, the advance letter (Connexions and Higher Education samples) and previous questionnaire mailings (core sample), strategies for making contact and an overview of the questionnaires. The session involved ‘hands on’ practice, using dummy interviews with particular emphasis on difficult sections of the questionnaire, for example qualification details.

4.3.3 Scheduling of interviews

The telephone sample for the Connexions questionnaire and the telephone enhancement of the postal questionnaire made use of the Blaise telephone sample management system, 'Call Scheduler' which judges the nature and status of each piece of sample. From those pieces of sample selected for use that day, Blaise takes account of engaged signals, appointments, and non-answer call-backs and selects the proper treatment for unsuccessful call-back attempts. A busy signal, for example, would be tried three or four times at regular intervals within the shift. After this time the Blaise software would set this piece of sample to inactive and it would then not be tried again during this shift. This scheduling maximised calling efficiency within shifts.

Given the particular importance of response maximisation in this survey, all households received a minimum of 8 calls before being marked as non-contact.

4.3.4 Welsh translation

Respondents to the telephone enhancement and Higher Education fieldwork in Wales were able to request an interview in Welsh (there were no Connexions areas in Wales so this option did not need to be provided). Had this been requested, it would have been carried out by a Welsh-speaking member of NatCen’s interviewer panel in Wales using the CATI program in conjunction with a translated question list. However, although this facility was available, no respondent requested it.

4.3.5 Quality Control

All shifts in the telephone unit were managed by a trained telephone supervisor who dealt with referrals from specific interviewers in case of difficulties. A minimum of 10% of every interviewer’s work was monitored from a remote listening post.

4.4 Response rates

The response tables in this section show the breakdown of response for the different final modes of response (postal, Internet and telephone) for the core sample (Tables 4.1-4.4), Connexions sample (Table 4.5) and Higher Education sample (Table 4.6).

The final response rate for the original core postal sample was 56% (see Table 4.1). 51% responded to the postal questionnaire, and 5% to the internet questionnaire. As
expected, the number of returned productive questionnaires declined across the three questionnaire mailouts. In addition, 534 panel members were sent core postal questionnaires following unsuccessful attempts to interview them as part of the Connexions and Higher Education samples. This resulted in an additional 122 core interviews (see Table 4.2). A telephone enhancement stage, during which non-responding core panel members were contacted and asked to take part in a telephone interview, resulted in an additional 2,043 interviews (see Table 4.3). In total, therefore, of the 10,184 cases issued as part of the core postal sample, 7,421 questionnaires were completed (4,880 by post, 498 by the internet and 2,043 by telephone), giving an overall response rate of 74% (Table 4.4).

The response rate for the Connexions telephone sample was 66% (or 79% of those sample members who were contactable by telephone (Table 4.5). The response rate for the Higher Education telephone sample was 79% (or 84% of those sample members who were contactable by telephone (Table 4.6).

Table 4.1   Original core postal sample

<table>
<thead>
<tr>
<th></th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued postal sample</td>
<td>9,650</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Total no contact possible (postal) ¹</td>
<td>42</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>9,608</td>
<td>99.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>3,640</td>
<td>37.7%</td>
<td>37.9%</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>836</td>
<td>8.7%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Postal productive (2nd reminder questionnaire mailing)</td>
<td>404</td>
<td>4.2%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Total postal productive ²</td>
<td>4,880</td>
<td>50.6%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Internet productive</td>
<td>498</td>
<td>5.2%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Total productive (postal/Internet)</td>
<td>5,378</td>
<td>55.7%</td>
<td>56.0%</td>
</tr>
<tr>
<td>Returned unopened</td>
<td>160</td>
<td>1.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Refusals</td>
<td>48</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other postal unproductive</td>
<td>21</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Outstanding – questionnaire not returned</td>
<td>4,001</td>
<td>41.5%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Total unproductive (postal)</td>
<td>4,230</td>
<td>43.8%</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

¹ Includes address unknown, not known at address, house demolished, deceased.
² 3 cases were deleted from the dataset after fieldwork as these respondents had returned two questionnaires.
Table 4.2 Core postal sample, including cases transferred from Connexions and Higher education telephone samples (see Section 4.1.2)

<table>
<thead>
<tr>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued postal sample ¹</td>
<td>10,184</td>
<td>100%</td>
</tr>
<tr>
<td>Total no contact possible (postal) ²</td>
<td>42</td>
<td>0.4%</td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>10,142</td>
<td>99.6%</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>3,640</td>
<td>35.7%</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>836</td>
<td>8.2%</td>
</tr>
<tr>
<td>Postal productive (2nd reminder questionnaire mailing)</td>
<td>404</td>
<td>4.0%</td>
</tr>
<tr>
<td>Postal productive (transferred from CATI Connexions/HE sample)</td>
<td>122</td>
<td>1.2%</td>
</tr>
<tr>
<td>Total postal productive ³</td>
<td>5,002</td>
<td>49.1%</td>
</tr>
<tr>
<td>Internet productive</td>
<td>498</td>
<td>4.9%</td>
</tr>
<tr>
<td>Total productive (postal/Internet)</td>
<td>5,500</td>
<td>54.0%</td>
</tr>
<tr>
<td>Returned unopened</td>
<td>160</td>
<td>1.6%</td>
</tr>
<tr>
<td>Refusals</td>
<td>48</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other postal unproductive</td>
<td>21</td>
<td>0.2%</td>
</tr>
<tr>
<td>Outstanding - questionnaire not returned</td>
<td>4,413</td>
<td>43.3%</td>
</tr>
<tr>
<td>Total unproductive (postal)</td>
<td>4,642</td>
<td>45.6%</td>
</tr>
</tbody>
</table>

¹ Comprising 9650 originally issued as part of the Core Postal sample and 534 cases issued postal questionnaires as part of the Connexions and Higher Education samples.

² Includes address unknown, not known at address, house demolished, deceased.

³ 3 cases were deleted from the dataset after fieldwork as these respondents had returned two questionnaires.
### Table 4.3 Core telephone sample

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total issued telephone sample</strong></td>
<td>3,966</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>249</td>
<td>6.3%</td>
<td></td>
</tr>
<tr>
<td>Cohort member not known at telephone number</td>
<td>78</td>
<td>2.0%</td>
<td></td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>64</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible ¹</td>
<td>75</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Total no contact possible (telephone)</strong></td>
<td>466</td>
<td>11.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Sample less no contact possible</strong></td>
<td>3,500</td>
<td>88.3%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Telephone productive ²</strong></td>
<td>2043</td>
<td>51.5%</td>
<td>58.4%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>204</td>
<td>5.1%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Proxy refusal ³</td>
<td>123</td>
<td>3.1%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Other refusal ⁴</td>
<td>6</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total refusals (telephone)</strong></td>
<td>333</td>
<td>8.4%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>117</td>
<td>3.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>No contact after a minimum of 12 calls</td>
<td>196</td>
<td>4.9%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>82</td>
<td>2.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Cohort member completed postal questionnaire</td>
<td>217</td>
<td>5.5%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Cohort member said would/had completed postal questionnaire instead</td>
<td>425</td>
<td>10.7%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>34</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other telephone unproductive ⁵</td>
<td>53</td>
<td>1.3%</td>
<td>1.5%</td>
</tr>
<tr>
<td><strong>Total other unproductive (telephone)</strong></td>
<td>1124</td>
<td>28.3%</td>
<td>32.1%</td>
</tr>
</tbody>
</table>

¹ Includes anonymous call bar and deceased.
² A total of 19 cases were deleted from the dataset after fieldwork as they had completed duplicate postal questionnaires, leaving 2024 telephone cases.
³ Includes information refused about cohort member and refusals by parents.
⁴ Includes office refusals and unproductive partials.
⁵ Includes language difficulties, unable to take part on the phone, too ill to participate, and emigrated or abroad during survey period.
Table 4.4  Summary of total core achieved sample, including cases transferred from Connexions and Higher education telephone samples.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of cases</th>
<th>% of issued cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued sample</td>
<td>10,184</td>
<td>100%</td>
</tr>
<tr>
<td>Total no contact possible (postal and telephone)</td>
<td>508</td>
<td>4.9%</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>3,640</td>
<td>35.7%</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>836</td>
<td>8.2%</td>
</tr>
<tr>
<td>Postal productive (2nd reminder questionnaire mailing)</td>
<td>404</td>
<td>4.0%</td>
</tr>
<tr>
<td>Internet productive</td>
<td>498</td>
<td>4.9%</td>
</tr>
<tr>
<td>Telephone productive</td>
<td>2,043</td>
<td>20.0%</td>
</tr>
<tr>
<td>Total productive (postal/Internet &amp; telephone)</td>
<td>7,543</td>
<td>74.1%</td>
</tr>
<tr>
<td>Total refusals (postal and telephone)</td>
<td>381</td>
<td>3.7%</td>
</tr>
<tr>
<td>Total other unproductive (postal and telephone)</td>
<td>1,752</td>
<td>17.2%</td>
</tr>
</tbody>
</table>

1 3 cases were deleted from the dataset after fieldwork as these respondents had returned two questionnaires.

2 A total of 19 cases were deleted from the dataset after fieldwork as they had completed duplicate postal questionnaires, leaving 2024 telephone cases.
### Table 4.5 Connxions telephone sample

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total issued telephone sample</strong></td>
<td>995</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>53</td>
<td>5.3%</td>
<td></td>
</tr>
<tr>
<td>Cohort member not known at telephone number</td>
<td>11</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>15</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>No telephone number available on file</td>
<td>84</td>
<td>8.4%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible (^1)</td>
<td>9</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Total no contact possible (telephone)</strong></td>
<td>172</td>
<td>17.3%</td>
<td></td>
</tr>
<tr>
<td><strong>Sample less no contact possible</strong></td>
<td>823</td>
<td>82.7%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Telephone productive</strong></td>
<td>652</td>
<td>65.5%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>52</td>
<td>5.2%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Proxy refusal(^2)</td>
<td>20</td>
<td>2.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Other refusal(^3)</td>
<td>2</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total refusals (telephone)</strong></td>
<td>74</td>
<td>7.4%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>30</td>
<td>3.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>No contact after a minimum of 12 calls</td>
<td>23</td>
<td>2.3%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>19</td>
<td>1.9%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>10</td>
<td>1.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Other telephone unproductive(^4)</td>
<td>15</td>
<td>1.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>Total other unproductive (telephone)</strong></td>
<td>97</td>
<td>9.7%</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

\(^1\) Includes anonymous call bar and deceased.

\(^2\) Includes information refused about cohort member and refusals by parents.

\(^3\) Includes office refusals and unproductive partials.

\(^4\) Includes language difficulties, unable to take part on the phone, too ill to participate, and emigrated or abroad during survey period.
Table 4.6  Higher Education telephone sample

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued telephone sample</td>
<td>2700</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>87</td>
<td>3.2%</td>
<td></td>
</tr>
<tr>
<td>Cohort member not known at telephone number</td>
<td>30</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>14</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible 1</td>
<td>18</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Total no contact possible (telephone)</strong></td>
<td><strong>149</strong></td>
<td><strong>5.5%</strong></td>
<td></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td><strong>2551</strong></td>
<td><strong>94.5%</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Telephone productive</td>
<td>2138</td>
<td>79.2%</td>
<td>83.8%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>84</td>
<td>3.1%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Proxy refusal²</td>
<td>53</td>
<td>2.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Other refusal³</td>
<td>15</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>Total refusals (telephone)</strong></td>
<td><strong>152</strong></td>
<td><strong>5.6%</strong></td>
<td><strong>6.0%</strong></td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>71</td>
<td>2.6%</td>
<td>2.8%</td>
</tr>
<tr>
<td>No contact after a minimum of 12 calls</td>
<td>73</td>
<td>2.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>56</td>
<td>2.1%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>21</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other telephone unproductive⁴</td>
<td>40</td>
<td>1.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Total other unproductive (telephone)</strong></td>
<td><strong>261</strong></td>
<td><strong>9.7%</strong></td>
<td><strong>10.2%</strong></td>
</tr>
</tbody>
</table>

¹ Includes anonymous call bar and deceased.
² Includes information refused about cohort member and refusals by parents.
³ Includes office refusals and unproductive partials.
⁴ Includes language difficulties, unable to take part on the phone, too ill to participate, and emigrated or abroad during survey period.
5 DATA PREPARATION

5.1 Booking in

Postal and telephone fieldwork progress was monitored throughout on NatCen’s own computerised booking-in and CATI/CAPI management systems. These have been developed in-house and could be accessed by the Research team whenever required enabling regular progress reports to be sent to the project manager. This close monitoring of response generally enables early identification of any problems arising and corrective measures in the form of amendment to fieldwork procedures to be taken. However, no specific problems were identified in this sweep.

Postal questionnaires were booked-in daily using a bar code scanner, rather than keying the number to the record, to further reduce error. If multiple copies of postal questionnaires were returned the one received first was used. Datafiles of the completed Internet files were downloaded daily by our Operations staff in Brentwood from the on-line system set up by GIDE. These returns were then entered into NatCen’s booking in system.

The booking in procedures also ensured that any duplicate records, which can occur on YCS either through a sample member being sent two questionnaires and completing and returning both or through a sample member returning a postal questionnaire and also giving a telephone interview, were resolved before analysis. The general rule that was applied was to always accept the response by the mode that was completed or received first. For example, if a CATI interview was completed when a postal questionnaire had already been received for this sample member then the postal questionnaire was used and the CATI record deleted.

5.2 Keying postal data

Data entry for the postal self-completion questionnaire was by keying. Keying was considered more suitable for YCS than the widely used questionnaire scanning methods because of the complicated design and the large amount of ‘free text’ recorded by respondents. Quality control measures for keying the data included ‘double keying’. Instructions on how the keying was to be conducted were prepared by members of the Operation teams.
5.3 Editing

After data entry for the postal self-completion questionnaire a full editing process was applied using NatCen’s normal procedures. An edit program was written that checked that each required answer was present, that it was within the required range and that all answers were consistent with the routing logic of the questionnaire. The program also applied such additional checks on plausibility and consistency of answers as were judged appropriate by the Research team. All error reports were referred back to the original questionnaire schedules by experienced editing staff and individual corrections were specified until reruns of the edit program confirmed that the data were clean. Range and consistency checks were agreed with DfES before the start of the editing process.

Many of the edit failures were resolved by reference to the questionnaire and often included poorly written remarks or other bad entries which could be misinterpreted. Often with omissions it was a straightforward case of confirming this by the use of the appropriate ‘No Answer’ code. Where decisions were more complex, editors passed questionnaires onto their supervisors who formulated lists of queries for researchers. In some cases, queries (particularly those relating to subject codes) were referred to DfES.

For the CATI Connexions and Higher Education surveys and telephone follow-up to the main YCS, answers were required to be present (thus there were no unexplained ‘blanks’ except explicit refusals within the CATI data) and additional edit checks were included within the Blaise program and resolved at the time of interview. In addition to this, an edit version of the Blaise program was devised in parallel with the interview program for use after fieldwork. This included more detailed checks so that smaller logical inconsistencies could be resolved. Any interviewer comments were processed by the editing team in consultation with the researchers. Lastly, the CATI data was reformatted into the postal format and run through the postal self-completion edit to ensure consistency across the data from different modes.

The Internet data was converted into the postal format and run through the postal edit system.

In order to check that data merging had been implemented correctly, data was verified through the use of crosstabulations between the original mode and the combined data.

5.4 Coding

5.4.1 Qualification coding

Qualifications and subjects entered in the survey were coded to cohort specific code frames. The code frames were based on those used in Cohort 11 Sweep 1 of the
survey (which were in turn based on those from Cohort 10 Sweep 2), and reviewed by DfES prior to the start of coding to include additional relevant qualifications and subjects. The codeframes used will form the basis of those used in subsequent sweeps of the 11th cohort.

To enhance the quality of coding, a 4-band (A-D) subject coding system, with separate code frames for academic, GNVQ, NVQ and degree level qualifications, was used. The fourth band (degree level qualifications – Band D) was not used in the first sweep of this survey because respondents, aged 16/17 at the time, would have been too young. In this second sweep of the survey, Band D was not used for coding within the core YCS questionnaire, simply within the Higher Education questionnaire where respondents were asked to indicate what subjects they might hope to study at university. The four-band system was considered to be better conceptually for coders, reducing errors in coding.

Queries were referred by coders to the Research team and to DfES if necessary. In some cases, queries were checked against lists of ‘rules’ developed in prior sweeps based on past decisions made about frequently occurring inconsistencies. Key queries surrounded the coding of ‘other’ subject and qualification codes and those who said they were ‘doing something else’ when asked their main activity, as well as numerous queries over individual subject coding, where subject codes did not match qualification types and where qualification names, levels and result codes were inconsistent.

5.4.2 Occupation coding and coding of open questions

SOC and SIC coding were undertaken by experienced coders to the SOC2000 classification. A computerised Blaise 4 Trigram look up system (developed by ONS) was used to do this, allowing the coder to take the keyed text and match it on screen with the correct SOC2000 code. This process was undertaken for all data, including postal and Internet data.

A standard approach to the coding of free text and open questions was adopted on the survey. Listings were prepared of the first 100 questionnaires for each question, in order to draw up question-specific code frames. After consultation with the client, these codeframes were then ‘tested’ on another 100 cases, and researchers discussed with those responsible for coding issues of accuracy and consistency. This was particularly important in the Connexions and Higher Education modules where there were a larger number of open questions to be coded. However, in working on this sweep of the survey, NatCen had the benefit of past experience in that previous codeframes with frequently stated ‘other’ answers were available for reference and to be amended.
6 WEIGHTING

The raw data collected by the YCS are not representative of the population of interest as differences in response between sub-groups leads to bias in the sample and hence bias the survey estimates. For this reason the YCS data is weighted to minimise the non-response bias and increase precision of the survey estimates.

6.1 Non-response weighting methods

For sweep 1 the achieved sample was weighted back to the population using weights created from a population matrix, broken down by sex, school type, region and year 11 GCSE attainment.

For sweep 2 the weights are created using CHAID (Chi-squared Automatic Interaction Detector). CHAID modelling divides the sample into a number of different and defined subgroups (weighting classes) that differ in terms of response. The CHAID algorithm starts with the definition of a dependent variable (0 = no response, 1 = response) then searches the independent variables and selects the variable that discriminates best in terms of response, CHAID then splits the sample based on that variable. Within each of the sub-groups created the same process is repeated, CHAID searches the remaining variables for the next best discriminator and splits the sub-group by that variable. This process stops when no further variables can be found which satisfy the chi-squared criterion.

Only categorical variables can be entered into the CHAID model. The way in which categories are combined during analysis needs to be specified in advance. There are three methods of combining categories:
- Free – any combination of the categories is allowed,
- Monotonic – categories are combined if they are adjacent, this is used mainly for ordinal level variables,
- Float – similar to monotonic but the last category is allowed to join any group, this is useful when the last category of the variable is for missing cases.

Table 1 shows which merge type was specified for each of the variables included in the analysis.

The non-response weights are calculated as the inverse of the response rate within each of the weighting classes thus created. The sweep 2 non-response weights are then combined with the weights from sweep 1 to create a final weight.

In order to generate weights that best reduce bias, separate weights were generated for different sub-groups of respondents. These sub-groups being defined by their mode of response. Non-response weights for samples contacted by telephone were calculated separately to the samples contacted by post, as the factors which affect non-response differ for these two groups. In addition the non-response weights for
respondents who had not responded to the postal questionnaire and had been transferred to CATI were also developed separately. This is because transferred cases would have a different response pattern to respondents whose first contact had been by phone. Respondents in the higher achiever and Connexions samples who the telephone interviewers were unable to contact were sent a core postal questionnaire and were grouped in with other core respondents.

This means three CHAID analyses were carried out to create the basic weight. The first was to create weighting classes for the core postal respondents with the response defined as achieving a postal interview. The second was a separate CHAID analysis for the core cases transferred from postal to CATI, with an achieved telephone interview used as the outcome. The final CHAID analysis was for the higher achievers and Connexions samples, where response was also defined as achieving a telephone interview.

The first split in the CHAID tree for the higher achievers and Connexions weights was forced as higher achievers sample/Connexions sample. This effectively treats the higher achiever and Connexions samples separately and gives us separate CHAID trees for each.

In addition to the basic weight for core analysis a specific connexions weight and a higher achievers weight were generated for analysis of the CATI connexion and higher achiever modules only. These weights were created using the same method as the basic weight but with achieving a telephone interview used as the outcome. The connexions weight was combined with the sweep 1 connexions weight to create a final connexions weight. The higher achievers weight was combined with the sweep 1 basic weight to produce the final higher achievers weight. There is no higher achievers sweep 1 weight as the higher achievers were not oversampled like the connexions sample.

The CHAID trees for each of these models are given in sections 1.2, 1.3 and 1.4 below.

6.1.1 Variables included in the weighting

The sweep 1 variables used for weighting the second sweep of Cohort 11 were the same as those used at the second sweep of Cohort 10, with a few changes. At Cohort 10 whether or not the respondents were in receipt of any benefits was included, however this was not asked in the Cohort 11 sweep 1 questionnaire. Cohort 11 also replaced Socio-Economic Group, one of the weighting variables in Cohort 10, with NS-SEC. A full list of the variables used is shown in table 1 below.
Table 1  Variables used in CHAID modelling for cohort 11

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>CHAID measurement¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>s1voqe</td>
<td>Highest vocational qualification by the end of sweep 1</td>
<td>Monotonic</td>
</tr>
<tr>
<td>s1act1</td>
<td>Activity at sweep one</td>
<td>Free</td>
</tr>
<tr>
<td>s1expel</td>
<td>Expelled or excluded</td>
<td>Float</td>
</tr>
<tr>
<td>s1pareda</td>
<td>Parents education – A levels</td>
<td>Free</td>
</tr>
<tr>
<td>s1paredd</td>
<td>Parents education – Degree</td>
<td>Free</td>
</tr>
<tr>
<td>s1eth1</td>
<td>Grouped ethnic status</td>
<td>Free</td>
</tr>
<tr>
<td>s1resp</td>
<td>Response type at sweep 1</td>
<td>Free</td>
</tr>
<tr>
<td>s1sex</td>
<td>Gender</td>
<td>Free</td>
</tr>
<tr>
<td>s1denom</td>
<td>Year 11 school denomination</td>
<td>Free</td>
</tr>
<tr>
<td>s1gor</td>
<td>Government Office Region</td>
<td>Free</td>
</tr>
<tr>
<td>s1sch</td>
<td>Year 11 school type (from sample)</td>
<td>Free</td>
</tr>
<tr>
<td>s1house</td>
<td>Housing tenure</td>
<td>Free</td>
</tr>
<tr>
<td>s1disab</td>
<td>Disability or health problem</td>
<td>Free</td>
</tr>
<tr>
<td>s1q87</td>
<td>Previously in residential care or a foster home</td>
<td>Float</td>
</tr>
<tr>
<td>s1q22</td>
<td>Currently enrolled in full time education</td>
<td>Free</td>
</tr>
<tr>
<td>s1q15c2</td>
<td>Result in GCSE Maths by the end of Year 11</td>
<td>Float</td>
</tr>
<tr>
<td>s1q15a2</td>
<td>Result in GCSE English language by the end of Year 11</td>
<td>Float</td>
</tr>
<tr>
<td>nssec3</td>
<td>Socio-ecomomic classification (replacing SEG at C10)</td>
<td>Free</td>
</tr>
<tr>
<td>s1truan1</td>
<td>Year 11 truancy</td>
<td>Float</td>
</tr>
<tr>
<td>s1ed_tr3</td>
<td>Not in Education, Employment or Training</td>
<td>Free</td>
</tr>
<tr>
<td>s1acqe</td>
<td>Highest Academic Qualification</td>
<td>Monotonic</td>
</tr>
<tr>
<td>highnew</td>
<td>Low/high achiever at sweep 1 (derived from s1hiqua)</td>
<td>Float</td>
</tr>
<tr>
<td>hasphone</td>
<td>Whether phone available at sweep 1</td>
<td>Float</td>
</tr>
<tr>
<td>hilo_sch</td>
<td>Ratio of low and high achievers</td>
<td>Monotonic</td>
</tr>
<tr>
<td>s1mode</td>
<td>Data collection mode at sweep 1</td>
<td>Free</td>
</tr>
<tr>
<td>s1hiqua</td>
<td>Highest qualification by end of sweep 1</td>
<td>Float</td>
</tr>
<tr>
<td>s1q39</td>
<td>Whether job or govt. supported training since Year 11*</td>
<td>Free</td>
</tr>
<tr>
<td>s1q9</td>
<td>Whether got wanted place in education or training *</td>
<td>Monotonic</td>
</tr>
<tr>
<td>s1peta1</td>
<td>Year 11 attainment*</td>
<td>Monotonic</td>
</tr>
<tr>
<td>s1saim1</td>
<td>Collapsed version of s1saim (main study aim)*</td>
<td>Free</td>
</tr>
<tr>
<td>natoc1</td>
<td>Proportion of pupils in school with 5 A*-C GCSEs (grouped)</td>
<td>Float</td>
</tr>
</tbody>
</table>

* These variables are included on the C11S2 file, although they did not appear on the C10S2 file.

For general analysis of cohort 11 the data for all respondents should be weighted by the basic weight. When analysing data concerning questions covered in the CATI Connexions interview the connexions specific weight should be used. When analysing questions from the CATI higher achievers module the higher achievers weight should be used. The weights should not be used together, only the weight relevant to the information under analysis should be applied.

¹ Binary variables are treated in the same way by CHAID whether they are classified as monotonic, free or float.
6.2 Basic weight

The basic weight weights the core respondents back to the original population. The analysis for the core respondents was run in three separate CHAID models as described in section 1.1, the results are shown below in tables 2a to 2f.

Table 2a  CHAID table for *postal sample* basic weight

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Level 4 split</th>
<th>Level 5 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td>slresp</td>
<td>slsex</td>
<td>slq22</td>
<td>s1q9</td>
<td>s1q39</td>
<td>1</td>
</tr>
<tr>
<td>responded to</td>
<td>Male</td>
<td>Respondent is</td>
<td>Respondent got</td>
<td>Respondent</td>
<td></td>
</tr>
<tr>
<td>first qu’re mailing</td>
<td></td>
<td>enrolled on a</td>
<td>the place in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or telephone at sweep 1</td>
<td></td>
<td>full-time course</td>
<td>education, training</td>
<td>education or</td>
<td></td>
</tr>
<tr>
<td>sweep 1</td>
<td></td>
<td>s1q39</td>
<td>at sweep 1</td>
<td>training at</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respondent did</td>
<td>Respondent did</td>
<td>at sweep 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>not have a</td>
<td>not have a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>place in</td>
<td>place in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>education</td>
<td>education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>they wanted.</td>
<td>they wanted.</td>
<td></td>
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</tr>
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<td></td>
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<td>s1q39</td>
<td>2</td>
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</tr>
<tr>
<td>Respondent is not on</td>
<td></td>
<td>Respondent to</td>
<td>Respondent did</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a full-time course</td>
<td></td>
<td>some extent or</td>
<td>not have a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>did not get</td>
<td>place in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the education,</td>
<td>education,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>training they wanted</td>
<td>training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>at sweep 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slsex</td>
<td>s1q15a2</td>
<td>s1q9</td>
<td>s1q39</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Got English lang</td>
<td>Respondent to</td>
<td>Respondent did</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GCSE grades A*-A</td>
<td>some extent or</td>
<td>not have a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>did not get</td>
<td>place in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the education,</td>
<td>education,</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>training they wanted</td>
<td>training at</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>at sweep 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slsex</td>
<td>s1q15a2</td>
<td>s1q9</td>
<td>s1q39</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Got English lang</td>
<td>Respondent to</td>
<td>Respondent did</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GCSE grades B-G, U, missing</td>
<td>some extent or</td>
<td>not have a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>did not get</td>
<td>place in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the education,</td>
<td>education,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>training they wanted</td>
<td>training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>at sweep 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slresp</td>
<td>s1pareda</td>
<td>s1q9</td>
<td>s1q39</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Responded to</td>
<td>Both parents,</td>
<td>Respondent got</td>
<td>Respondent did</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2 or internet at</td>
<td>mother, father have</td>
<td>the place in</td>
<td>not have a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sweep 1</td>
<td>A levels</td>
<td>education,</td>
<td>place in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>training they wanted</td>
<td>education,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>training at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slsex</td>
<td>s1pareda</td>
<td>s1q9</td>
<td>s1q39</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Both parents,</td>
<td>Respondent got</td>
<td>Respondent did</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mother, father have</td>
<td>the place in</td>
<td>not have a</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>A levels</td>
<td>education,</td>
<td>place in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>training they wanted</td>
<td>education,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>training at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slresp</td>
<td>s1pareda</td>
<td>s1q9</td>
<td>s1q39</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Responded to</td>
<td>Neither parent has A levels</td>
<td>Respondent got</td>
<td>Respondent did</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2 or internet at</td>
<td></td>
<td>the place in</td>
<td>not have a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sweep 1</td>
<td></td>
<td>education,</td>
<td>place in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>training they wanted</td>
<td>education,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>training at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slsex</td>
<td>s1pareda</td>
<td>s1q9</td>
<td>s1q39</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Neither parent has A levels</td>
<td>Respondent got</td>
<td>Respondent did</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the place in</td>
<td>not have a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>education,</td>
<td>place in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>training they wanted</td>
<td>education,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>training at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slsex</td>
<td>highnew</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Higher achiever, missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>highnew</td>
<td>Lower achiever</td>
<td>10</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>slresp</th>
<th>Responded to Q3 or connexions face to face at sweep 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>slsex</td>
<td>Male</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>slsex</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

**Table 2b** Weights from core postal sample CHAID analysis

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in sweep 2 (unweighted)</th>
<th>n in sweep 1 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.52</td>
<td>65.84</td>
<td>537</td>
<td>813</td>
</tr>
<tr>
<td>2</td>
<td>1.68</td>
<td>59.51</td>
<td>380</td>
<td>647</td>
</tr>
<tr>
<td>3</td>
<td>1.79</td>
<td>55.85</td>
<td>240</td>
<td>437</td>
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<td>4</td>
<td>1.99</td>
<td>50.33</td>
<td>219</td>
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</tr>
<tr>
<td>5</td>
<td>1.26</td>
<td>79.59</td>
<td>754</td>
<td>945</td>
</tr>
<tr>
<td>6</td>
<td>1.41</td>
<td>70.68</td>
<td>1835</td>
<td>2594</td>
</tr>
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<td>7</td>
<td>2.42</td>
<td>41.25</td>
<td>202</td>
<td>529</td>
</tr>
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<td>8</td>
<td>3.00</td>
<td>33.33</td>
<td>269</td>
<td>791</td>
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<td>9</td>
<td>2.16</td>
<td>46.30</td>
<td>460</td>
<td>983</td>
</tr>
<tr>
<td>10</td>
<td>1.87</td>
<td>53.40</td>
<td>258</td>
<td>484</td>
</tr>
<tr>
<td>11</td>
<td>5.13</td>
<td>19.48</td>
<td>111</td>
<td>551</td>
</tr>
<tr>
<td>12</td>
<td>2.89</td>
<td>34.64</td>
<td>235</td>
<td>675</td>
</tr>
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</table>

Total 5500 9878

Table 2b shows the distribution of sweep 2 weights from the core postal sample CHAID analysis.
Table 2c  \(\text{CHAI}D\) table for *connexions and higher achiever sample* basic weight

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Level 4 split</th>
<th>Level 5 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td>catitype</td>
<td>slsiam1</td>
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<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Connexions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sample</td>
</tr>
<tr>
<td>sample</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slsiam1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Currently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>studying</td>
</tr>
<tr>
<td>studying</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>catitype</td>
<td>s1mode</td>
<td>slsex</td>
<td></td>
<td></td>
<td>3</td>
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<td>HE sample</td>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>s1mode</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CATI used at</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sweep 1</td>
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<td>sweep 1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>slsex</td>
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<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>s1mode</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPI, face to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>face or internet used at sweep 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Table 2d  \(\text{W}eights\text{ from Higher Achiever/}\) connexions sample \(\text{CHAI}D\) analysis

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAI(D) weight</th>
<th>CHAI(D) score</th>
<th>n in sweep 2 (unweighted)</th>
<th>n in sweep 1 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.18</td>
<td>84.42</td>
<td>553</td>
<td>646</td>
</tr>
<tr>
<td>2</td>
<td>1.60</td>
<td>62.46</td>
<td>99</td>
<td>155</td>
</tr>
<tr>
<td>3</td>
<td>1.27</td>
<td>78.58</td>
<td>153</td>
<td>194</td>
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<td>4</td>
<td>1.15</td>
<td>87.31</td>
<td>129</td>
<td>149</td>
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<tr>
<td>5</td>
<td>1.10</td>
<td>90.95</td>
<td>1856</td>
<td>2042</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2790</td>
<td>3186</td>
</tr>
</tbody>
</table>

Table 2d shows the distribution of the sweep 2 weights from the core analysis of the connexion and higher achiever samples.
### Table 2e  CHAID table for postal transfer to CATI basic weight

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Level 4 split</th>
<th>Level 5 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td>slq22</td>
<td>slsex</td>
<td>slresp</td>
<td>sltruan1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Respondent is</td>
<td>Male</td>
<td>Responded to</td>
<td>Persistent or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enrolled on a</td>
<td></td>
<td>first</td>
<td>occasional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>full-time course</td>
<td></td>
<td>questionnaire,</td>
<td>truancy,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>telephone</td>
<td>missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>at sweep 1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sltruan1</td>
<td>Never played</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>truant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>slresp</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responded to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q2 or Q3 at</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sweep 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slsex</td>
<td>s1q15a2</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>Got English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lang GCSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>grades A*-C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s1q15a2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Got English lang</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GCSE grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D-G, U,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>missing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slq22</td>
<td>slsex</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Respondent is</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not on a full-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>course</td>
<td></td>
<td>slsex</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 2f  Weights from core postal transferred to CATI sample CHAID analysis

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in sweep 2 (unweighted)</th>
<th>n in sweep 1 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.88</td>
<td>53.24</td>
<td>151</td>
<td>277</td>
</tr>
<tr>
<td>2</td>
<td>1.59</td>
<td>63.09</td>
<td>356</td>
<td>562</td>
</tr>
<tr>
<td>3</td>
<td>1.50</td>
<td>66.82</td>
<td>275</td>
<td>424</td>
</tr>
<tr>
<td>4</td>
<td>1.67</td>
<td>59.76</td>
<td>528</td>
<td>880</td>
</tr>
<tr>
<td>5</td>
<td>2.07</td>
<td>48.31</td>
<td>165</td>
<td>345</td>
</tr>
<tr>
<td>6</td>
<td>1.93</td>
<td>51.76</td>
<td>333</td>
<td>629</td>
</tr>
<tr>
<td>7</td>
<td>2.56</td>
<td>39.08</td>
<td>216</td>
<td>526</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2024</td>
<td>3643</td>
</tr>
</tbody>
</table>
Table 2f shows the distribution of weights from the core postal sample CHAID analysis.

The weights from the three CHAID analyses of core respondents were make up the basic weight, or core weight. The total core sample size of postal respondents, transferred respondents and core connexions and higher achiever respondents is 10,314. The effective sample size for the core sample after the application of the sweep 2 basic weights is 9,084, meaning the efficiency of the sample is 88%. The overall non-response weight is the final sweep1 weight * sweep2 weight. The effective sample size after the overall non-response weights are applied is 7,798, with sample efficiency of 77%.

### 6.3 Connexions weight

In addition to the basic weight a specific weight for the connexions sample was produced. This weight should be applied when analysing connexions data. The results from the connexions CHAID analysis is shown in tables 3a and 3b below.

#### Table 3a  
**CHAID table for Connexions sample weight**

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Level 4 split</th>
<th>Level 5 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>s1siam1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Not currently studying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>s1siam1</strong></td>
<td><strong>s1q22</strong></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Currently studying</td>
<td>Respondent is enrolled on a full-time course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>s1q22</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Respondent is not enrolled on a full time course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table 3b  
**Weights from connexions only CHAID analysis**

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in sweep 2 (unweighted)</th>
<th>n in sweep 1 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.17</td>
<td>85.65</td>
<td>517</td>
<td>595</td>
</tr>
<tr>
<td>2</td>
<td>1.37</td>
<td>72.80</td>
<td>36</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>1.61</td>
<td>62.22</td>
<td>99</td>
<td>155</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>652</td>
<td>801</td>
</tr>
</tbody>
</table>
The effective sample size at sweep 2 is 641 with a sample efficiency of 98%. The effective sample size after total non-response weighting (connexions sweep 1 weight * connexions sweep 2 weight) is 566, with efficiency of 87%.

6.4 Higher Achievers weight

In addition to the basic weight a specific weight for the higher achievers sample was produced. This weight should be applied when analysing data from the higher education telephone module. The results from the higher achievers CHAID analysis is shown in tables 4a and 4b below.

Table 4a  CHAID table for Higher Achievers sample weight

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Level 4 split</th>
<th>Level 5 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td>slq22</td>
<td>slresp</td>
<td>sleth</td>
<td>s1sex</td>
<td>s1q39</td>
<td>1</td>
</tr>
<tr>
<td>Respondent is enrolled on a full-time course</td>
<td>responded to first qu're mailing or internet at sweep 1</td>
<td></td>
<td>Respondent of white, Male black or other ethnic background</td>
<td>Respondent had a place in education or training at sweep 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>s1q39</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Respondent did not have a place in education or training at sweep1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>s1sex</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slresp</td>
<td></td>
<td></td>
<td>s1truan</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>responded to 2nd or 3rd qu're mailing at sweep 1</td>
<td></td>
<td>Persistent or occasional truancy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s1truan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Never played truant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slq22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Respondent is not on a full-time course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slq22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>
Table 4b  Weights from Higher Achievers module CHAID analysis

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in sweep 2 (unweighted)</th>
<th>N in sweep 1 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.19</td>
<td>84.17</td>
<td>250</td>
<td>297</td>
</tr>
<tr>
<td>2</td>
<td>1.10</td>
<td>90.80</td>
<td>177</td>
<td>197</td>
</tr>
<tr>
<td>3</td>
<td>1.21</td>
<td>82.90</td>
<td>749</td>
<td>904</td>
</tr>
<tr>
<td>4</td>
<td>1.32</td>
<td>75.70</td>
<td>127</td>
<td>167</td>
</tr>
<tr>
<td>5</td>
<td>1.43</td>
<td>70.05</td>
<td>160</td>
<td>227</td>
</tr>
<tr>
<td>6</td>
<td>1.27</td>
<td>79.05</td>
<td>498</td>
<td>634</td>
</tr>
<tr>
<td>7</td>
<td>1.54</td>
<td>64.78</td>
<td>177</td>
<td>273</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2138</td>
<td>2699</td>
</tr>
</tbody>
</table>

The effective sample size at sweep 2 for the higher achievers module weight is 2121, the sample efficiency is 95%. The effective sample size for the total non-response weight for the higher achievers (higher achiever module weight * sweep 1 basic weight) is 2018, with a sample efficiency of 91%.

References

APPENDIX A DERIVED VARIABLES

s2mode Data Collection Mode
-1 Item not applicable
 1 Postal
 2 Internet
 3 Telephone

s2samp Sweep 2 sample type (post fieldwork)
 1 Core
 2 Connexions
 3 HE

s2resp Response type
-1 Item not applicable
 1 Q1
 2 Q2
 3 Q3
 4 Tel
 5 Tel CXS
 6 Internet
 7 HE Tel
 8 Tel2Post

s2mret Month of response
-9 Not answered
-1 Item not applicable
 1 Feb 2003
 2 March 2003
 3 April 2003
 4 May 2003 or later

s2nresp Non-response
-1 Item not applicable
 1 Responded to sweep 1 and 2
 2 Responded to sweep 1 only

s2soc2k SOC of respondent
s2nssec1  NS-SEC - Respondent (40 categories)

-9.0 Not answered (9999)
-8.0 Refusal (9998)
-1.0 Item not applicable
1.0 Employers in large organisations
2.0 Higher managerial occupations
3.1 Higher professional (traditional) - employees
3.2 Higher professional (new) - employees
3.3 Higher professional (traditional) - self-employed
3.4 Higher professional (new) - self-employed
4.1 Lower professional & higher technical (traditional) - employ
4.2 Lower professional & higher technical (new) - employees
4.3 Lower professional & higher technical (traditional) - self-e
4.4 Lower professional & higher technical (new) - self-employed
5.0 Lower managerial
6.0 Higher supervisory
7.1 Intermediate clerical and administrative
7.2 Intermediate sales and service
7.3 Intermediate technical and auxiliary
7.4 Intermediate engineering
8.1 Employers (small organisations, non-professional)
8.2 Employers (small - agriculture)
9.1 Own account workers (non-professional)
9.2 Own account workers (agriculture)
10.0 Lower supervisory occupations
11.1 Lower technical craft occupations
11.2 Lower technical process operative occupations
12.1 Semi routine - sales
12.2 Semi routine - service
12.3 Semi routine - technical
12.4 Semi routine - operative
12.5 Semi routine - agricultural
12.6 Semi routine - clerical
12.7 Semi routine - childcare
13.1 Routine - sales and service
13.2 Routine - production
13.3 Routine - technical
13.4 Routine - operative
13.5 Routine - agricultural
14.1 Never worked
14.2 Long-term unemployed
15.0 Full-time students
16.0 Occupations not stated or inadequately described
17.0 Not classifiable for other reason
s2nssec2 NS-SEC - Respondent (17 categories)
-9  No information (99)
-8  Refusal (98)
-1  Item not applicable
  1  Employers in large organisations
  2  Higher managerial occupations
  3  Higher professional occupations
  4  Lower professional and higher technical occupations
  5  Lower managerial occupations
  6  Higher supervisory occupations
  7  Intermediate occupations
  8  Small employers
  9  Own account workers
 10  Lower supervisory occupations
 11  Lower technical occupations
 12  Semi-routine occupations
 13  Routine occupations
 14  Never worked or long-term unemployed
 15  Full-time students
 16  Occupations not stated or inadequately described
 17  Not classifiable for other reasons

s2nssec3 NS-SEC Major group - Respondent
-9  Not answered (9)
-2  No Sweep 2
-1  Item not applicable
  1  Higher managerial & professional occupations
  2  Lower managerial & professional occupations
  3  Intermediate occupations
  4  Small employers and own account workers
  5  Lower supervisory and technical occupations
  6  Semi-routine occupations
  7  Routine occupations
  8  Not classified

s2soc90 SOC90 of Respondent

s2sic  Standard Industrial Classification of Respondent

s2live Living arrangements
-9  N/A (9)
-1  Item not applicable
  1  Father only
  2  Mother only
  3  Neither parent
  4  Both parents
s2livep Living with partners
-9 N/A (9)
-1 Item not applicable
  1 Yes
  2 No

s2lonep Lone parent (single and living with own child)
-9 N/A (9)
-1 Item not applicable
  1 Yes
  2 No

s2act1 Activity at the moment
-9 Not stated (9)
-1 Item not applicable
  1 GST
  2 Full time education at school or college
  3 Full time job
  4 Part time job
  5 Looking after home or family
  6 Looking for work/unemployed
  7 Taking a break
  8 Doing something else

s2locsf3 Inst type for s2act1 FTED
  1 State school
  2 Independent school
  3 State 6th form coll
  4 State CFE
  5 Other/Not stated
  6 Not in FTED

s2apr02 Activity at April 2002
-9 Not answered
-1 Item not applicable
  1 GST
  2 Full time education at school or college
  3 Full time job
  4 Part time job
  5 Looking after home or family
  6 Looking for work/unemployed
  7 Taking a break
  8 Doing something else
s2may02 Activity at May 2002
-9 Not answered
-1 Item not applicable
  1 GST
  2 Full time education at school or college
  3 Full time job
  4 Part time job
  5 Looking after home or family
  6 Looking for work/unemployed
  7 Taking a break
  8 Doing something else

s2jun02 Activity at June 2002
-9 Not answered
-1 Item not applicable
  1 GST
  2 Full time education at school or college
  3 Full time job
  4 Part time job
  5 Looking after home or family
  6 Looking for work/unemployed
  7 Taking a break
  8 Doing something else

s2jul02 Activity at July 2002
-9 Not answered
-1 Item not applicable
  1 GST
  2 Full time education at school or college
  3 Full time job
  4 Part time job
  5 Looking after home or family
  6 Looking for work/unemployed
  7 Taking a break
  8 Doing something else

s2aug02 Activity at August 2002
-9 Not answered
-1 Item not applicable
  1 GST
  2 Full time education at school or college
  3 Full time job
  4 Part time job
  5 Looking after home or family
  6 Looking for work/unemployed
  7 Taking a break
  8 Doing something else
s2sep02 Activity at September 2002
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Taking a break
8 Doing something else

s2oct02 Activity at October 2002
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Taking a break
8 Doing something else

s2nov02 Activity at November 2002
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Taking a break
8 Doing something else

s2dec02 Activity at December 2002
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Taking a break
8 Doing something else
s2jan03 Activity at January 2003
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Taking a break
8 Doing something else

s2feb03 Activity at February 2003
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Taking a break
8 Doing something else

s2gst Government Supported Training (Type)
-9 Not answered
-1 Item not applicable
1 AMA
2 FMA
3 MA Unknown
4 Other GST
5 Not in GST

s2hrpay Average hourly pay from all jobs
-9 Not answered
-1 Item not applicable

s2hrpay1 Average hourly pay from main job
-9 Not answered
-1 Item not applicable
s2acad Academic qualifications studied
-1 Item not applicable
 1 HE
 2 A2 level
 3 AS level
 4 IB
 5 GCSE
 6 Other
 7 No detail
 8 Not studying academic qualifications

s2acqno Highest academic qualification sought
-9 Not stated (99)
-1 Item not applicable
 1 Degree
 2 HND
 3 2+ A2/AS
 4 1 A2/AS
 5 A2/AS unspecified
 6 IB
 7 5+ GCSE
 8 1-4 GCSE
 9 GCSE unspecified
10 Other
11 No detail
12 None

s2gnvq Highest GNVQ regardless of no. of units
 1 Intermediate
 2 Foundation
 3 Not sure
 4 None

s2nvq Highest NVQ studied at sweep 1 regardless of whether full/units
 1 Level 4
 2 Level 3
 3 Level 2
 4 Level 1
 5 Not sure
 6 None

s2nvqf Highest full NVQ studied at sweep 2
 1 Level 4
 2 Level 3
 3 Level 2
 4 Level 1
 5 Level unknown
 6 None
<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>s2nvqp</td>
<td>Highest part NVQ studied at sweep 2</td>
<td>1 Level 4, 2 Level 3, 3 Level 2, 4 Level 1, 5 Level unknown, 6 None</td>
</tr>
<tr>
<td>s2nvqu</td>
<td>Highest NVQ studied at sweep 2 when full/units unknown</td>
<td>1 Level 4, 2 Level 3, 3 Level 2, 4 Level 1, 5 Level unknown, 6 None</td>
</tr>
<tr>
<td>s2gnvqf</td>
<td>Highest full GNVQ studied at sweep 2</td>
<td>1 Intermediate, 2 Foundation, 3 Not sure, 4 None</td>
</tr>
<tr>
<td>s2gnvqp</td>
<td>Highest part GNVQ studied at sweep 2</td>
<td>1 Intermediate, 2 Foundation, 3 Not sure, 4 None</td>
</tr>
<tr>
<td>s2gnvqu</td>
<td>Highest GNVQ studied where no. of units unknown</td>
<td>1 Intermediate, 2 Foundation, 3 Not sure, 4 None</td>
</tr>
<tr>
<td>s2avce</td>
<td>Highest AVCE/Vocational A-level studied</td>
<td>1 AVCE double award, 2 6 unit AVCE, 3 3 unit AVCE, 4 AVCE, number of units unknown, 5 None</td>
</tr>
<tr>
<td>s2othvoq</td>
<td>Highest NVQ equivalent being studied at sweep 2</td>
<td>1 Level 1, 2 Level 2, 3 Level 3, 4 Level 4, 5 Level Unknown, 6 None</td>
</tr>
</tbody>
</table>
s2voqno Highest vocational study aim
-9 Not answered
-1 Item not applicable
 1 Level 4
 2 Level 3
 3 Level 2
 4 Level 1
 5 Level unclear
 6 No detail
 7 None

s2saim Main study aim
-9 Not answered
-1 Item not applicable
 1 Degree
 2 HND
 3 Other HE
 4 NVQ3
 5 AVCE
 6 A2/AS
 7 IB
 8 Other Level 3
 9 NVQ2
 10 Inter GNVQ
 11 Other level 2
 12 GCSE
 13 NVQ1
 14 Found GNVQ
 15 Other level 1
 16 Other course
 17 No detail
 18 Not studying

s2ed_tr Education & Training
-1 Item not applicable
 1 FT Ed
 2 Employed with training
 3 Employed without training
 4 Other education/training
 5 GST
 6 NEET

s2a_c Number of GCSEs A*-C by end of Sweep 2

s2d_g Number of GCSEs D-G by end of Sweep 2

s2gcsept Total GCSE points
-9 Not stated
-2 No Sweep 2
-1 Item not applicable
s2me GCSE Maths and English by sweep 2
- 1  Item not applicable
  1  Maths A*-C, English A*-C
  2  Maths A*-C, English D-G
  3  Maths A*-C, No English
  4  Maths D-G, English A*-C
  5  Maths D-G, English D-G
  6  Maths D-G, No English
  7  No Maths, English A*-C
  8  No Maths, English D-G
  9  No Maths, No English

s2anum Number of A2 levels by end of Sweep 2
s2alevpo A2 level points by end Sweep 2 (old system)
s2alevpn A2 level points by end Sweep 2 (new system)
s2aaalev Number of A grade A2 levels by end of Sweep 2
s2asnum Number of AS levels by end of Sweep 2
s2aslvpo AS level points by end Sweep 2 (old system)
s2aslvpn AS level points by end Sweep 2 (new system)
s2alnum Number of A2/AS levels by end of Sweep 2
s2aaspo A2/AS level points by end Sweep 2 (old system)
s2aaspn A2/AS level points by end Sweep 2 (new system)
s2acqu Highest academic qualification achieved by sweep 2
s2avc6a Number of 6 unit AVCEs achieved by sweep 2
s2avcel3 Proportion of a level 3 achieved through AVCEs by sweep 2
s2gnvqa GNVQs achieved by end of sweep 2
  1 ....AVCE
  2  Intermediate
  3  Foundation
  4  Level unknown
  5  None
s2nvqa NVQs achieved by end of sweep 2
1  Level 3
2  Level 2
3  Level 1
4  Level unknown
5  None

s2nvqea Highest NVQ or equivalent achieved by sweep 2
1  Level 3
2  Level 2
3  Level 1
4  Other/Unknown/Part
5  None

s2voqu Highest vocational qualification by sweep 2
-1  Item not applicable
1  Level 3
2  Level 2
3  Level 1
4  Level unknown
5  None

s2hiqua Highest qualification by end of sweep 2
1  Level 3 academic only
2  Level 3 vocational only
3  Level 3 academic and vocational
4  Level 2 academic only
5  Level 2 vocational only
6  Level 2 academic and vocational
7  Below level 2/level unknown/none

s2targs1 Highest qualification held at sweep 2: All level 3+
s2targs2 Highest qualification held at sweep 2: L3 A/AS level
s2targs3 Highest qualification held at sweep 2: L3 AVCE / GNVQ
s2targs4 Highest qualification held at sweep 2: L3 NVQ or equivalent
s2targs5 Highest qualification held at sweep 2: All level 2+
s2targs6 Highest qualification held at sweep 2: L2+ A/AS level / GCSE
s2targs7 Highest qualification held at sweep 2: L2+ AVCE / GNVQ
s2targs8 Highest qualification held at sweep 2: L2+ NVQ or equivalent
s2targs9 Highest qualification held at sweep 2: Below level 2
APPENDIX B PILOT DOCUMENTS

- Pilot findings reports
Findings from the YCS C11S1 cognitive pilot – 22/10/2002

18 interviews achieved.

Core questionnaire

Certain comments relating to the formatting of the core questionnaire, for example those to do with routing, instructions, layout and headings etc. have not been dealt with below. This is because these are an artefact of this being a pilot version of the questionnaire. The problems will be rectified automatically when our graphic designer lays out the questionnaire professionally.

Most people found the introductory page with instructions on how to fill in the booklet quite helpful. It was felt the page gave respondents confidence in going on to complete the questionnaire. As found in other research, it was commented that eyes are automatically drawn to the box at the bottom of the page, rather than the text which precedes this. This in itself is not a problem, as the box contains what is probably the most pertinent information for completing the questionnaire. Another comment related to concerns about the ‘letter’ type approach to the end of the introductory text. However, we feel this approach is appropriate here, because respondents might not have to hand a copy of the advance letter sent out, and might need the information being provided.

Q5 Here it was established that the reference to ‘formerly A levels’ was necessary, as although many respondents referred to A2s, there were a substantial number who did not. We therefore recommend that here and throughout the questionnaire, references to A2s are amended to read ‘A2s/A levels’ as in C11S1.

Some respondents found the reference to ‘since April 2002’ difficult. Their instinct was to put in all of their qualifications, including those obtained before this time. This is less likely to be a problem in the main stage fieldwork, as respondents will think of this time period as being the period since we contacted them last. However, it may be worth adding the phrase ‘when we last contacted you’ here in order to clarify fully what is meant. What does DfES think about this?

Because some respondents ignored the reference to each different kind of qualification, some interviewers commented that the routing from question 1 to question 2 should be based on individual qualification types. It was suggested this would also make the layout of question 2 sections clearer. However, we feel this might take up too much space and over-complicate the page. It also runs the risk of alienating those who have not achieved any of the qualifications listed more than would otherwise be the case.
Q6 There was a slight problem with the first part of this question in that some respondents missed the GCSE heading. We therefore recommend putting the instruction underneath this heading into a smaller font.

There was some difficulty with awareness of Vocational GCSEs. Most respondents had not heard of them, and while a minority will take them, we feel the tick box column is likely to confuse the majority. We would therefore recommend it is dropped. It would be helpful if DfES could clarify the purpose of having a tick box to identify whether or not a GCSE is vocational – is it the case that these qualifications are identifiable by their subject names anyway?

Interviewers commented that more space was needed for respondents to write in their ‘Other qualifications’. We therefore recommend that another row is added to this section to accommodate this.

It was suggested that the columns ‘N’ and ‘U’ should be put back into the sections on GCSEs and AS levels. We recommend this amendment is made, so that respondents get a sense of being able to enter every exam they took, regardless of whether or not they passed. This will alleviate the problem of respondents feeling frustrated because there is no obvious place for them to write everything down.

In the ‘Other qualifications’ section, respondents were clearly referring to the examples given under qualification name. We therefore recommend that OCR, Edexcel and City and Guild qualifications are added to this example, in order to make data more complete and accurate.

Interviewers also suggested there should be more space in the ‘Other qualifications’ section to write in subject titles. We recommend this change is adopted.

Q17 Respondents commented that they liked the layout of this question.

Q18 Although most respondents had never heard of the International Baccalaureate, this did not cause problems because the question does not affect routing, and those who had not heard of it simply answered ‘no’ or left the question blank. It was suggested that some respondents felt embarrassed that they had not heard of the qualification. For this reason, we feel it might be worth inserting some sort of explanation of the IB. Please could DfES provide a concise wording for this?

Q19/20 Respondents taking GNVQs and Vocational levels were able to answer this question easily, identifying the number of units and level within the grid.
Q25 Here the interviewers were confident that respondents saw all three activities in the question wording. However, it was commented that some respondents were not reading the question all the way through. This does not pose too many problems, as it was felt respondents were simply picking out the activity that applied to them from the wording.

One respondent with two jobs ignored the instruction to answer about the one with most hours, and chose instead to answer about the job he enjoyed most! We therefore recommend underlining the instruction ‘the one with the most hours’.

Q40-42 Although there was confusion among respondents about the phrase ‘a legal right to paid time off work to study or train for qualifications’, this did not pose problems as those respondents simply ticked ‘not sure’. For those who answered yes at question 11, there were no problems posed by question 12.

Higher Education questionnaire

Although there was general confusion throughout among many respondents with respect to the definition of higher education (some respondents thought it meant staying on to take AS levels and A2s, others confused FE with HE) this will not be a problem as the main stage questionnaire will include a much fuller definition.

NoHEDEc There was a problem with people who said ‘don’t know’ at question 1 here, because it is possible respondents still have not decided whether or not to apply. However, this is not really a problem as by the time main stage fieldwork begins, respondents will have decided whether or not they are applying this year. Moreover, the main stage questionnaire contains 2 questions – one that asks about this year, and one that asks about next year.

Respondents seemed to find the distinction between before and after GCSE results helpful (although in certain instances the interviewer had to repeat the categories). Some different time periods were also referred to by respondents, such as AS level results and the end of Year 10. However, these were either no more relevant than GCSE results as a cut off point, or not applicable to all respondents.

BenFitHE/ WhyHE Interviewers found this long list difficult to manage at first, but got better at coding as they became more experienced.

Respondents who were not applying to university this year did not seem to have any great difficulty citing the potential advantages.

Note that, for respondents who are applying this year, the questions ask about personal reasons why they have chosen to do so, whereas for those
not applying this year, the questions ask about benefits of HE in a more general sense. Does DfES want these questions to be harmonised, so that those who are applying are asked about general advantages, rather than personal reasons?

It was suggested by a respondent that codes 13 and 14 (family/ friend/ teacher expectations) are reasons, not advantages, and therefore should be removed from the question for those not applying but citing general advantages (note that if the questions are harmonised as suggested above, this problem will disappear).

LoanIYN There seemed to be a reasonable level of awareness about what the concepts in this question mean. It was suggested that ‘have you had’ rather than ‘have you got’ any information was a better wording for the question, and we recommend this change is made.

LoanInf/ LiveXInf Other suggestions here included Connexions visits to schools, family and friends, university prospectuses/websites and the UCAS website. We recommend adding ‘family and friends’ and ‘Connexions advisor’ as edit recodes, amending the UCAS code to read ‘UCAS (including website)’ and adding university prospectuses and websites to code 8.

LivInvYN There seemed to be quite a high level of understanding of the concepts here. Again, we recommend changing the word ‘got’ to ‘had’ in order to be consistent with LoanIYN.

Connexions questionnaire

A1a All respondents interviewed in Connexions areas had heard of Connexions. However, they associated Connexions more with careers and learning than with money and benefits. It was not clear from the questionnaire whether Connexions interviews in schools should be counted. We recommend changing ‘at Connexions’ to ‘from Connexions’ in order to rectify this. Most respondents were clear about the concept of a ‘one-to-one basis’.

There were no significant problems with any of the other questions cognitively tested on the Connexions questionnaire.
Report of changes made in the YCS C11S2 face-to-face pilot

Overall, the questionnaire seemed to run smoothly with few problems. Four interviewers carried out five interviews each. It took respondents around 20 minutes to fill in the questionnaire. General layout seemed to be the main issue arising, but it was agreed that most problems with this would be automatically resolved once the questionnaire had been laid out professionally.

Q4 Here the question was amended to read ‘please tick one box only for each month’ as a result of comments that respondents were ticking more than one activity per month. It was also suggested that this question should be made larger and more spread out when the questionnaire is laid out professionally. We will investigate this at the design stage when the full content of the questionnaire is known.

One interviewer commented that, given the complexity of this question, it should come nearer the end of the questionnaire. However, it was decided that this question is too important to be moved further back, given that respondents may ‘give up’ half-way through.

Q6 Here the font size for the GCSE and AS level headings has been increased so that respondents are clearer in terms of where qualifications should be entered.

One interviewer suggested that tick boxes should replace the write-in element of the ‘Other qualifications’ results section in Q6. However, it was decided that the question should remain unchanged because there are too many different types of result that would be valid here.

Q10 There was some confusion among respondents about which type of school they went to, but most did not experience problems here. It was pointed out that at the main stage of fieldwork respondents will have more time to check their answer with parents or their school/college. NatCen agreed to check whether or not grant-maintained schools are still in existence, and on doing so, found only references to ‘former grant-maintained’ schools. NatCen therefore recommends dropping this reference. Please can DfES confirm they are happy with this.

Q25 On one occasion, it was felt that ‘currently’ was being ignored by the respondent, and one solution would be to underline this word. However, it was felt this might be too much underlining, given that there are already three other underlined statements.

Q33 It was noted that a few respondents here took ‘temporary’ as a more vague notion relating to their future plans, rather than the type of
contract by which they are employed. However, in each case respondents ticked ‘not sure’ and so this is not perceived to be a problem.

**Q45-7** The routing on these questions was queried. Upon checking, NatCen finds that they are not exactly equivalent to those on C10S2. This is because several questions from this sequence in C10S2 have not been included in C11S2. For this reason, NatCen recommends reverting to the question format used in Q72/73 of C11S1. Please could DfES advise on this.

**Q50** It was decided here that more boxes need to be inserted, as some respondents’ email addresses were too long to fit into the space provided.
YCS11s2 CATI pilot of Connexions and Higher Education questionnaires
December 2002

The CATI programs for the Connexions and Higher Education questionnaires (both containing the core YCS questions as well) were tested by three interviewers in NatCen’s Telephone Unit. Fifteen Connexions and 17 Higher Education interviews were achieved.

General findings
There were no substantial problems found with either program. Interviewers felt that both questionnaires worked well. Minor corrections were made to some screen layouts and checks based on comments from the interviewers.

Length of interview
The mean length of the Connexions interviews was 19 minutes, which is as agreed in our proposal. However, the Higher Education interviews were 22 minutes on average, 2 minutes longer than originally agreed. Given that the length of interview is likely to decrease slightly as interviewers become more familiar with the questionnaire, we would suggest that we need to lose one minute’s worth of questions (approximately 4) from the current Higher Education questionnaire, if possible.

New questions on graduate pay
There were no problems with the questions asking respondents whether they thought graduates were likely to earn less, more or the same as someone who had not gone to university. All respondents were able to answer these questions. The majority were also able to quantify how much more/less they thought the graduate would earn. Most gave their answers in amount per annum so we suggest rephrasing the follow-up questions to read:

“How much more/less a year?”

with banded responses:

£2k or less
More than £2k but less than (or equal to) £5k
More than £5k but less than £10k
£10k or more

The banded codes would not be read out unless the respondent struggled to give an answer.
APPENDIX C   POSTAL FIELDWORK DOCUMENTS

- Pre-announcement letter
- Email
- Letter to accompany questionnaire
- Postcard reminder
- Letter reminder 1
- Letter reminder 2
- Letter reminder 3
- The postal questionnaire
Dear “First Name” “Surname”

PATHWAYS 2003
A National Study of 16 to 21 Year Olds

I would like to thank you for your help with the first part of the Pathways study, which you took part in last year.

Pathways is an important study which helps us to plan different services for young people that make it easier for them to find jobs, training or qualifications. We are about to start the next stage of the research and in a few days’ time will send you a short booklet to fill out. It will not take you very long and is easy to do. We very much hope that you will help us again with this, and with further stages of the study in around a year or so.

If you prefer, you can fill in the questionnaire straight away on the Internet (www.pathways2003.com), but please get permission from the person who pays your telephone bills first. The website will ask you to fill in the personal serial number and password printed at the top of this letter before you can start answering the questions.

Thank you very much for your help.

Yours sincerely

Neil Ogley
Department for Education and Skills
Room W609, Moorfoot, Sheffield, S1 4PQ
Tel: 0114 259 5743
From: Pathways <Pathways@natcen.ac.uk>
Email subject: PATHWAYS 2003: A National Study of 16 to 21 Year Olds

We sent a letter to you in the post a couple of days ago about the Pathways 2003 study.

We would to thank you for your assistance last year with the Pathways survey. Your answers were really useful in helping the Department for Education and Skills understand some of the decisions young people have to make after Year 11.

We are writing now to provide you with a link to our website for completing the Internet questionnaire for the Pathways 2003 study:

www.pathways2003.com

The website will ask you to fill in your personal serial number and password before you can start answering the questions. These are:

Serial number =
Password =

If you do wish to complete the questionnaire this way, please get permission from the person who pays your telephone bills first. Or you can complete the paper questionnaire which will be sent to your address in the next few days.

Thank you again for your help.
Yours sincerely

Lindsey Jarvis
Project manager

"NatCen is the UK’s largest independent social research organisation. We design, carry out and analyse research studies in the field of social and public policy"

www.natcen.ac.uk
View our email policy www.natcen.ac.uk/email.htm
Company limited by guarantee. Reg No: 4392418
Charity No: 1091768
Dear “First Name” “Surname”

PATHWAYS 2003
A National Study of 16 to 21 Year Olds

Some time ago you were kind enough to help us by taking part in the Pathways study and I would be very grateful if you could help us once again by filling in this booklet. It will not take you very long and is easy to do. Most of the questions are answered by ticking a box. If you prefer, you can fill in the questionnaire on the Internet (www.pathways2003.com), but please get permission from the person who pays your telephone bills first. If you do use the website, you will need to use the serial number and password printed on the address label above to enter the information. Whichever way you take part, we hope you will find it interesting.

Your answers are very important as the experience and opinions you tell us about will help us improve education and training services for young people like you.

All the answers you give will be treated in the strictest confidence and no personal information will be passed to the DfES. Only the National Centre for Social Research or another independent research organisation appointed by the department in the future will see what you have written.

The National Centre has explained more about the study on the back of this letter.

Thank you very much for helping.

Yours sincerely

Neil Ogley
Department for Education and Skills
PATHWAYS 2003

A national study of the experiences and opinions of 16 to 21 year olds

We hope that the following points answer any questions you may have.

• **How was my name selected?** Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

• **What is the National Centre for Social Research?** The National Centre is a non-profit organisation, independent of government, which specialises in social surveys.

• **What will happen to the answers I give?** They will be used, in the form of statistical tables and reports, by those who make policy for education and training. Your answers will be completely confidential and when the results of the study are published it will not be possible to tell which person gave which answer.

• **Will my name be passed on to anyone else?** Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow ups to this study. These will be carried out by the National Centre or another independent research organisation appointed by DfES. Your details will not be passed to DfES or any other non-research organisation.

• **Why should I take part?** Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies provide a direct and important channel between young people and those who create policy on their behalf.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you have any queries about how to complete the booklet or any other matters please do not hesitate to call the helpline on 0800 652 0201 (this line is staffed on Monday-Friday from 9:30am-5:30pm). If you have any questions about the research that cannot be answered by the helpline you can call Neil Ogley at the DfES on 0114 259 5743.

Thank you

Lindsey Jarvis
Project Manager
National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

*The letter on the other side of this page tells you more about this study.*
Pathways 2003
A national survey of the opinions and experiences of young people.

Recently we sent you, on behalf of the DfES, a booklet asking about your opinions and experiences. Your views are very important and we would like to hear from you.

If you have already returned your booklet please accept our thanks. If you have not done this yet please complete the booklet and return it to us as soon as possible. The envelope we gave you does not need a stamp.

Thank you for your help.

Lindsey Jarvis
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

Pathways FREE TELEPHONE HELPLINE: 0800 652 0201 (weekdays 9:30am-5:30pm)
Dear “First Name” “Surname”

PATHWAYS 2003
A national survey of the opinions and experiences of young people

In the last few weeks we have tried to contact you, on behalf of the Department for Education and Skills, to find out about your views and experiences. So far we have not received a reply.

Here is another copy of the booklet and a reply paid envelope. We would be very grateful if you would fill in your answers and send the booklet back to us as soon as you can. It will not take long to do. Or, if you prefer, you can still fill in the questionnaire on the Internet (www.pathways2003.com), but please get permission from the person who pays your telephone bills first. If you do use the website, you will need to use the serial number and password printed on the address label above to enter the questionnaire.

We are interested in your opinions, and without them we cannot get a true picture of the views of people your age. Your answers will be used to help improve services for young people.

There is a free telephone helpline in case you have any problems answering the questions. The number is 0800 652 0201 and is open Monday-Friday from 9:30am-5:30pm. Our staff will be glad to help you. If you prefer to write to me at the address given above, I will try to answer your questions.

When you have completed the booklet, please return it to us in the envelope we have provided. It does not need a stamp.

If you have already returned your booklet, please accept our thanks and ignore this letter.

Thank you very much for your help.

Yours sincerely

Lindsey Jarvis
Project Manager
Dear “First Name” “Surname”

PATHWAYS 2003
A national survey of the opinions and experiences of 16-21 year olds

A short time ago we sent you a booklet, on behalf of the Department for Education and Skills, asking about your opinions and what you are doing now. We need to hear from you since your opinions are crucial if we are to get a true picture of the views and experiences of people of your age.

The answers you give will be used to help plan services for young people like yourself – if the policy makers doing this have accurate information about what young people think and want it is much more likely they will get these things right.

We have included another copy of the booklet in case you have mislaid the ones we sent you earlier. Or you can still complete the questionnaire on the Internet (www.pathways2003.com) by using the serial number and password printed on the address label above but please remember to ask permission from the person who pays your telephone bills first.

If you have already returned your booklet, please accept our thanks and ignore this letter. If not please complete the booklet as soon as possible, and return it to us in the envelope provided. No stamp is needed.

If you would like information on how to answer particular questions, or about the Pathways survey in general, please call our free telephone helpline on 0800 652 0201 from 9.30am-5.30pm on Monday-Friday.

Thank you for your help.

Yours sincerely

Lindsey Jarvis
Project Manager

P2254/M5
April 2003

Dear

PATHWAYS 2003
A National Study of 16 to 21 Year Olds

We have written to you recently asking for your help in completing a booklet for the Department for Education and Skills. The study is a follow-up to one you took part in last year, when you kindly agreed we could get in touch with you again to find out about your opinions and experiences since last spring.

According to our records, you have not returned the booklet we sent you. We would be very grateful if you could fill in one of the booklets and post it back.

If you would prefer it, we could interview you by telephone. To arrange this, just call us on freephone 0800 652 0201 and tell us this number and your telephone number. An interviewer will then phone you to arrange a convenient time to talk to you. The freephone helpline is staffed on Monday-Friday from 9:30a.m. to 5:30p.m.

We look forward to hearing from you.

Thank you for your help

Lindsey Jarvis
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex   CM14 4LX
What are you doing now?

A national survey of the opinions and experiences of 16-21 year olds
Pathways 2003

This booklet is about what you may be doing now whether it is work, education or training or something else.

It will not take long to fill in since not all questions will apply to you. Please follow the arrows to see where to go.

Some instructions on how to complete this booklet are given below. If anything is unclear or you need more information please call our free telephone helpline on 0800 652 0201. This line is staffed Monday-Friday from 9.30am to 5.30pm.

Everything you say will be treated in complete confidence.

Thank you for your help.

Yours sincerely

Lindsey Jarvis
National Centre for Social Research
100 Kings Road
Brentwood
Essex CM14 4LX

How to complete this booklet

Most of the questions have boxes beside them and you will give your answer like this:

Yes ☑ No ☐

In other cases we might ask you to write in a box like this:

history

Sometimes we might ask you to write a date. For example you would write July 2003 like this

Enter month and year (e.g. Jan=01, Feb=02)  

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>2003</td>
</tr>
</tbody>
</table>
Here are some things people have said about work and education. For each one please say whether you agree or disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since Year 11 the courses, jobs or training I have done have generally worked out well for me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to find out about future work, education or training opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making plans for the future is a waste of time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am optimistic about the future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get enough support in planning my future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to do more training or education in the future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have got all the qualifications I need for the job or course I want to do</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are you doing now?

We would like to know what you are doing at the moment. Please tick one box to show us what your main activity is. If you are temporarily sick or on holiday please tick your usual activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking for work/unemployed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Apprenticeship (Foundation or Advanced), or other government supported training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a full-time job (over 30 hours a week)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a part time job (if this is your main activity)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In full-time education at school or college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking a break from study or work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking after the home or family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing something else (Please write in below)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Besides your main activity, are you doing any of the following on a regular basis? 
By ‘regular’ we mean once a month or more often.

Tick one box on each line

Yes | No
---|---
Looking after your own children or family | 4323
Doing voluntary work | 4324
Developing your own skills (such as music, art, sport) | 4325
Working in one or more part-time jobs | 4326
Doing a part-time education course | 4327
Looking for a job | 4328
Looking for an education or training place | 4329

We would also like to know what you have been doing since April 2002 (when we last contacted you).

Starting with April 2002, please tick one box only for each month to show what you were doing for all, or most of, that month. If in any month you were on holiday or off sick please tick your usual main activity.

<table>
<thead>
<tr>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>APR</td>
<td>MAY</td>
</tr>
<tr>
<td>Looking for work/unemployed</td>
<td>4330</td>
</tr>
<tr>
<td>Modern Apprenticeship or other government supported training</td>
<td>4331</td>
</tr>
<tr>
<td>In a full-time job (over 30 hours a week)</td>
<td>4332</td>
</tr>
<tr>
<td>In a part-time job (if this is your main activity)</td>
<td>4333</td>
</tr>
<tr>
<td>In full-time education at school or college</td>
<td>4334</td>
</tr>
<tr>
<td>Taking a break from study or work</td>
<td>4335</td>
</tr>
<tr>
<td>Looking after the home or family</td>
<td>4336</td>
</tr>
<tr>
<td>Doing something else</td>
<td>4337</td>
</tr>
</tbody>
</table>
Since April 2002, when we last contacted you, have you obtained any qualifications such as GCSEs, AS levels, A2s (A levels), NVQs or GNVQs?

Yes [ ]  No [ ]

Go to 7

Which qualifications have you obtained?

**GCSEs**
(This includes GCSEs in vocational subjects. All other qualifications including short course GCSEs should be entered further down the page.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Your results</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Write in below)</td>
<td>A* A B C D E F G U</td>
</tr>
<tr>
<td></td>
<td>(Tick)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4353-37</td>
</tr>
<tr>
<td></td>
<td>4354-62</td>
</tr>
<tr>
<td></td>
<td>4355-67</td>
</tr>
<tr>
<td></td>
<td>4356-72</td>
</tr>
<tr>
<td></td>
<td>4357-80</td>
</tr>
<tr>
<td></td>
<td>4358-80</td>
</tr>
</tbody>
</table>

**AS levels**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Your results</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Write in below)</td>
<td>A B C D E N U</td>
</tr>
<tr>
<td></td>
<td>(Tick)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4439-4443</td>
</tr>
<tr>
<td></td>
<td>4444-4448</td>
</tr>
<tr>
<td></td>
<td>4449-4453</td>
</tr>
<tr>
<td></td>
<td>4454-4458</td>
</tr>
<tr>
<td></td>
<td>4455-4463</td>
</tr>
<tr>
<td></td>
<td>4464-4468</td>
</tr>
</tbody>
</table>

**Other qualifications**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Qualification name</th>
<th>Qualification level</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>(write in below)</td>
<td>(e.g. short course GCSEs, A2s (A levels), NVQs, GNVQs, AVCEs (Vocational A levels), Edexcels, City &amp; Guilds, OCRs etc)</td>
<td>(e.g. Level 1, Foundation)</td>
<td>(e.g. grade, distinction, merit, pass)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If applicable</td>
<td></td>
</tr>
</tbody>
</table>

| | SN 1-6 | CN 7-8 | 4509-35 | 4516-22 | 4523-29 | 4530-36 | 4537-84 | 4540-44 |
| | | | | | | | | |
At present are you enrolled on a full-time education course at school or college?

Yes  
No  Go to 14

Are you still attending (including waiting for term to restart)?

Yes  
No

Are you still enrolled at the school where you were for Year 11?

Yes  Go to 11  
No

Where are you mainly taking your present course, or courses?

Tick one box

State school  
Independent/private school  
Sixth form college  
Further Education college  
Independent/other college  
Private training centre  
Other (please write in below)

Do you get a maintenance grant or regular money from your school, college or Local Education Authority (including money such as a scholarship or bursary, Educational Maintenance Allowance)?

Do not include a grant covering tuition fees or travel costs only.

Tick one box on each line

An Education Maintenance Allowance  
Other Local Education Authority grant  
Grant from a school or college
12 When did you start this course or courses?
If you are at school, when did you start Year 12 / the 6th Form?

Enter month and year
(e.g. Jan=01, Feb=02)

Month    Year

13 When do you expect to finish this course or courses?
If you are at school, when do you expect to leave school?
Please give your best estimate

Enter month and year
(e.g. Jan=01, Feb=02)

Month    Year

Don't Know

PART TIME EDUCATION

14 Are you enrolled on a part-time course of education, excluding leisure courses?
(Do not include courses which are part of a full-time job or training course – these will be covered later. But please do include correspondence courses and open learning courses.)

Yes    No  Go to 16

15 Where are you mainly taking your present part-time course?
If you are taking more than one part-time course, give details of the main one.

Tick one box

College of Further Education
Private training college or centre
Training centre run by your employer
Work
School
Studying from home
Somewhere else (Please write in below)
At present, are you studying for GCSEs, AS level or A2 (A level) qualifications?

Yes ☐  No ☐  Go to 18

Please tell us which types of qualifications you are studying for, the number of each type you are studying for, and the subjects.

**GCSEs?**

Yes ☐  No ☐

i) Number of GCSEs? Write in:

ii) What subject(s)? Write in below:

**AS levels?**

Yes ☐  No ☐

i) Number of AS levels? Write in:

ii) What subject(s)? Write in below:

**A2s (A levels)?**

Yes ☐  No ☐

i) Number of A2s (A levels)? Write in:

ii) What subject(s)? Write in below:

18 At present, are you studying for the International Baccalaureate (IB)?

(This is an internationally recognised two year programme of study for secondary students, ending with specific IB exams.)

Yes ☐  No ☐
**QUALIFICATIONS BEING STUDIED FOR NOW**

19. At present, are you studying for any Key Skills qualifications?

- [ ] Yes  
- [ ] No  

Go to page 21.

20. Please tell us: i) the Key Skills qualifications you are studying; and ii) the level you are studying.

<table>
<thead>
<tr>
<th>i) Key Skill</th>
<th>ii) Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>1 2 3 Not sure</td>
</tr>
<tr>
<td>Application of Number</td>
<td>1 2 3 Not sure</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1 2 3 Not sure</td>
</tr>
</tbody>
</table>

21. At present are you studying for any GNVQs or AVCEs (Vocational A levels)?  
*(Please do not include NVQs here – these are covered later.)*

- [ ] Yes  
- [ ] No  

Go to page 23.

22. Please tell us:

i) the **level** you are studying for;

ii) whether you are studying for a full award or certain units only (or number of units for AVCEs);

iii) the subject(s).

<table>
<thead>
<tr>
<th>Level (Tick)</th>
<th>Studying for (Tick)</th>
<th>Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Award</td>
<td>Part 1 only</td>
<td>(Please write in below)</td>
</tr>
<tr>
<td>Foundation GNVQ</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Intermediate GNVQ</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Number of units

<table>
<thead>
<tr>
<th>12 units</th>
<th>6 units</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Vocational A levels) or Advanced GNVQ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At present, are you studying for any NVQs or any other vocational or professional qualifications including Edexcel (BTEC), City & Guilds or OCR (RSA) qualifications?

Yes [ ] No [ ] Go to 25

Please tell us more about the qualification(s) you are studying for. First tick the appropriate box under i) for each qualification; then write the subject(s) under ii); and if appropriate, tick a box under iii).

### NVQ

<table>
<thead>
<tr>
<th>Full award</th>
<th>Part 1 only</th>
<th>Main subject(s) (Please write in below)</th>
<th>NVQ level</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Edexcel (BTEC)

<table>
<thead>
<tr>
<th>Main subject(s) (Please write in below)</th>
<th>NVQ level equivalent (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

- First Certificate [ ]
- First / General Diploma [ ]
- National Certificate / Diploma [ ]
- Other Edexcel (BTEC) (Give NVQ level) [ ]

### City & Guilds

<table>
<thead>
<tr>
<th>Main subject(s) (Please write in below)</th>
<th>NVQ level equivalent (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

- Level 1 / Part 1 [ ]
- Level 2 / Part2 / Craft / Intermediate [ ]
- Level 3 / Part 3 / Final / Advanced Craft [ ]
- Other City & Guilds (Give NVQ level) [ ]

### OCR (RSA)

<table>
<thead>
<tr>
<th>Main subject(s) (Please write in below)</th>
<th>NVQ level equivalent (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

- Vocational Certificate [ ]
- Diploma [ ]
- Advanced Diploma [ ]
- Other OCR (RSA) (Give NVQ level) [ ]

### Other vocational or professional qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Main subject(s) (Write in)</th>
<th>Qualification level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

4831
Are you currently in a full or part-time job or on a Modern Apprenticeship or in other government supported training?
Include the New Deal and other government supported training.

Yes [ ]
No [ ] Go to 45

Please answer these next questions thinking about your current job or training. If you have more than one job/training, answer about the one with the most hours.

When did you start this job or training?

Enter month and year
(e.g. Jan=01, Feb=02)

Month [ ] [ ] [ ]
Year [ ] [ ] [ ]

What is the name of your job / the work you are being trained to do?

Please write in your job/training title (we do not need the name of the company):

What work do you mainly do there?

Please write in:

How many people work for your employer at the place where you work?

Tick one box

1-24 [ ]
25-499 [ ]
500 or more [ ]

What does the firm or organisation, where you work or receive your training, make or do? (If you are self-employed, please tell us what you make or do).

Please write in:
Are you an employee, self-employed or an employer?

Tick one box

Employee → Go to 32
Self-employed (no employees) → Go to 34
Employer (with employees) → Go to 34

Do you have formal responsibility for supervising the work of other employees?

Do not include children, animals or buildings.

Tick one box

Yes
No

Have you been taken on permanently, or is the job temporary?

Tick one box

Permanent
Temporary
Not sure

How much money do you usually take home each week or each month from this job or training, after deductions but including bonuses or overtime?

(For training, please do not count any travel or lodging allowance you receive.)
(If you are still in full-time education, please tell us about your usual earnings during term time only.)

Please write in amount:

Each week £ 

OR

Each month £ 

How many hours do you usually work each week in this job or training, including overtime?

(If you are still in full-time education, please tell us about the hours you work during term time.)

Please write in:

Hours per week

Do you currently have …

Tick one box

One job or training place → Go to 39
More than one job or training place

How much money do you usually take home each week or each month in total, from all your jobs and training, after deductions but including bonuses or overtime?

(For training, please do not count any travel or lodging allowance you receive.)
(If you are still in full-time education, please tell us about your earnings during term time only.)

Please write in amount:

Each week £ 

OR

Each month £ 

How many hours do you usually work each week in total?

(If you are still in full-time education, please tell us about the hours you work during term time.)

Please write in:

Hours per week
Is this job or training any of the following? 

---

**Tick one box**

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Modern Apprenticeship</td>
<td>5741</td>
</tr>
<tr>
<td>Foundation Modern Apprenticeship</td>
<td>5742</td>
</tr>
<tr>
<td>Modern Apprenticeship, but not sure which</td>
<td>5743</td>
</tr>
<tr>
<td>Other government supported training (including the New Deal)</td>
<td>5744</td>
</tr>
</tbody>
</table>

*(Please give details below)*

None of these are part of my job/training

Not sure

---

Some young people have a legal right to paid time off work to study or train for qualifications. Do you think this applies to you?

---

**Tick one box**

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5743</td>
</tr>
<tr>
<td>No</td>
<td>5744</td>
</tr>
<tr>
<td>Not sure</td>
<td>5745</td>
</tr>
</tbody>
</table>

---

Have you taken advantage of this?

---

**Tick one box**

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5746</td>
</tr>
<tr>
<td>No</td>
<td>5747</td>
</tr>
<tr>
<td>Not sure</td>
<td>5748</td>
</tr>
</tbody>
</table>

---

Do you think you will take advantage of this in the next year?

---

**Tick one box**

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5749</td>
</tr>
<tr>
<td>No</td>
<td>5750</td>
</tr>
<tr>
<td>Not sure</td>
<td>5751</td>
</tr>
</tbody>
</table>

---

In the last four weeks, have you received any on-the-job training, that is, training in the course of your usual work?

---

**Tick one box**

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5752</td>
</tr>
<tr>
<td>No</td>
<td>5753</td>
</tr>
<tr>
<td>Not sure</td>
<td>5754</td>
</tr>
</tbody>
</table>
In the last four weeks, have you received any off-the-job training, that is, training away from your usual place of work?

Tick one box

Yes [ ] 5747
No [ ]

Are you currently in employment or doing any education or training?

Tick one box

Yes [ ] → Go to 47 5748
No [ ]

For many people there are things outside their control which make it difficult for them to be in education, training or employment. Others choose not to be in these because they want to do something else. For each of the statements listed below please tick one box to indicate whether or not this applies to you.

Tick one box on each line

Applies to me Doesn’t apply to me 5749 5750 5751 5752 5753 5754 5755 5756 5757 5758 5759 5760 5761 5762-80

I am currently having a break from study [ ] [ ] 5749
I need more qualifications and skills to get a job or education or training place [ ] [ ] 5750
I am currently looking after the home or children [ ] [ ] 5751
I am currently looking after other family members such as a parent or other relative [ ] [ ] 5752
I have poor health or a disability [ ] [ ] 5753
I have housing problems [ ] [ ] 5754
I have family problems [ ] [ ] 5755
I (would) find it difficult to travel to work or college because of poor transport where I live [ ] [ ] 5756
I would be worse off financially in work or on a course [ ] [ ] 5757
There are no decent jobs or courses available where I live [ ] [ ] 5758
I have not yet decided what sort of job or course I want to do [ ] [ ] 5759
I have not found a suitable job or course [ ] [ ] 5760
I have other reasons (Please write in below) [ ] [ ] 5761
It would be very helpful to know a little more about you and your household. Do you live with any of the following people?

Tick one box on each line

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father/Stepfather (including mother’s partner)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother/Stepmother (including father’s partner)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brothers or sisters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Husband, wife or partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your own child/children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other relatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anyone else you have not told us about already (Please write in their relationship to you below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If there is anything else you would like to tell us about what you have done in the period since April 2002, please write below and use additional paper if you need to.
**ADDRESS DETAILS**

49 If you have an email address, please write it in BLOCK CAPITALS below:

<table>
<thead>
<tr>
<th>Email</th>
<th>SN 1-6</th>
<th>CN 7-8</th>
<th>5909-45</th>
</tr>
</thead>
</table>

50 Please write your telephone number below:

<table>
<thead>
<tr>
<th>Telephone</th>
<th>5946-80</th>
</tr>
</thead>
</table>

51 If the address on the accompanying letter is wrong, please print your full name and address below:

<table>
<thead>
<tr>
<th>First Name</th>
<th>SN 1-6</th>
<th>CN 7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>SN 1-6</td>
<td>CN 7-8</td>
</tr>
<tr>
<td>Address</td>
<td>SN 1-6</td>
<td>CN 7-8</td>
</tr>
<tr>
<td>Postcode</td>
<td>SN 1-6</td>
<td>CN 7-8</td>
</tr>
</tbody>
</table>

52 In case we should have difficulty getting post to you if you move please PRINT the name, address and telephone number of someone (with a different address from your own) who will know where to reach you (such as an uncle or aunt, older brother or sister or a close friend).

<table>
<thead>
<tr>
<th>Mr/Mrs/Ms/Miss</th>
<th>SN 1-6</th>
<th>CN 7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td>SN 1-6</td>
<td>CN 7-8</td>
</tr>
<tr>
<td>Last Name</td>
<td>SN 1-6</td>
<td>CN 7-8</td>
</tr>
<tr>
<td>Address</td>
<td>SN 1-6</td>
<td>CN 7-8</td>
</tr>
<tr>
<td>Postcode</td>
<td>SN 1-6</td>
<td>CN 7-8</td>
</tr>
<tr>
<td>Telephone</td>
<td>SN 1-6</td>
<td>CN 7-8</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR HELP
Now please post this back to us in the envelope provided.
It does not need a stamp.
APPENDIX D  TELEPHONE FIELDWORK DOCUMENTS

- Letters
- The Connexions questionnaire
- The Higher Education questionnaire
- Project instructions
- Helpline instructions
Some time ago you were kind enough to help us by taking part in the Pathways survey. We would now like you to help us with a short telephone survey and will be in touch with you in the next few weeks.

Your answers are very important as the experience and opinions you tell us about will help us improve education and training services for young people like you.

An interviewer will contact you to arrange a convenient time to talk to you over the phone. The interview should not take very long and we hope that you will find it interesting. If you do not want to take part, just say so when the interviewer calls.

All the answers you give will be treated in the strictest confidence and no personal information will be passed to the DfES. Only the National Centre for Social Research or another independent research organisation appointed by the department in the future will see your answers.

The National Centre for Social Research has explained more about the study on the back of this letter.

Thank you very much for helping.

Yours sincerely

Neil Ogley
Department for Education and Skills
A national study of the experiences and opinions of 16 to 21 year olds

We hope that the following points answer any questions you may have.

• *How was my name selected?* Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

• *What is the National Centre for Social Research?* The National Centre is a non-profit organisation, independent of government, which specialises in social surveys.

• *What will happen to the answers I give?* They will be used, in the form of statistical tables and reports, by those who make policy for education and training. Your answers will be completely confidential and when the results of the study are published it will not be possible to tell which person gave which answer.

• *Will my name be passed on to anyone else?* Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow ups to this study. These will be carried out by the National Centre or another independent research organisation appointed by DfES. Your details will not be passed to DfES or any other non-research organisation.

• *Why should I take part?* Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies provide a direct and important channel between young people and those who create policy on their behalf.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you, or your parents, have any queries about the study please do not hesitate to call the helpline on 0800 652 0201 (this line is staffed on Monday-Friday from 9:30a.m.-5:30p.m.). If you have any questions about the research that cannot be answered by the helpline you can call Neil Ogley at the DfES on 0114 259 5743.

Thank you

Lindsey Jarvis
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

*The letter on the other side of this page tells you more about this study.*
Dear {1stname} {2ndname}

PATHWAYS 2003
A National Study of 16 to 21 Year Olds

We wrote to you recently asking for your help with a short telephone survey for the Department for Education and Skills. This is a follow-up to the study you took part in last year, when an interviewer came round to talk to you about your experiences and opinions since the end of Year 11.

We would very much like to talk to you again as part of this important study but do not have your current telephone number. If you phone our free telephone helpline on 0800 652 0201 and leave your serial number ({serial}) and telephone number, an interviewer will contact you to arrange a convenient time to talk to you over the phone. This freephone helpline is staffed on Monday-Friday from 9:30a.m. to 5:30p.m. If we don’t hear from you, we will send you a short booklet to fill out instead.

Your answers will help to give policy makers a clear picture of what young people like you think, helping them plan better services for young people now and in the future.

Thank you for your help

Lindsey Jarvis
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex   CM14 4LX
Some time ago you were kind enough to help us by taking part in the Pathways survey when you completed a short booklet. We would now like you to help us with a short telephone survey and will be in touch with you in the next few weeks.

Your answers are very important as the experience and opinions you tell us about will help us improve education and training services for young people like you.

All the answers you give will be treated in the strictest confidence and no personal information will be passed to the DfES. Only the National Centre for Social Research or another independent research agency appointed by the department in the future will see your answers.

The National Centre for Social Research has explained more about the study on the back of this letter.

Thank you very much for helping.

Yours sincerely

Neil Ogley
Department for Education and Skills
PATHWAYS 2003
A national study of the experiences and opinions of 16 to 21 year olds

We hope that the following points answer any questions you may have.

• How was my name selected? Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

• What is the National Centre for Social Research? The National Centre is a non-profit organisation, independent of government, which specialises in social surveys.

• What will happen to the answers I give? They will be used, in the form of statistical tables and reports, by those who make policy for education and training. Your answers will be completely confidential and when the results of the study are published it will not be possible to tell which person gave which answer.

• Will my name be passed on to anyone else? Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow ups to this study. These will be carried out by the National Centre or another independent research organisation appointed by DfES. Your details will not be passed to DfES or any other non-research organisation.

• Why should I take part? Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies provide a direct and important channel between young people and those who create policy on their behalf.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you, or your parents, have any queries about the study please do not hesitate to call the helpline on 0800 652 0201 (this line is staffed on Monday-Friday from 9:30a.m.-5:30p.m.). If you have any questions about the research that cannot be answered by the helpline you can call Neil Ogley at the DfES on 0114 259 5743.

Thank you

Lindsey Jarvis
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

The letter on the other side of this page tells you more about this study. P2254/H1
Dear

PATHWAYS 2003
A national survey of the opinions and experiences of young people

In the last few weeks we have tried to contact you by telephone, on behalf of the Department for Education and Skills, asking about your views and experiences, but so far we have not been able to speak to you.

As an alternative we have included a questionnaire with this letter. We would be very grateful if you would fill in your answers and send the booklet back to us as soon as you can. It will not take long to do and we have provided you with a prepaid envelope.

We are interested in your opinions, and without them we cannot get a true picture of the views of people your age. Your answers will be used to help improve services for young people.

There is a free telephone helpline in case you have any problems answering the questions. The number is 0800 652 0201 and is open Monday-Friday from 9:30am-5:30pm. Our staff will be glad to help you. If you would prefer to write to me at the address given above, I will try to answer your questions.

When you have completed the booklet, please return it to us in the envelope we have provided. It does not need a stamp.

Thank you very much for your help.

Yours sincerely

Lindsey Jarvis
Project Manager P2254/T1
Youth Cohort Study C11s2

Connexions CATI Module Questionnaire Documentation

Connexions Sample
All those who had a productive Connexions interview at C11S1.

Structure of questionnaire:

<table>
<thead>
<tr>
<th>BAWARE</th>
<th>Awareness of Connexions service</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCONTACT</td>
<td>Contact with Connexions</td>
</tr>
<tr>
<td>BNOCONX</td>
<td>Questions about Careers Service (if not aware of Connexions)</td>
</tr>
<tr>
<td>BADVICE</td>
<td>Advice received</td>
</tr>
<tr>
<td>BASSESS</td>
<td>Assessments of Connexions</td>
</tr>
</tbody>
</table>

Note about document format and questionnaire routing

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Questions are identified by names consisting of up to eight characters (e.g. Year, JobTrn, HE2002) which appear immediately above the question text.

Some questions in this computer-assisted-telephone-interviewing (CATI) questionnaire are only asked of particular groups of respondents (for example, depending upon their response to a previous question). To indicate the routing structure, instructions are provided above the questions in bold. These rules are either indicated in computer code, and where more complex routing applies, in plain English. Where no routing rule is given, this is the same as for the last routing rule shown in the questionnaire.
Block BAware

{Ask All}
S2awrcnx
You may recall that when we spoke to you last year, we asked you about a service for young people that offers information, advice and guidance on things like careers and learning, money and benefits. It is called Connexions. Since we spoke to you last, have you seen or heard anything further about Connexions in your area?
(Yes, No)

{If S2nwrcnx=Yes}
S2spkcnx
Have you ever talked with anyone from Connexions on a one-to-one basis, even if it was just on the telephone?
(Yes, No)

{If S2spkcnx=No}
S2cxusfl
How useful do you think Connexions sounds for someone in your situation. Would you say ... READ OUT...
VeryUsef “...very useful”,
FairUsef “fairly useful”,
NtVUUsef “not very useful”,
NotUUsef “or, not at all useful?”

S2usefut
And how likely is it that you will use Connexions in the future? Is it ...READ OUT...
Vlike “...very likely”,
FairLike “fairly likely”,
NtVLike “not very likely”,
NotLike “..or, not at all likely?”
Block Bcontact

{Ask module if has spoken with anyone at Connexions (S2spkcnx=Yes)}
S2whspk
Thinking about the last time you spoke to anyone at Connexions. Was this before or since April 2002?
INTERVIEWER: IF IN APRIL 2002, CODE AS 'BEFORE APRIL 2002'
BfApr02 “Before April 2002”,
ScApr02 “Since April 2002”

S2whnmt
When did you last speak to someone at Connexions? Please just tell me the month and year.
IF NECESSARY: 'A guess will do.'
ENTER MONTH

S2wlstyr
INTERVIEWER ENTER YEAR
Range: 1999 ... 2003

{If S2whspk=ScApr02}
S2fstcnx
Was this the first time you spoke to someone at Connexions?
(Yes, No)

{If S2fstcnx=Yes}
S2whcntc
Thinking about that time in (month last spoke to someone at Connexions), did you get in touch with Connexions or did they get in touch with you?
Resp “Respondent got in touch with Connexions”,
Conex “Connexions got in touch with respondent”

{If respondent got in touch with Connexions}
{If S2whcntc=Resp}
S2selessg
Did someone else suggest that you got in touch with the service that time in (month last spoke to someone at Connexions), or was it your idea to get in touch?
Selse “Someone else suggested it”,
Resp “Respondent’s idea”
{If answer ‘someone else suggested it’ at S2selssg}
{If SelseSug=Selse}
S2whosug
(Thinking about the last time you spoke to someone at Connexions... )
Who suggested you got in touch with the service?
PROBE TO ESTABLISH CORRECT CODE.
IF 'Careers Adviser' PROBE TO SEE IF OFFICIAL CAREERS SERVICE ADVISER OR
SCHOOL’S OWN CAREERS ADVISER
(IF ADVISER PERMANENTLY BASED AT SCHOOL/COLLEGE, CODE 3 (OthSchl))
Teacher “Teacher/Tutor”,
CarSer “Careers Service staff/Adviser”,
OthSchl “Other school or college staff inc. school careers adviser”,
Social “Social/care worker”,
Doctor “Doctor/health worker”,
Housing “Housing Officer”,
Probatn “Probation Officer”,
Benefit “Benefits Agency staff”
JobCent “Job Centre/Job Centre Plus staff”,
CAB “Citizens Advice Bureau Staff”,
Employ “Employer”,
Peer “Peer/Learning Mentor”,
Friend “Friend”,
Parent “Parent or other relation”,
Selse “Someone else (PLEASE SPECIFY)”

{If answer ‘someone else’ at S2whosug}
{If S2whosug=Selse}
SuggOth
Please Specify
Text: Maximum of 40 characters

S2namcnx
Have you been given someone’s name at Connexions with whom you can get in touch if
you want advice or information?
{Yes, No}

{If S2namcnx=Yes}
S2awarpa
As far as you know, is this person called a ‘Personal Adviser’?
{Yes, No}

{If answer anything other than ‘yes’ at S2namcnx}
{If S2namcnx <>Yes}
S2nampa
In some areas these people are called ‘Personal Advisers’. Have you been given the name
of a Personal Adviser at the service?
{Yes, No}
{If S2nampa=Yes or S2namcnx=Yes}
S2metpa
Can I just check, have you met with this person?
{Yes, No}

{If S2metpa=Yes}
S2oftpa
How many times have you met them since April 2002? Was this...READ OUT...
Once...”just the once”,
TwoThree “two or three times”,
FourFive “four or five times”,
Sixplus “or, six times or more?”

S2whmpa1-7
People can meet up with their personal advisors/people from Connexions in different places.
Where have you met your personal advisor/the person from Connexions? If you have met him or her in more than one place, please tell me all the different places.
IF ‘Careers Office’, PROBE WHETHER IN SCHOOL (CODE 1 - School), COLLEGE (CODE 2 - College) OR OUTSIDE SCHOOL/COLLEGE (CODE 3 - Connx)
CODE ALL THAT APPLY
School “School”,
College “College”,
Connx “Connexions centre or Careers Office/One Stop Shop”,
Athome ”At home”,
Youth “At a Youth Club/organisation”,
Comm “Community organisation”,
Selse “Somewhere else (WRITE IN)”

{If answer ‘somewhere else’ at S2whmpa}
{If S2whmpa=Selse}
MetOth
Please specify
Text: Maximum of 40 characters

{If S2spkcnx=Yes}
S2cnxfut
How likely is it that you will use Connexions again in the future? Is it ...READ OUT...
“Vlike...very likely”,
FairLike “fairly likely”,
NtVLike “not very likely”,
NotLike “or, not at all likely?”
Block BnoConx

{Ask module if has not heard of Connexions (S2awrcnx<> Yes)}
S2carrad
Since we last spoke to you in April 2002, have you received any advice from the Careers Service, not including advice you might have had from teachers or other staff while at school or college?
(Yes, No)

{If S2carrad=Yes}
2fstcar
Was this the first time you spoke to someone at the Careers Service?
(Yes, No)

{If S2fstcar=Yes}
S2carnam
Since April 2002, have you been given someone’s name at the Careers Service with whom you can get in touch if you want advice or information?
(Yes, No)

{If S2carnam=Yes}
S2carwpa
As far as you know, is this person called a 'Personal Adviser'?
(Yes, No)

{If answer not ‘yes’ at S2cnampa}
{If S2cnampa <>Yes}
S2cnampa
In some areas these people are called 'Personal Advisers'. Have you been given the name of a Personal Adviser at the service?
(Yes, No)

{If answer ‘yes’ at S2cnampa or S2carwpa }
{If S2cnampa=Yes or S2carwpa=Yes}
S2cmetpa
Can I just check, have you met with this person?
(Yes, No)

{If S2cmetpa=Yes}
S2coftpa
How many times have you met them since April 2002? Was it...READ OUT...?
Once “...just the once”,
TwoThree “two or three times”,
FourFive “four or five times”,
Sixplus “or, six times or more?”
{If S2cmetpa=Yes}
S2cwhpa1
People can meet up with *their personal advisors/people from the Careers service* in different places. Where have you met *your personal advisor/the person from the Careers service* since April 2002? If you have met him or her in more than one place, please tell me all the different places.
IF 'Careers Office', PROBE WHETHER IN SCHOOL (CODE 1 - School), COLLEGE (CODE 2 - College) OR OUTSIDE SCHOOL/COLLEGE (CODE 3 - Connx)
CODE ALL THAT APPLY
Multicoded (Maximum of 7 codes)
School “School”,
College “College”,
Connx “Connexions centre or Careers Office/One Stop Shop”,
At home “At home”,
Youth “At a Youth Club/organisation”,
Comm “Community organisation”,
Selse “Somewhere else (WRITE IN)”

{If answer ‘somewhere else’ at S2cwhpa1}
{If S2cwhpa1=Selse}
CarWhOth
Text: Maximum of 40 characters

S2cin fut
How likely is it that you will use the Careers Service in any way in the future? Is it ...
READ OUT...
Vlike “...very likely”,
FairLike “fairly likely”,
NtVLike “not very likely”,
NotLike “or, not at all likely?”
Block BAdvice

{Ask all}
S2adintr
I'm now going to read out a list of things that young people are sometimes given advice about. Please say, for each one, whether anyone has given you advice about it since April 2002. The advice could have been from a friend, someone in your family, or a person at school or college or from a service like Connexions.

S2adved
Firstly, education, learning or training. Has anyone given you advice about this since April 2002?
INCLUDING EDUCATIONAL MAINTENANCE ALLOWANCE
(Yes, No)

S2advjob
What about jobs or careers? (Has anyone given you advice about this since April 2002?)
(Yes, No)

S2advhous
Where to live and other things to do with housing? (Has anyone given you advice about this since April 2002?)
INCLUDING HOUSING BENEFIT
(Yes, No)

S2advdrg
Problems people can have with drugs? (Has anyone given you advice about this since April 2002?)
(Yes, No)

S2advalc
Problems people can have with alcohol? (Has anyone given you advice about this since April 2002?)
(Yes, No)

S2advsex
Contraception, pregnancy and sexually transmitted diseases? (Has anyone given you advice about this since April 2002?)
(Yes, No)

S2advmnt
Mental health issues? (Has anyone given you advice about this since April 2002?)
(Yes, No)

S2advmre
Would you like any other advice or support which you are currently not receiving?
(Yes (WRITE IN), No)
Questions S2Gvad to S2UseAd are repeated for each topic respondent given advice about. If received advice on more than 4 topics, 4 of the total are chosen at random.

S2Gvad
Who gave you the advice about (type of advice), or suggested where you might go for advice about it?
CODE ALL THAT APPLY - THERE ARE 15 CODES. PROBE FULLY: ‘Who else?’
IF ‘Careers Adviser’ PROBE TO SEE IF OFFICIAL CAREERS SERVICE ADVISER OR SCHOOL’S OWN CAREERS ADVISOR
IF ADVISOR PERMANENTLY BASED AT SCHOOL, CODE 4 - OtherSchl
Multicoded (Maximum of 15 codes)
ConxStaf “A Connexions Personal Adviser/Other Connexions staff”,
CarSer “Careers Service staff/Adviser”,
Teacher “A teacher/tutor”,
OthSchl “Other school or college staff inc. school careers adviser”,
Social “A social/care worker”,
Doctor “A doctor/health worker”,
Housing “A housing officer”,
Probatt “A probation officer”,
Benefit “Someone at the Benefits Agency”,
JobCent “Someone at the Job Centre/Job Centre Plus”,
CAB “Someone at the Citizens Advice Bureau”,
Employ “Employer”,
FriendFa “Friends/Family”,
Media “The media”,
Selse “Someone else (WRITE IN)”

{If answer ‘someone’ else at GivAdv}
Who1/2/3
(WRITE IN 1st/2nd/3rd PERSON)
Text: Maximum of 40 characters

S2Who1x/2x
Is there any other person?
(Yes, No)

If answer yes at S2Who1x, Who1 is repeated (up to a maximum of 3 times in total).
{If answer not ‘Friends/Family’ or ‘The media’ at S2Gvad}
{If S2Gvad<>Friendfa or Media}
S2advlcn
And where were you when you got this advice from (name of advisor) about (type of advice), or did you get this advice over the phone?
IF ‘Careers Office’ PROBE WHETHER IN SCHOOL (CODE 2 - School), COLLEGE (CODE 3 - College) OR OUTSIDE SCHOOL/COLLEGE (CODE 4 - ConxCarr)
Phone “On phone”,
School “School”,
College “College”,
ConxCarr “Connexions centre/Careers Office/One Stop Shop”,
Home “At home”
Youth “Youth club/organisation”,
Comm “Community organisation”,
Librar “Library”,
Doctor “Doctors’ surgery/health or family planning clinic”,
Benefit “Benefits Agency”,
JobCent “Job Centre/Job Centre Plus”,
CAB “Citizens Advice Bureau”,
Work “Work”,
Selse “Somewhere else (WRITE IN)”

{If answer ‘somewhere else’ at S2advlcn}
{If S2advlcn =Selse}
AdvLot
Please specify
Text: Maximum of 40 characters

S2GpAlon
When you got this advice about (type of advice) from (name of advisor), were you ...READ OUT...
Own “... on your own”,
Group “with a group”,
Both “or both?”

S2UseAd
And how useful did you find this advice from (name of advisor) about (type of advice)?
Was it ...READ OUT...
VeryUsef ”...very useful”,
FairUsef “fairly useful”,
NtVUsef “not very useful”,
NotUsef “or, not at all useful?”
Block Bassess

{Ask module if has had contact with Connexions (yes at S2spkcnx(BAware))
{If in full-time education at University, college or school (Q.2 in Core module)}
S2stayed
All in all, do you think your contact with Connexions has made you ...READ OUT...
Morelike “...more likely to stay in education”,
Lesslike “less likely to stay”,
NoDiff “made no difference to whether you stay or not”,
Early “or, is it too early to tell?”

{If answer ‘more likely to stay in education’ at S2stayed}
{If S2stayed=Morelike}
S2moreed
Is that...READ OUT...
Lot“...a lot more likely,”
Little “or a little more likely”

{If not in full time education (Q2 in Core module)}
S2gotrn
All in all, do you think your contact with Connexions has made you ...READ OUT...
Morelike “...more likely to go back to education, learning or training”,
Lesslike “less likely to go back”,
NoDiff “made no difference to whether you go back or not”,
Early “or, is it too early to tell?”

{If answer ‘more likely to stay in education’ at S2gotrn}
{If S2gotrn=Morelike}
S2mortrn
Is that...READ OUT...
Lot “...a lot more likely,”
Little “or a little more likely”

S2anyChg
And when it comes to education, learning or training, have you made any changes or
decisions as a result of your contact with Connexions?
(Yes, No)

{If S2anyChg=Yes}
S2chnge1-3
What sort of changes or decisions?
PROBE FULLY
Multicoded (Maximum of 6 codes)
Educ “Back to education/more qualifications/go into further education”,
Career “Change of career/career plans”,
Advice “Advice on qualifications/subjects to take”,
Apprent “To do an apprenticeship”
Job “To get a job”
Other “Other (WRITE IN)”
If answer ‘other’ at S2chnge:
Change1/2/3
INTERVIEWER TYPE IN FIRST/SECOND/THIRD OTHER REASON VERBATIM
Open Question (Maximum of 150 characters)

S2chgml-2
Are there any other answers?
(Yes, No)

If answer yes at S2chgm1, Change1 is repeated (up to a maximum of three times in total)

S2cnfdnt
And has your contact with Connexions made you ...READ OUT...
MoreConf...”more confident about getting a good job”,
LessConf “less confident”,
NoDiff “made no difference”,
Early “or, is it too early to tell?”

If answer ‘more confident about getting a good job’ at S2cnfdnt:
(If S2cnfdnt=MoreConf)
S2morcnf
Is that...READ OUT...
Lot “...a lot more confident”,
Little “or a little more confident?”

S2cope
And has your contact with Connexions helped you ...READ OUT...
CopeBetr...”cope better with any other problems or worries you have”,
CopeWrse “cope worse”,
NoDiff “made no difference”,
Early “or, is it too early to tell?”

If answer ‘cope better with any other problems or worries you have’ at S2cope:
(If S2cope=CopeBetr)
S2mrecpe
Is that...READ OUT...
Lot “...a lot better”,
Little “or, a little better?”

S2otchng
And have you made any changes or decisions as a result of your contact with Connexions, other than ones you have already told me about?
(Yes, No)

If S2otchng =Yes
ChangOth
What sort of changes or decisions?
PROBE FULLY AND RECORD VERBATIM.
Open Question (Maximum of 150 characters)
S2gnusf1
All in all, how useful do you think Connexions is for someone in your situation ... READ OUT...
VeryUsef “...very useful”,
FairUsef “fairly useful”,
NtVUUsef “not very useful”,
NotUsef “or, not at all useful?”

[If answer ‘very useful’ or ‘fairly useful’ at S2gnusf1]
[If S2gnusf1=VeryUsef or FairUsef]
S2whyus
Why do you say that?
Multicoded (Maximum of 6 codes)
Options “Inform about options available”,
Advice “Provide advice/information/leaflets”,
Job “Help getting a job”,
Unbiased “Unbiased”,
BestOp “No alternative places to go”,
Other “Other (WRITE IN)”

[If answer ‘other’ at S2whyUs]
[If WhyUsf1=Other]
S2usem1-3
INTERVIEWER TYPE IN FIRST/SECOND/THIRD OTHER REASON VERBATIM
Open Question (Maximum of 150 characters)

UseM1/M2
Are there any other answers?
(Yes, No)

If yes at UseM1, S2Usem1 is repeated (up to a maximum of three times in total)

S2cmpare
And compared to other sorts of advice and assistance you may have received in the past (for example, from teachers, social workers, careers advisers) do you think the support you have had from Connexions is ...READ OUT...
Better “...better”,
Worse “worse”,
Same “the same”,
Diff “or just different?”
Varied “(Has varied too much to say)”
P2254 YCS11 S2

COHORT 11 SWEEP 2 “HE” CATI SURVEY – HE MODULE

Note about document format and questionnaire routing

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The questionnaire is divided into modules or ‘blocks’, for example ‘FUTURE INVOLVEMENT IN HIGHER EDUCATION’.

[Start Block FUTUR: FUTURE INVOLVEMENT IN HIGHER EDUCATION]

[If High Achiever]
[Level2=2]
HEIntro
“The next few questions are about applying for Higher Education courses. By Higher Education course I mean a degree or HNC, HND or Higher Education Diploma at a university or similar institution where you can study for Higher Education courses. We do not include further education and studying for A2s (A levels) or GNVQs as Higher Education”:
1 Continue

HEApply1
Have you applied or do you intend to apply for a Higher Education course this academic year?
INTERVIEWER: The difference between HE and FE is based on the type of qualification not the place of study.
EXCLUDE FOUNDATION COURSES E.G. FOUNDATION COURSE IN ART AND ACCESS COURSES.
(Yes
No
Don’t know)
**Heapply1**
Do you intend to apply for a Higher Education course this academic year?
IF RESPONDENT IS UNSURE, EXPLAIN: Is this what you would like to do, if all goes well?
(Yes
No
Don't know)

**Heapply2**
Do you intend to apply next academic year for a Higher Education course?
(Yes
No
Don't know)

**Heapply3**
Do you intend to apply sometime in the future for a Higher Education course?
(Yes
No
Don't know)

**Gapyear**
If you get a place on a higher education course will you take a “Gap Year”, that is a year off between getting your A2s (A levels) and taking up your place on the course?
(Yes – gap year
No)
{If Gapyear=yes}

**Gapwhy**
Why would you like to take a gap year before starting higher education?
INTERVIEWER: PROBE IF NECESSARY AND CODE ALL THAT APPLY
(To take a break from study
To become more independent/gain experience
To earn money
To get work experience
In order to apply for an HE course after I have got my exam results
Friends/people at my school or college are doing the same
Something else)

{If Gapyear=something else}

**XGAPYwhy**
INTERVIEWER TYPE IN FIRST OTHER REASON VERBATIM

{If Gapyear=something else}

**XGapYN1**
Are there any other reasons?
(Yes, No)

{If XgapYN1 = yes}

**XGAPYwhy2**
INTERVIEWER TYPE IN SECOND OTHER REASON VERBATIM

**XgapYN2**
Are there any other reasons?
(Yes, No)

{If XgapYN2 = yes}

**XGAPYwhy3**
INTERVIEWER TYPE IN THIRD OTHER REASON VERBATIM

{If more than one reason given for taking a gap year}

**Gapone**
What is the main reason why you would like to take a gap year before starting higher education?
PROGRAMMER: ONLY SHOW CODES FOR THOSE ANSWERS GIVEN AT GAPWHY
INTERVIEWER: CODE ONE ONLY
(To take a break from study
To become more independent/gain experience
To earn money
To get work experience
In order to apply for an HE course after I have got my exam results
Friends/people at my school or college are doing the same
Something else - display text from xgapwhy)
[If respondent has not applied and does not intend to apply next year]
[If HEapply2=no or don’t know]

**Nextyr**

What do you think you will be doing in 12 months time?

- **LWEmp** "Looking for work or unemployed",
- **Traing** "Modern Apprenticeship (Foundation or Advanced), or other government supported training",
- **FTJob** "In a full-time job (30 or more hours per week)",
- **PTJob** "In a part time job (if this is Imain activity)",
- **Othqual** "Studying for a qualification other than a HE course",
- **TkBrk** "Taking a break from study or work",
- **Home** "Looking after the home or family",
- **SElse** "Doing something else",
- **DKN** "Don’t know"

[If Don’t know, SOFT CHECK: Please can you tell me your best guess of what you think you’ll be doing]
[If PTJob, SOFT CHECK: Will part-time work be your main activity? IF NOT, PROBE FOR MAIN ACTIVITY]
[If doing something else]
[If NextYr=Selse]

**Xyear**

What do you think you will be doing?
INTERVIEWER RECORD VERBATIM

[If in a job]
[If Nextyr= Ftjob or PTjob]

**JobTrn**

Are you (or will you be) looking specifically for a job which includes training?
(Yes,
No)
[Start Block DECIS: DECISION-MAKING ABOUT HIGHER EDUCATION]

[All Higher Achievers]
[Level2=2]

DECIS1
“The next few questions are about applying for Higher Education courses. I will use the word university to describe any institution where you can study for a Higher Education course.”:
1 continue

[If respondent has applied or intends to apply next year]
[If HEApply1=yes or HEapply2=yes]

HEDec
When did you first decide that you wanted to go to university? Was this … READ OUT …
(... in the last six months or so,
earlier than that but since you got your GCSE results,
or before you got your GCSE results?)

Whycon
Do you think that there might be any problems for you with taking a course in Higher Education?
(Yes, No)

[If any problems with taking a course in Higher Education]
[WhyCon=Yes]

AnyCon
What problems might there be?
(It is expensive/ you can get into debt
You still have to depend on your parents for money
You have to delay becoming financially independent
It is difficult to know what it will be like beforehand
It can be hard to fit in/ settle in
The workload can be hard
Other)
[Edit only codes:Your friends start working and earning money while you are still studying
There is no guarantee of a good job at the end
The application process is difficult/ off-putting
My family wanted me to start working/ earning a living
Teachers/ careers staff advised me not to]

[If Anycon=other]

XAnycon1
INTERVIEWER TYPE IN FIRST OTHER ANSWER VERBATIM
XACOnM1
“Are there any other answers?” (yes, no)

[If XACOnM1=yes]
Xanycon2
“INTERVIEWER TYPE IN SECOND OTHER ANSWER VERBATIM”

XACOnM2
“Are there any other answers?” (yes, no)

[If XACOnM2=yes]
Xanycon3
“INTERVIEWER TYPE IN THIRD OTHER ANSWER VERBATIM”

[If more than one problem is mentioned at AnyCon][AnyCon is multi]
MImpCon
Which of these would you say is the biggest problem?
(PROGRAM TO DISPLAY ONLY CODES MENTIONED AT ANYCON, XANYCON1,2,3)
CODE ONE ONLY
(It is expensive/ you can get into debt
You still have to depend on your parents for money
You have to delay becoming financially independent
It is difficult to know what it will be like beforehand
It can be hard to fit in/settle in
The workload can be hard
Other)
[Edit only codes:Your friends start working and earning money while you are still studying
There is no guarantee of a good job at the end
The application process is difficult/off-putting
My family wanted me to start working/ earning a living
Teachers/careers staff advised me not to]

[If respondent has applied or intends to apply next year]
[If HEApply1=yes or HEapply2=yes]
Consid
Have you ever seriously considered not applying to go to university?
(Yes, No)

[If respondent has applied or intends to apply next year]
[If HEApply1=yes or HEapply2=yes]
Subject
What subject or course do you hope to study at university?
INTERVIEWER ENTER MAIN SUBJECT ONLY VERBATIM
HEInst
CODE
“Which university or institution is or will be your first choice for Higher
Education?”:
INTERVIEWER ENTER CODE FOR THAT INSTITUTION
Start typing the name of the University or Institution. Do not type University or
College first.
If the institution does not come up on the list, type Other which will select code 997
so that you can enter the name yourself.
If the respondent really cannot give an answer type DONTKNOW which will select
the code 998.

[If CODE= Other]
HEINSTO
Please type in the name of that University or Institution

Whychos
Why have you chosen to apply to {Heinst}?
INTERVIEWER PROBE IF NECESSARY AND MULTICODE
(The course is the best available in my chosen subject
It has a good academic reputation
I want to stay in this area/it is not too far away
I like the city/town where it is located
It has good facilities
It offers a good social life
I would like to move to that area
To be with my friends/partner
Graduates from there have good employment prospects
I think I can get in there
To keep my living costs low
Other people in my family have been to that college/university
I should be able to get part-time work in that area/ keep my job
Other)

[If whychos=other]
Xwhychos
INTERVIEWER TYPE IN FIRST REASON VERBATIM

XwhyYN
Are there any other reasons?
(Yes, No)

[If XwhyYN= Yes]
Xwhycho2
INTERVIEWER TYPE IN SECOND REASON VERBATIM
XwhyYN2
Are there any other reasons?
(Yes, No)

[If XwhyYN2= Yes]
Xwhycho3
INTERVIEWER TYPE IN THIRD REASON VERBATIM

[If more than one answer at Whychos or at Xwhycho/2/3]
Whychois
Which of the reasons you have given is most important?
PROGRAMMER: ONLY SHOW ANSWERS GIVEN AT WHYCHOS
INTERVIEWER CODE ONE ANSWER.
(The course is the best available in my chosen subject
It has a good academic reputation
I want to stay in this area/it is not too far away
I like the city/town where it is located
It has good facilities
It offers a good social life
I would like to move to that area
To be with my friends/partner
Graduates from there have good employment prospects
I think I can get in there
To keep my living costs low
Other people in my family have been to that college/university
I should be able to get part-time work in that area/ keep my job
Other - display text from Whychos/ Whychos2/ Whychos3)

[If respondent has applied or intends to apply next year]
[If HEApply1=yes or HEapply2=yes]
BenefitHE
What do you think are the advantages of doing a Higher Education course for those
who choose to do them?
INTERVIEWER PROBE WHERE NECESSARY AND MULTICODE
(Job/Career reasons’
Will lead to a good/better job (than you would get otherwise)
Will lead to a well paid job
Gives you better opportunities in life
Is essential for the career you want to go into
Shows that you have certain skills
To delay entering work/ give you time to decide on a career
‘Academic reasons’
You wanted to carry on learning/ you are good at/ interested in your chosen subject
‘Social/lifestyle reasons’
The social life/ lifestyle / meeting new people / it’s fun
To leave home/ get away from the area
‘Other/personal reasons’
Makes you independent / maturity / personal development / learning to cope on own
Gives you more confidence
People will respect you more
Other)

[If BenefHE = other]

**BenOth**
What is this advantage?
INTERVIEWER TYPE IN FIRST OTHER ADVANTAGE VERBATIM

**BenYN**
Are there any other answers?
(Yes, No)

[If BenYN= yes]

**BenOth2**
What is this advantage?
INTERVIEWER TYPE IN FIRST OTHER ADVANTAGE VERBATIM

**BenYN2**
Are there any other answers?
(Yes, No)

**BenOth3**
What is this advantage?
INTERVIEWER TYPE IN FIRST OTHER ADVANTAGE VERBATIM

[If respondent gave more than one answer at BenefHE or at BenOth/2/3]

**BenHEIm**
Which advantage is most important?
PROGRAMMER: ONLY SHOW ANSWERS GIVEN AT WHYHE
INTERVIEWER PROBE IF NECESSARY AND CODE ONE ANSWER
‘Job/Career reasons’
Will lead to a good/better job (than you would get otherwise)
Will lead to a well paid job
Gives you better opportunities in life
Is essential for the career you want to go into
Shows that you have certain skills
To delay entering work/ give you time to decide on a career
‘Academic reasons’
You wanted to carry on learning/ you are good at/ interested in your chosen subject
‘Social/lifestyle reasons’
The social life/ lifestyle / meeting new people / it’s fun
To leave home/ get away from the area
‘Other/personal reasons’
Makes you independent/ maturity / personal development / learning to cope on own
Gives you more confidence
People will respect you more
Other)

[If respondent has applied or intends to apply next year]
[If HEApply1=yes or HEApply2=yes]

**GrdPay22**
Imagine 2 people aged 22 who work in the same bank. Both got the same A2 (A level) grades at school. One of them joined the bank at 18 and now has four years’ work experience. The other got a degree at university first, so has 1 year’s work experience. Do you think that the person who went to university will be earning less than, more than, or the same as the person who did not go to university?
(Less than the person who did not go to university
The same as the person who did not go to university
More than the person who did not go to university’)

[If GrdPay22 = More than the person who did not go to university]

**GrdMr22**
How much more a year? Please give an estimate.
£5,000 = CODE 2
£10,000 = CODE 3
IF 'DON'T KNOW' READ OUT ANSWER CODES
(Less than £2,000
£2,000 - £5,000
£5,000 - £10,000
More than £10,000)

[If GrdPay22 = Less than the person who did not go to university]

**GrdLs22**
How much less? Please give an estimate.
£5,000 = CODE 2
£10,000 = CODE 3
IF 'DON'T KNOW' READ OUT ANSWER CODES
(Less than £2,000
£2,000 - £5,000
£5,000 - £10,000
More than £10,000)

[If respondent has applied or intends to apply next year]
[If HEApply1=yes or HEApply2=yes]

**GrdPay30**
And suppose the same two people are working in the same bank when they are 30. Do you think that the person who went to university will be earning less than, more than, or the same as the person who did not go to university?
(Less than the person who did not go to university
The same as the person who did not go to university
More than the person who did not go to university’)
[If GrdPay30 = More than the person who did not go to university]
**GrdMr30**
How much more? Please give an estimate.
- £5,000 = CODE 2
- £10,000 = CODE 3
IF 'DON'T KNOW' READ OUT ANSWER CODES
(Less than £2,000
£2,000 - £5,000
£5,000 - £10,000
More than £10,000)

[If GrdPay30 = Less than the person who did not go to university]

**GrdLs30**
How much less? Please give an estimate.
- £5,000 = CODE 2
- £10,000 = CODE 3
IF 'DON'T KNOW' READ OUT ANSWER CODES
(Less than £2,000
£2,000 - £5,000
£5,000 - £10,000
More than £10,000)
Not planning to go into HE

[All higher achievers not planning to apply this year or next year]
[Level2 = 2 & Heapply2 = no or don’t know]
HEConsid
Have you ever considered going to university?
Yes
No

[IF YES at HEConsid]
NoHEdec
When did you first decide that you did not want to go to university? Was this …
READ OUT …
INTERVIEWER: IF AFTER GCSE RESULTS BUT IN THE LAST SIX MONTHS CODE AS “IN THE LAST SIX MONTHS”
(... in the last six months or so,
earlier than that but since you got your GCSE results,
or before you got your GCSE results?

[Those not planning to apply to this year or next year but may apply in the future]
[If Heapply3 = YES AND ACTIV = FT EDUCATION OR PTENROL = YES]
EvConHE
Do you think you may apply for a higher education course when you finish your current course?
(yes
no
don’t know)

[Those with level two qualifications in Sweep 1, and currently studying for A levels or advanced GNVQs (level 3), and not planning to apply for an HE course this year or next year)]
(Level2 = yes, level3 = yes & Heapply2 = no or don’t know)
HeCon
What made you decide not to apply for a Higher Education course (this year or next year)?
INTERVIEWER MULTICODE AND CODE ALL THAT APPLY
(It is expensive/ you can get into debt
I wanted to become financially independent
I wanted to start earning money
There is no guarantee of a good job at the end
The application process is difficult/ off-putting
I wasn’t sure what would be like/ I didn’t have enough information
I was worried about fitting in/ settling in
Didn’t think I would get in / didn’t get high enough grades
The workload can be hard/ doubts about ability to finish course
Teachers/ careers staff advised me to get a job
Family encouraged me to start working
All / most of my friends were looking for jobs
Never thought of applying / no particular reason
Other
Not yet decided)

[If HECOn=other]
XHECon
INTERVIEWER TYPE IN OTHER ANSWER

NBenfHE
What do you think are the advantages of doing a Higher Education course for those who choose to do them?
INTERVIEWER PROBE WHERE NECESSARY AND MULTICODE
(Job/Career reasons'
Will lead to a good/better job (than you would get otherwise)
Will lead to a well paid job
Gives you better opportunities in life
Is essential for the career they want to go into
Shows that you have certain skills
To delay entering work/ give you time to decide on a career
‘Academic reasons’
Opportunity to carry on learning/ good at chosen subject/ interest in chosen subject
‘Social/lifestyle reasons’
The social life/ lifestyle / meeting new people / it’s fun
To leave home/ get away from the area
‘Other/personal reasons’
Makes you independent/ maturity / personal development / learning to cope on own
Gives you more confidence
People will respect you more
Other)

[If NBenfitHE = other]
NBenOth
What is this reason?
INTERVIEWER TYPE IN FIRST OTHER REASON VERBATIM

NBenYN
Are there any other answers?
(Yes, No)

[If NBenYN= yes]
NBenOth2
What is this reason?
INTERVIEWER TYPE IN FIRST OTHER REASON VERBATIM

NBenYN2
Are there any other answers?
(Yes, No)

[If NBenYN2= yes]

**NBenOth3**

What is this reason?

**INTERVIEWER TYPE IN FIRST OTHER REASON VERBATIM**

[If respondent gave more than one answer at BenfitHE or at BenOth2/3]

**NBenHEIm**

Which reason is most important?

**PROGRAMMER: ONLY SHOW ANSWERS GIVEN AT WHYHE**

**INTERVIEWER PROBE IF NECESSARY AND CODE ONE ANSWER**

(Job/Career reasons’

Will lead to a good/better job (than you would get otherwise)

Will lead to a well paid job

Gives you better opportunities in life

Is essential for the career you want to go into

Shows that you have certain skills

To delay entering work/ give you time to decide on a career

(Academic reasons’

You wanted to carry on learning/ you are good at/ interested in your chosen subject

(Social/lifestyle reasons’

The social life/ lifestyle / meeting new people / it’s fun

To leave home/ get away from the area

(Other/personal reasons

Makes you independent/ maturity / personal development / learning to cope on own

Gives you more confidence

People will respect you more

Other)

[All higher achievers not planning to apply this year or next year]

[Level2 = 2 &Heapply2=no or don’t know]

**NGrdPy22**

Imagine 2 people aged 22 who work in the same bank. Both got the same A/A2 level grades at school. One of them joined the bank at 18 and now has four years' work experience. The other got a degree at university first, so has 1 year’s work experience. Do you think that the person who went to university will be earning less than, more than, or the same as the person who did not go to university?

(Less than the person who did not go to university

The same as the person who did not go to university

More than the person who did not go to university’)

[If NGdPay22 = More than the person who did not go to university]

**NGrdMr22**

How much more? Please give an estimate.

£5,000 = CODE 2

£10,000 = CODE 3
IF 'DONT KNOW' READ OUT ANSWER CODES
(Less than £2,000
£2,000 - £5,000
£5,000 - £10,000
More than £10,000)

[If NGdPay22 = Less than the person who did not go to university]

NGrdLs22
How much less? Please give an estimate.
£5,000 = CODE 2
£10,000 = CODE 3
IF 'DONT KNOW' READ OUT ANSWER CODES
(Less than £2,000
£2,000 - £5,000
£5,000 - £10,000
More than £10,000)

[All higher achievers not planning to apply this year or next year]
[Level2 = 2 & Heapply2 = no or don't know]

NGrdPy30
And suppose the same two people are working in the same bank when they are 30. Do you think that the person who went to university will be earning less than, more than, or the same as the person who did not go to university?
('Less than the person who did not go to university
The same as the person who did not go to university
More than the person who did not go to university')

[If GrdPay30 = More than the person who did not go to university]

NGrdMr30
How much more? Please give an estimate.
£5,000 = CODE 2
£10,000 = CODE 3
IF 'DONT KNOW' READ OUT ANSWER CODES
(Less than £2,000
£2,000 - £5,000
£5,000 - £10,000
More than £10,000)

[If GrdPay30 = Less than the person who did not go to university]

NGrdLs30
How much less? Please give an estimate.
£5,000 = CODE 2
£10,000 = CODE 3
IF 'DONT KNOW' READ OUT ANSWER CODES
(Less than £2,000
£2,000 - £5,000
£5,000 - £10,000
More than £10,000)
More than £10,000)
Influences on the decision

{ALL HIGHER ACHIEVERS}
{Level2= 1}

IntroSp
I am going to read out a list of people and would like you to tell me if you talked to them about whether or not you should apply to university.

SpTeach
(Did you ever talk to these people about whether or not to apply to university?)
School or college teachers?
INTERVIEWER: THIS QUESTION DOES NOT INCLUDE THE CAREERS SERVICE
(Yes, No)

SpAdvis
(Did you ever talk to these people about whether or not to apply to university?)
Careers Service advisers or Connexions advisers?
INTERVIEWER: DO NOT INCLUDE CAREERS ADVISERS WHO ARE TEACHERS, THEY SHOULD BE INCLUDED IN THE PREVIOUS QUESTION
(Yes, No)

SpPars
(Did you ever talk to these people about whether or not to apply to university?)
Your parents?
(Yes, No, Not applicable)

SpSibs
(Did you ever talk to these people about whether or not to apply to university?)
Your older brothers or sisters?
(Yes, No, Not applicable)

SPRels
(Did you ever talk to these people about whether or not to apply to university?)
Other relatives?
(Yes, No)

SpMates
(Did you ever talk to these people about whether or not to apply to university?)
Your friends?
(Yes, No)

[If talked to anyone at SpTeach, SpAdvis, SpPars, SpSibs, SpRels, SpMates]
Influ
Did talking to any of these people help you to make up your mind about whether or not to apply to university?
(Yes
No)

[If influ=yes & and more than one yes answer at SpTeach, SpAdvis, SpPars, SpSibs, SpRels, SpMates ]

Whoinf
Which of these people had the most influence on your decision?
PROGRAMMER: LIST ONLY THOSE FOR WHOM THERE IS A YES ANSWER AT SpTeach, SpAdvis, SpPars, SpSibs, SpRels, SpMates
INTERVIEWER: CODE ONE ANSWER ONLY
(School or college teachers
Careers Service/Connexions advisers
Parents
Older brothers or sisters
Other relatives
Friends)

[If talked to anyone at SpTeach, SpAdvis, SpPars, SpSibs, SpRels, SpMates]

HOWINF
How much do you think you were influenced by other people when deciding if you should apply to university? Would you say you were influenced … READ OUT…
(…a lot,
a little,
or not at all?)

[Those currently studying for A levels or advanced GNVQs (level 3)]
[Level2=yes and level3=yes]

Doing
How well would you say you are doing in your current course? Would you say that you are doing …READ OUT…
(…very well
quite well
not very well
or not at all well?)

[Those not planning to apply for an HE course this year or next year]
[Level2=yes & Heapply1=no and HEapply2=no or don’t know]

IntrLik
Now I am going to read out a list of things which have influenced some people in deciding to apply to university. For each one, please could you tell me whether or not this might have made you more likely to apply to university.

[Those not planning to apply for an HE course this year or next year and not code 1 at Doing (i.e. not ‘very well’)]
[Level2=yes & Heapply1=no and HEapply2=no or don’t know & doing=quite well, not very well, or not at all well]

**ExamLik**
Firstly, what if you were doing better with your current course(s)? Would this have made you more likely to apply to university or would it have made no difference?
(Yes – more likely to have applied to university/college
No – would have made no difference
Not sure)

[Those not planning to apply for an HE course this year or next year)]
[Level2=yes & Heapply1=no and HEapply2=no or don’t know]

**FundLik**
What if more funding was available to support you while at university? Would this have made you more likely to apply or would it have made no difference?
(Yes – more likely to have applied to university/college
No – would have made no difference
Not sure)

**Famlik**
What if you had received more encouragement from your family to apply to university? Would this have made you more likely to apply or would it have made no difference?
(Yes – more likely to have applied to university/college
No – would have made no difference
Not sure)

**Frenlik**
What if you had received more encouragement from your friends to apply to university? Would this have made you more likely to apply or would it have made no difference?
(Yes – more likely to have applied to university/college
No – would have made no difference
Not sure)

**LocLik**
What if there was a suitable university nearer to your home than at present? Would this have made you more likely to apply or would it have made no difference?
(Yes – more likely to have applied to university/college
No – would have made no difference
Not sure)

**FlexLik**
Would being able to do a university course part-time or in the evenings have made you more likely to apply or would it have made no difference?
(Yes – more likely to have applied to university/college
No – would have made no difference
Not sure)
JobLik
What if you knew that going to university would lead to you getting a better job than you would be able to get otherwise? Would this have made you more likely to apply or would it have made no difference?
(Yes – more likely to have apply to university/college
No – would have made no difference
Not sure)
Background

[If respondent has applied or intends to apply this year or next year]
[If HEApply1=yes or HEapply2=yes or maybe]

Whatinf
Now a couple of questions about the likely costs of doing a Higher Education course. I will ask you firstly about student loans and course fees and then about hall fees and other living expenses.
1 - CONTINUE

LoanIYN
Have you had any information about student loans or course fees?
Yes
No

[If LoanIYN=Yes]

Loaninf
Where have you got information from about student loans or course fees?
(Teach Teachers or advisers at your school or college
LEAf LEA Financial Support booklet
DfTel DfES information line (telephone)
DfWeb DfES website
DfLe leaflets
UCAS UCAS (including website)
SLCo Student Loans Company
VisTo Visits to university / university open days/ university websites or prospectuses
VisFr Visits to your school or college by people from a university
Banks Banks
Other Other {Add Connexions advisers; Family or friends as recodes in Edit}

[If Loaninf=other]

XLoaninf
INTERVIEWER ENTER VERBATIM

[If respondent has applied or intends to apply this year or next year]
[If HEApply1=yes or HEapply2=yes or maybe]

LivInfYN
Have you had any information about the other costs of being a student, I mean things like hall fees, rent for accommodation and living expenses?
Yes
No

[IF LivInfYN=Yes]

Livexinf
Where have you got information from about the other costs of being a student, I mean things like hall fees, rent for accommodation and living expenses?
National Centre for Social Research

(Teach  Teachers or advisers at your school or college
LEAf  LEA Financial Support booklet
DfTel  DfES information line (telephone)
DfWeb  DfES website
DfLef  DfES leaflets
UCAS  UCAS (including website)
SLCo  Student Loans Company
VisTo  Visits to university / university open days/ university websites or prospectuses
VisFr  Visits to your school or college by people from a university
Banks  Banks
Other  Other {Add Connexions advisers; Family or friends as recodes in Edit

[If Livexinf=other]

XLivexin
INTERVIEWER ENTER VERBATIM
[For each type of information mentioned at Loaninf except other]
Teacheas / LEAfieas / DfTeleas / DfWebEas / DfLefEas / UCASEas / SLCoEas /
VisToEas / VisFrEas / BanksEas
Thinking about the information you got about student loans or course fees from
{category mentioned at Loaninf}, how useful was this? Was it … READ OUT …
(...very useful
quite useful
not very useful
not at all useful?)

[If respondent has applied or intends to apply this year or next year]
[If HEApply1=yes or HEapply2=yes or maybe]

InMuch
Thinking about the information you have about the costs of doing a Higher
Education course, would you say that you have …READ OUT …
(... all the information you need,
just about enough information,
or too little information?)

[If HEInfo = too little information]

Whatinf
“What things would you like to have know more about?”:
ENTER VERBATIM

[Those with level two qualifications in Sweep 1]
[Level2=yes]

Hesib
Have you any older brothers and sisters who have studied, or are studying, for a
degree at a university, polytechnic or other Higher education college?
(yes
no)
(Not applicable – no older brothers or sisters))

**Peers**
We would like to check how many of the people who are in the same year as you at school or college now are planning to go into Higher Education? Would you say that … READ OUT …
(... all of them are,
most of them are,
about half of them are,
a few of them are,
or hardly any of them are?)

**Mates**
And how many of the people in the same year as you who you regard as your friends are planning to go into Higher Education? Would you say that … READ OUT …
(... all of them are,
most of them are,
about half of them are,
a few of them are,
or hardly any of them are?)
Background

‘Pathways’ is the name by which respondents know the England and Wales Youth Cohort Study (YCS). Each cohort study involves surveying large samples (usually 20 thousand or more) of young people two or three times, usually by means of a postal questionnaire. The survey has been a major source of information for those who make policies for young people and has monitored, for example, the change from GCE/O-levels to GCSE exams, changes in Youth Training Programmes and the introduction of Modern Apprenticeships.

The National Centre has been awarded the contract to carry out the second sweep of the 11th YCS and so this year will be interviewing 17-18 year olds whose compulsory school education ended in summer 2001. In addition to the main YCS questionnaire, there are two other questionnaires. The first of these is a ‘Connexions’ questionnaire, which will be asked of a subsample of YCS cohort members living in the twelve Connexions areas in England. These areas are:

- Milton Keynes/Oxfordshire/Buckingham
- London North
- London South
- West of England
- Devon/Cornwall
- Black Country
- Coventry/Warwick
- Shropshire
- Lincolnshire/Rutland
- South Yorkshire
- Cheshire/Warrington
- Cumbria

Connexions is a service launched by the government in 2001, which aims to provide young people with guidance, advice and support in their decision-making about the future. The majority of pupils who come into contact with the Connexions Service will use it for careers advice, as it has replaced the old Careers Service in these areas. The first sweep of the 11th YCS collected baseline figures of usage of the Connexions
Service, and this second sweep will look at how things have changed since then, for example whether awareness of the service has increased.

The second additional questionnaire in 2003 is a Higher Education questionnaire, designed to look at views and aspirations towards Higher Education. This questionnaire is asked of a subsample of cohort members in England from the first sweep of the 11th YCS who achieved at least 5 GCSEs at grades A*-C or the equivalent in other qualifications.

**Pathways 2003 – Main, Connexions and Higher Education samples**

There are three parts to this year’s Pathways study - the Connexions study, the Higher Education study and the main YCS survey – and a variety of modes of data collection being used.

Young people who are part of the main YCS survey sample were sent a pre-notification letter and a postal questionnaire to complete. This has been followed up with three reminders (one postcard and two letters) and, if they still have not returned their questionnaire, you and other members of the telephone unit will then phone those for whom we have telephone numbers to try to interview them over the phone. There is also a website (www.Pathways2003.com) which people can use to complete a questionnaire on the Internet. For the Connexions and Higher Education subsamples there is no postal questionnaire, and so sample members will be interviewed over the phone.

As a telephone unit interviewer you will be interviewing a combination of those who are part of the Connexions and Higher Education subsamples and this will be the first contact with these people in this sweep of the survey. In addition, from April you will also be approaching those who are part of the main YCS sample for whom we have a working telephone number but who have not returned their postal questionnaires despite several reminders. The information above is intended to give you an overview of the various different modes in which the questionnaire is being delivered, because it is possible that some members of the Connexions and Higher Education subsamples will know other people in their area who have taken part in the main YCS study (and who may ask why this part of the survey is being carried out in a different way) and vice versa.

**The questionnaire**

There are two parts to the telephone questionnaire for those in the Connexions/Higher Education subsamples. Both start with questions that are the same as those being asked on the main (postal) YCS survey, and these are followed by additional questions asking about either Connexions or Higher Education, depending on which sample they belong to. This will not affect how you carry out the study - you will be routed through it as one continuous questionnaire. The CATI program will automatically know whether or not a respondent is part of the Connexions or Higher Education subsamples and will route accordingly. However, some of the questions
will seem rather unusual for a CATI survey. This is because the questions need to be
as similar as possible to the questions used in the postal questionnaire.

The questionnaire has been fully tested. In October 2002 an expert panel discussed
the questions. Later that month there was cognitive testing of some of the new
questions on the core, Connexions and Higher Education questionnaires. We held a
face-to-face pilot of the postal self-completion questionnaire and finally carried out a
CATI pilot of the Connexions and Higher Education questionnaires.

The Sample

Last year, the Department for Education and Skills (DfES) wrote to every school in
England to ask them to supply a list of the names and addresses of those whose
compulsory education (Year 11) ended in summer 2001 (that is, who were aged 16 on
31st August 2001) and who were born on three specific dates of any month. Those
schools in LEAs with a higher than average proportion of pupils from ethnic
minority groups were asked to provide names and addresses of those born on four
specific dates of any month in order to produce a boosted ethnic minority sample.

This was a voluntary task and so not all schools responded. From those who did, the
DfES compiled a list of 35,000 young people. In the first sweep, we selected 30,000 of
these to take part in the YCS. The Connexions sample comprised about 1,500 of these
individuals. In the second sweep, we are going back to all respondents who were
interviewed in the first sweep, who did not refuse to be recontacted. There are
around 9,000 respondents in the main (postal) YCS sample, about 1,000 of which we
expect to interview over the phone. In addition, there are about 1,000 cases in this
year’s Connexions sample and 2,700 cases in the Higher Education sample, all of
whom will be approached by phone.

The sample is therefore a list of named individuals. You must never substitute one
named individual for another, even if they are of a similar age and living in the same
household.

Contacting respondents

Advance letters

Those in the Connexions and Higher Education subsamples were sent an advance
letter on 20th February telling them that an interviewer is going to call and arrange a
convenient time to interview them. The advance letter tells them all about the survey
and how they were selected. It is double-sided with information from the DfES as
well as from NatCen. A copy of the letter is included in this briefing pack.

Those who are part of the main YCS sample should be familiar with the study by the
time telephone fieldwork begins, as in preceding weeks they will already have been
sent a pre-notification letter, a postal questionnaire and covering letter, a postcard
reminder, and two follow-up reminder letters (each containing a replacement copy of
the questionnaire should they have mislaid/thrown away the first). However, they will not be expecting a telephone call.

Depending on whether respondents are part of the main YCS sample or the Connexions/Higher Education subsample, we suggest you refer either to previous questionnaire mailings or to the advance letter when first contacting households.

**Getting parents on side**

Respondents will be aged 17 or 18 during fieldwork for the study. Many parents will treat their children in this age group as adults but not all will do so.

If the parent answers the telephone, you will be able to explain a little bit more about the study, before asking whether it is OK to speak to the named young person. This will show that you are respecting their position as parents and can be useful in bringing the parent “on side” which in turn may lead them to help encourage their child to participate.

If the young person answers the telephone, you should answer any questions they might have about the survey with them and check that it is OK with them and their parents to carry out the interview with the young person. It is unlikely this will happen, but if the young person seems willing and they say that one of their parents objects, please do not carry out the interview.

There were few difficulties with gaining parental permission for young people to take part in the survey at the first sweep.

**Stable Address**

Remember that in some cases you have a ‘stable address’ - that is an address given by respondents when they filled in the postal questionnaire at the last sweep so that we can get in touch with them if they move. This is displayed at the bottom of the ‘dial up’ screen. This should only be used if the young person cannot be contacted at the first telephone number you have for them i.e. the number is out of order, or the young person has moved and the new resident has no contact details. However, these numbers are an important source of information and were found to be accurate in many cases in the pilot.

There is a question StabUse at the end of the questionnaire, where you will need to code whether you used the stable address details to get in touch with the young person or not.
Welsh interviews

If a Welsh respondent requests that they are interviewed in Welsh, we will arrange for a Welsh-speaking face-to-face interviewer to call them at a later date. We do not expect this to happen but if it does, please refer the case to a supervisor.

Introducing the survey

Be positive about the survey and its importance. Saying something like the following may be helpful in selling the survey:

‘Those who make policies need to know the views and experiences of those who are affected by them. The pathways studies provide a link between young people and those who create policy on their behalf’.

The pilot interviewers reported that the survey was well received and that most young people wanted to take part.

Very often you will need to arrange contact and appointments through parents.

Some young people might prefer to be interviewed on a mobile phone. If this is the only alternative it is fine, but if possible do try and arrange to phone them when they are on a land line (as trying to interview someone in the shops or on a train is less than ideal!). If you have any particular difficulties speak to your supervisor who can advise you on the best strategies for getting a completed interview.

As this is only the second sweep of a cohort study, it is essential that we get a high response rate in order that future sweeps start off with a large and representative sample.

For those in the main YCS sample, the interview will last about 15-20 minutes, and for those in the Connexions and Higher Education samples, it will last about 20-25 minutes.

The Interview

As described above, the type of interview respondents take part in depends on whether they are part of the main YCS sample or the Connexions/Higher Education subsamples. Those in the main YCS sample will answer a basic version of the questionnaire, and those in the Connexions and Higher Education subsamples will answer sections of additional questions.

Generally, the main YCS questionnaire is about what cohort members have been doing since they were eligible to leave compulsory full-time education. Consequently, it covers the period since April 2002, when they were last interviewed.
It includes education and employment histories, a small number of attitudinal questions and information about the household.

The Connexions additional questions cover awareness of the Connexions service, young people’s contact with it, and other types of advice they might have received from other sources.

The Higher Education additional questions cover reasons for applying or not applying to Higher Education, the advantages and disadvantages of further education, and information sources about the costs involved.

**The main questionnaire**

***Outline of the module***

*All*
- Views about work and education
- Current activities
- Work/education history since last sweep
- Qualifications obtained since April 2002
- Details of any current full-time education course being attended
- Details of any current part-time education course being attended
- Qualifications being studied for now
- Jobs and training details
- Household details

**Specific points**

**BLOCK PASTYR**

Activity

**Apr02-Mar03**

At each of these questions you are asked to record the young person’s **usual main** economic activity. If someone would normally have been working but takes a holiday for a few weeks they should still be coded as working. Similarly, if a respondent was on their school summer holidays in July and August and returned to school in September, they should still be coded as being in full-time education. A similar rule should be applied if someone was ill and off work or school or college for a short period. If on the other hand someone went travelling for 6 months they should be coded as ‘taking a break from study or work’.

**BLOCK BQUALS**

**GCSEmor/ASMor**

It is possible that in the process of recalling the subjects of their GCSEs and AS levels that respondents may realise they had forgotten some subjects when telling you the total number at
GCSETot/ ASTot. These questions allow you to enter more GCSEs and AS levels. If the respondent answers 'yes', a warning will appear relating to the total at GCSETot/ ASTot. You should select 'GO TO' and alter the number of GCSEs at GCSETot/ AS levels at ASTot. This will then open up more loops to record the forgotten GCSEs/ AS levels.

**BLOCK FTEDUC**

**StMth/StYear**

If respondents have completed their AS exams and are now studying for A2s, the 'start' of the course should be counted as when respondents entered Year 12.

**BLOCK BQUALNOW**

**StuIB**

Studying for the International Baccalaureate here means studying for the full IB, that is, studying 6 subjects.

**BLOCK BJOBS**

**HrsWk**

Here the interviewer instruction says 'probe to ensure hours are for term-time only'. If a respondent’s job continues throughout school holidays, ignore their holiday hours and just code term-time hours.

**Connexions questionnaire**

**Outline of the module**

This questionnaire collects information on young people’s awareness of the Connexions service, their use and evaluation of it, and also other sources of advice and information on a range of topics.

**All**
- Awareness of Connexions
- Whether any contact with Connexions

**Those who have spoken to someone at Connexions**
- Details of contact with Connexions

**Those who have not heard of Connexions**
1. Details of contact with Careers service

**All**
- Sources of advice and guidance

**Those who have spoken to someone at Connexions**
- Assessment of Connexions
Specific points

AwarConx

One of the key findings arising from these questions in the first sweep of this YCS was that only a half of respondents who lived in areas of where Connexions was active had heard of the service. This is not a problem in relation to the questionnaire, and you should not prompt respondents. Those who have had contact with Connexions, but who think of it in terms of ‘the Careers Service’ are routed to a specific section of the program in block CONTACT that collects details of their contact with Connexions, but that refers to the service throughout as ‘the Careers Service’.

BADVICE

This block contains a series of questions asking respondents whether or not they have received advice since last April on a range of topics. These include education learning and training, jobs and careers, housing, drugs, alcohol, contraception, pregnancy and sexually transmitted diseases and mental health (AdvEduc, AdvJobs, AdvHouse, AdvDrugs, AdvAlco, AdvSex, AdvMent). Respondents’ answers to these questions then affect the subsequent questions they are asked, in that they are looped round a series of questions about the nature of advice they have received on each topic. However, we realise that if respondents answer ‘yes’ to several types of advice, the loop of questions can become repetitive (particularly if all advice was from the same source and given in the same circumstances!). This can be quite tiring for both interviewer and interviewee. As a result, the program has been set up only to ask about a random selection of up to four advice topics, meaning no respondent goes round the loop of questions more than four times.

Higher Education questionnaire

Outline of the module

This module is for those who had achieved at least level 2 qualifications (5 or more GCSEs at grade C or above) when they were last interviewed. This section asks about their plans to apply to Higher Education (HE). Some will be planning to apply this year or next year, others may plan to apply in the future and others may have no plans to apply at all. Some questions will be asked to all respondents, while others will depend on whether or not they plan to apply.
All

- Respondents start with some questions about their HE application plans

Those who plan to apply this year or next year

- Some questions about their plans to take a Gap year
- Some questions about their decision to apply to HE (when they decided, any problems, their choice of subject and institution, reasons for applying)
- Influences on their decision to apply
- Awareness of the costs of HE and student loans and fees
- Other people in their family’s/peers’ experience of or plans for HE

Those who do not plan to apply this year or next year

- What they plan to be doing in 12 month time
- Some questions about their decision not to apply to HE (when they decided, reasons for not applying)
- Influences on their decision not to apply
- Factors which may have made them more likely to apply
- Other people in their family’s/peers’ experience of or plans for HE

Some general points

Pre-codes

If respondents give answers which do not fit into the pre-codes please take full details of these ‘other’ answers. First try to use the existing pre-codes. If the respondent gives a vague answer where the correct pre-code is not clear, probe for more details.

For some of the open questions (GapWhy, Anycon, WhyChos, WhyHE) you can code up to three ‘other’ answers individually. This is because the respondent is then asked which answer is most important and so other answers need to be separate. When you type in the code for ‘other’ a space will come up for you to write in the first other answer, then you will be asked whether there are any more other answers and if yes, a space for the second other answer will come up and so on for up to three other answers. It is important for you to separate the respondent’s other answers if they really are separate.

Eg: GapWhy “Why have you chosen to take a gap year before starting Higher Education?”

“Because I want to see more of the world and I want to learn Spanish before going to university” should be entered as two other answers:

1) Because I want to see more of the world
2) I want to learn Spanish before going to university

“Because I want to have the opportunity to live in Kenya again because that is where I was born and a gap year is the best time to do that” would be one answer, the
response forms one reason, neither part of the sentence really answers the question without the other.

The length of the answer is not an indication of whether it is one, two or three answers; you should use the meaning of the answer and how it answers the question to decide.

Specific points

**HEApply** Have you applied or do you intend to apply for a Higher Education course this academic year?

Three questions about when and whether they plan to apply to university. Answers to these questions determine the routing for the rest of the section. Those who are planning to apply this year or next year (Heapply1=yes or Heapply2=yes) are asked one set. Those who are planning to apply in the future or not at all are asked another set.

If a respondent says they are planning to apply this year (HEAPPLY1=yes) but earlier in the questionnaire they said they were not currently studying for A levels or GNVQs will have a soft check to make sure there has not been a mistake.

Courses for GNVQs and other vocational qualifications are not counted as Higher Education. The instructions given as part of the question should make it clear to you and the respondent what should be included.

**GapYear** ‘Gap Year’ here does not include a year taken to study for more qualifications.

**Consid** Have you ever seriously considered not applying to go to university?

This question is about whether they have seriously considered not applying.

**Subject** What subject or course do you hope to study at university?

Some respondents may not yet have finally decided – if they have a good idea take that answer even if it may change.
HEINst  “Which university or institution is or will be your first choice for Higher Education?”:

This question about which institution is their first choice has a pre-coded list of answers. Start typing in the name of the institution and the best matches will come up for you to choose from. Type in the unique part of the institution’s name, do not type in university or college as it will bring up too many suggested matches.

Some respondents may not yet have decided or their decision may depend on a number of factors – take an answer even if they are not absolutely sure – only record don’t know if they really cannot say. If the answer is don’t know type in don’t know and a code 998 will come up as the suggestion.

If the name you type in does not bring up any suggested institutions, check you have typed the name correctly. If there really is no match, type “other” which will bring up code 997. Select this and you will then be able to enter the full name of the institution yourself.

Some institutions have quite similar names, make sure that you do select the right institution. For example “Sheffield” could be University of Sheffield OR Sheffield Hallam University. “Manchester” could be University of Manchester OR University of Manchester Institute of Science and Technology (UMIST) OR Manchester Metropolitan University.

WhyChos  Why have you chosen to apply to \( \text{Name of University} \)?

This question is about why they have chosen a particular institution. Some respondents may give answers such as “It’s where I want to go”, “I liked the university”. When you receive such vague answers probe for why they want to go there or why they like it – “Why do you say that?”

SpSibs  (Did you ever talk to these people about whether or not to apply to university?) Your older brothers or sisters?

If the respondent does not have any older siblings the answer is “not applicable”. If the respondent has older siblings but has not spoken to them about applying to HE the answer is “no”.

LoanInf  Where have you got information from about student loans or course fees?

This question is only about student loans or course fees. Make sure that respondents are clear about this. There is a separate question
about other costs such as hall fees, accommodation and living expenses so these should not be included in the questions about loans and fees.

Some respondents may have been given the information by their parents, a friend or another relative. We are interested in the original source of the information, not who gave it to them. So ask where that person obtained the information and code that as the answer.

**LiveXINf** Where have you got information from about the other costs of being a student, I mean things like hall fees, rent for accommodation and living expenses?

This question is only about other costs such as hall fees, accommodation and living expenses.

Some respondents may have been given the information by their parents, a friend or another relative. We are interested in the original source of the information, not who gave it to them. So ask where that person obtained the information and code that as the answer.

**TeachEas etc** Thinking about the information you got about student loans or course fees from [name of person or institution], how useful was it? Was it … READ OUT …

This set of questions refers to student loans and course fees, not to general living costs.

**HESib** This question is only about older siblings. If the respondent has no older siblings the correct answer is “not applicable”. If the respondent has older siblings but they have not been to HE the answer is “no”. If the sibling is currently studying for a degree the answer is “yes”.

**Peers** Note that this question is about any people in the same year while MATES is about people who are friends.

**Outcome Codes**

The outcome codes for this survey are as follows:

110 Full Productive Interview
210 Partial Productive Interview completed (Connexions and HE only - once question 'OthLiv' has been answered)
300 Cohort member not known at phone number
No contact after a minimum of 12 calls, at different times of day and on different days of the week

No direct contact with cohort member

Cohort member unable to take part on phone, worth trying a postal

Office refusal (telephone)

Information refused about cohort member (refusal by parent)

Personal refusal by cohort member (Include refusal during survey introduction)

Refusal during interview (unproductive partial)

Broken appointment, no recontact

Proxy refusal on behalf of cohort member

Anonymous call bar

Cohort member is ill at home for the duration of fieldwork

Cohort member is away or in hospital for the duration of the fieldwork period

Cohort member is physically or mentally unable to take part

Language difficulties

Cohort member cannot take part for some other reason

Cohort member says completed or will complete postal/Internet questionnaire

Cohort member moved, new contact details unavailable, no info from alternative number/ stable contact

Disconnected or Unobtainable / Out of service

Postal questionnaire received

Cohort member died

Cohort member emigrated/permanently out of the country

Contacts

If you have any queries or problems with the questionnaire or procedures for this study, check with your supervisor and she will call the researchers if necessary.

If respondents have queries which you cannot answer and they want to speak to someone at DfES please refer them to Neil Ogley, who is the DfES project manager, on 0114 259 5743 during office hours.

Thank you for your help with this study.

We hope it all goes well.
INTERNAL MEMO

To P2254 Helpline
From Sonia Exley
cc. Lindsey Jarvis, Alison Park, Gareth Nicol, Chris Massett
Date 04/02/2003
Subject P2254 Help Line

Background

"Pathways' is the name by which respondents know the England and Wales Youth Cohort Study (YCS). Each cohort study involves surveying large samples (usually 20 thousand or more) of young people two or three times, usually by means of a postal questionnaire. The survey has been a major source of information for those who make policies for young people and has monitored, for example, the change from GCE/O-levels to GCSE exams, changes in Youth Training Programmes and the introduction of Modern Apprenticeships.

The National Centre has been awarded the contract to carry out the second sweep of the 11th YCS and so this year will be interviewing 17-18 year olds whose compulsory school education ended in summer 2001. In addition to the main YCS questionnaire, there are two other questionnaires. The first of these is a ‘Connexions’ questionnaire, which will be asked of a subsample of YCS cohort members living in the twelve Connexions areas in England. These areas are:

- Milton Keynes/Oxfordshire/Buckingham
- London North
- London South
- West of England
- Devon/Cornwall
- Black Country
- Coventry/Warwick
- Shropshire
- Lincolnshire/Rutland
- South Yorkshire
- Cheshire/Warrington
Connexions is a service launched by the government in 2001, which aims to provide young people with guidance, advice and support in their decision-making about the future. The majority of pupils who come into contact with the Connexions Service will use it for careers advice, as it has replaced the old Careers Service in these areas. The first sweep of the 11th YCS collected baseline figures of usage of the Connexions Service, and this second sweep will look at how things have changed since then, for example whether awareness of the service has increased.

The second additional questionnaire in 2003 is a Higher Education questionnaire, designed to look at the views and aspirations towards Higher Education. It asks about reasons for applying or not applying to Higher Education, the advantages and disadvantages of further education, and information sources about the costs involved. This questionnaire is asked of a subsample of cohort members in England from the first sweep of the 11th YCS who achieved at least 5 GCSEs at grades A*-C or the equivalent in other qualifications. There are 2,700 respondents in the Higher Education sample.

**Pathways 2003 – Main, Connexions and Higher Education samples**

There are three parts to this year’s Pathways study - the Connexions study, the Higher Education study and the main YCS survey - and a variety of modes of data collection being used.

Young people who are part of the main YCS survey sample will be sent a pre-notification letter followed by a postal questionnaire to complete. This will be followed up with three reminders (one postcard and two letters) and, if they still have not returned their questionnaire, the telephone unit will then phone those we have telephone numbers for to try to interview them over the phone.

For the Connexions and Higher Education subsamples there is **no postal questionnaire**, and so sample members will be interviewed over the phone. Respondents in the Connexions and Higher Education subsamples will be asked a telephone version of the main YCS questions followed by an additional module of Connexions/HE questions at the end.

**Internet**

There is also a website which people can use to complete a questionnaire on the Internet:


We have asked the cohort member to get permission from the person who pays the telephone bills before completing it on the Internet. If the cohort member wants to use the website, they will need to use the serial number and password printed by the
address on the advance letter to enter the questionnaire. If you need to clarify this
for the respondents, the serial number is six digits starting with ‘2’. The password is
9 characters – a combination of numbers and letters, starting with 2 letters, and it is
not case-sensitive.

This year, for the first time, we will contact by email those respondents who gave us
their email address at the first sweep of the survey to tell them about the Internet
version of the questionnaire. This email, sent out to the main English sample on 19th
February and the Welsh sample on 5th March, contains a hyperlink to the website
itself and a note of respondents’ serial number and password. There will be no
reminders via email.

The Mailing

Approximately 9,000 letters were sent out to the main YCS English sample on 13th
February and we can expect up to 10% of respondents to call the helpline. Please note
that we cannot conduct interviews over the telephone through the helpline. Ask
respondents for the main YCS survey to fill in the questionnaire and return it in the
reply paid envelope provided.

Additional main YCS Questionnaires

If respondents ask for an additional main YCS questionnaire say that one will be sent
to them in a week or two with a reminder and they should wait for this. (There are
no paper versions of the Connexions or Higher Education questionnaires.)

The Mailing Schedule

Note that we start mailing different groups of people at slightly different times. The
schedule is shown below. Around 9,000 respondents are in the main English YCS
sample and 600 are in the Welsh main YCS sample. There are around 1,000 cases in
the Connexions sample and 2,700 in the Higher Education sample.

**MAIN YCS ENGLISH SAMPLE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/2/2003</td>
<td>Pre-notification letter mailing</td>
</tr>
<tr>
<td>19/2/2003</td>
<td>Email sent out to those email addresses about internet version</td>
</tr>
<tr>
<td>20/2/2003</td>
<td>First Questionnaire Mailing</td>
</tr>
<tr>
<td>27/2/2003</td>
<td>Reminder Postcard</td>
</tr>
<tr>
<td>13/3/2003</td>
<td>Letter Reminder 1 (with questionnaire)</td>
</tr>
<tr>
<td>27/3/2003</td>
<td>Letter Reminder 2 (with questionnaire)</td>
</tr>
</tbody>
</table>
### MAIN YCS WELSH SAMPLE

<table>
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<tr>
<th>Date</th>
<th>Action</th>
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<tr>
<td>27/2/2003</td>
<td>Pre-notification letter mailing</td>
</tr>
<tr>
<td>5/3/2003</td>
<td>Email sent out to those email addresses about internet version</td>
</tr>
<tr>
<td>6/3/2003</td>
<td>First Mailing</td>
</tr>
<tr>
<td>13/3/2003</td>
<td>Reminder Postcard</td>
</tr>
<tr>
<td>27/3/2003</td>
<td>Letter Reminder 1 (with questionnaire)</td>
</tr>
<tr>
<td>10/4/2003</td>
<td>Letter Reminder 2 (with questionnaire)</td>
</tr>
</tbody>
</table>

NB – The pre-notification letter will be in sent out Welsh and English. A Welsh language questionnaire (and letter) is sent with the first mailing only.

### CONNEXIONS/HIGHER EDUCATION SAMPLES

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/2/2003</td>
<td>Advance letter (telephone sample) mailed</td>
</tr>
<tr>
<td>25/2/2003</td>
<td>Connexions/ HE telephone fieldwork starts</td>
</tr>
</tbody>
</table>

Telephone enhancement fieldwork for the **main YCS sample** will start on **3rd April 2003** for the English sample, and **17th April 2003** for the Welsh sample.

If a relative, friend or parent telephones and offers to forward the questionnaire please ask them to do so. In addition you should ask for a new name, address and telephone number for that respondent. Be sure to also record the serial number in each case. This is shown at the top of the pre-notification letter. Use the new address details sheet provided.

### Letter

Each cohort member has been sent a letter with the questionnaire. Note that it is double sided with information from the DfES as well as the National Centre for Social Research. We have provided you with a copy of this and many common questions (such as how was my name selected, confidentiality etc.) can be answered by the information provided on these.

### Logging Calls

All calls to the helpline MUST be logged. Please record the serial number, name and a brief note about the nature of the enquiry. You should also make a brief note of the advice given. Use the call log sheet provided.

### The main YCS Questionnaire

The basic rule is to give as little guidance as possible! Reassure the respondent that they should fill it in as they see fit.
Try and encourage them to answer all questions as well as they can. We would rather have more information than less.

The questionnaire collects information about education and employment history. In addition we ask demographic questions.

You will not need to give advice on the Connexions or Higher Education questionnaires as these will be interviewer-administered by phone.

Main YCS Questionnaire Order

Current Economic Activity
Qualifications gained
Full Time education
Part Time education
Qualifications being studied for now
Jobs and training
Attitude questions for those not in education, employment or training
Household questions

Specific Points

<table>
<thead>
<tr>
<th>Question Number / Note</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2/4</td>
<td>In each case the respondent is asked to fill in their main economic activity. If a respondent was normally working but takes a holiday for a few weeks they should still be coded as working. A similar rule should be applied if someone was ill and off work / school or college for a short period. If on the other hand someone went travelling for 6 months they should be code ‘doing something else’.</td>
</tr>
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</table>

Queries

Queries should be referred to the research team in London. Please call Lindsey Jarvis (5071), Sonia Exley (5072) or Alison Park (5073). Respondents can also be referred to these researchers via their direct outside lines – Lindsey Jarvis 020 7549 9571; Sonia Exley 020 7549 9572 or Alison Park 020 7549 9573. Please do not refer respondents to the DfES contact listed on the letter unless the respondent specifically requests to speak to the government department funding the survey.
APPENDIX E     CODEFRAMES

• Qualification type codeframes
• Subject codeframes
• Result and other codeframes
## COHORT 11S2 – QUALIFICATION TYPE CODEFRAMES

### Band A – Academic Qualifications (see also code 36 – International Baccalaureate)

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51 TEACHER TRAINING
52 FIRST DEGREE
53 DIPLOMA OF HIGHER EDUCATION (DIP HE)
54 OTHER HIGHER EDUCATION DIPLOMA OR CERTIFICATE
55 PROFESSIONAL QUALIFICATIONS - HIGHER EDUCATION
56 OTHER HIGHER EDUCATION
57 OTHER QUALIFICATION BAND NOT KNOWN (use band A, B or C depending on subject match)
60 FOUNDATION DEGREE

Not Coded

90 NO MORE TO CODE
96 UNCLEAR
97 OTHER
98 DON'T KNOW
99 NOT ANSWERED (QUALIFICATION NOT STATED)
# C11S2 SUBJECT CODEFRAMES

**BAND A - All academic qualifications (1-286)**

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134  CREATIVE WRITING
135  COMMUNICATION STUDIES
136  EXPRESSIVE ARTS
137  STAGE AND PERFORMING ARTS DUAL AWARD (1ST GRADE)
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140  THEATRE STUDIES
141  STAGE AND PERFORMING ARTS DUAL AWARD (2ND GRADE)
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143  WELSH SECOND LANGUAGE
144  WELSH LITERATURE
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146  DANISH
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152  PORTUGUESE
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274 DESIGN/TECH & TEXTILES TECHNOLOGY
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506 TOURISM & TRAVEL
507 LEISURE/SPORE FACILITIES WORK/LIFEGUARD/SWIMMING POOL
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521 FAMILY/COMMUNITY WORK
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757 OTHER ARCHITECTURAL STUDIES
758 ECONOMICS
759 SOCIOLOGY
760 SOCIAL POLICY & ADMINISTRATION
761 APPLIED SOCIAL WORK / CARING & WELFARE
762 ANTHROPOLOGY
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764 GEOGRAPHY UNLESS SOLELY AS A PHYSICAL SCIENCE
765 POLITICS
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767 OTHER SOCIAL STUDIES/SOCIAL SCIENCE
768 BUSINESS & MANAGEMENT STUDIES / TYPING / S'HAND / WP / COMP
769 OPERATIONAL RESEARCH
770 FINANCIAL MANAGEMENT
771 ACCOUNTANCY
772 MARKETING & MARKET RESEARCH / RETAIL/PR WITH MARKETING
773 INDUSTRIAL RELATIONS
774 HOTEL / CATERING / INSTITUTIONAL MANAGEMENT / TOURISM
775 LAND AND PROPERTY MANAGEMENT
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778 INFORMATION SCIENCE
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782 JOURNALISM
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785 COMPARATIVE LITERATURE
786 ENGLISH/ENGLISH LITERATURE
787 AMERICAN STUDIES
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791 FRENCH
792 GERMAN
793 ITALIAN
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795 PORTUGUESE
796 LATIN AMERICAN LANGUAGES
797 SCANDINAVIAN LANGUAGES
798 RUSSIAN
799 SLAVONIC & EASTERN EUROPEAN LANGUAGES
800 OTHER GENERAL EUROPEAN LANGUAGES
801 CHINESE
802 JAPANESE
803 OTHER ASIAN LANGUAGES
804 MODERN MIDDLE EASTERN LANGUAGES
805 AFRICAN LANGUAGES
806 OTHER LANGUAGE STUDIES/FRENCH & LATIN
807 OTHER OR UNSPECIFIED OR GENERAL MODERN LANGUAGES
808 HISTORY/MEDIEVAL HISTORY
809 ECONOMIC & SOCIAL HISTORY
810 HISTORY OF ART
811 ARCHAEOLOGY
812 PHILOSOPHY
813 THEOLOGY & RELIGIOUS STUDIES
814 FINE ART
815 DESIGN STUDIES / PHOTOGRAPHY/3D DESIGN
816 DRAMA/THEATRE STUDIES
817 CINEMATICS
818 CRAFTS / FLOWER ARRANGING / UPHOLSTERY
819 BEAUTY & HAIRDRESSING
820 ART & DESIGN, OTHER
821 MUSIC
822 PHYSICAL EDUCATION/SPORTS SCIENCE
823 ACADEMIC STUDIES IN EDUCATION
824 TECHNIQUES IN TEACHING CHILDREN
825 TECHNIQUES IN TEACHING ADULTS
826 EDUCATION FOR THOSE WITH SPECIAL NEEDS
827 TECHNOLOGY IN EDUCATION
828 MANAGEMENT & ORGANISATION IN EDUCATION
829 OTHER TOPICS IN EDUCATION
830 COMBINED OR GENERAL SCIENCE
831 COMBINED OR GENERAL ARTS
832 OTHER COMBINED OR GENERAL COURSES
833 COMBINED GENERAL & LEISURE STUDIES NOT ELSEWHERE
/SPORTS MANAGEMENT
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905 Fifth other subject
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907 Seventh other subject
908 Eighth other subject
909 Subject was unclear
995 Temporary query code
CTRL & K DON'T KNOW, INCLUDING IF 2 DEGREES GIVEN
K
CTRL & R REFUSED
C11S2 RESULT AND OTHER CODEFRAMES

RESULT

01  A*
02  A
03  B
04  C
05  D
06  E
07  F
08  G
09  N
10  U
11  PASS
12  FAIL
13  DISTINCTION
14  PENDING
15  MERIT
16  CREDIT
96  Others (DfES Code 99)
98  DON’T KNOW
99  Not Answered (DfES Code 96 - Nothing)

QUESTION 2 –ACTIVITY

01  Looking for work or unemployed
02  Modern Apprenticeship (Foundation or Advanced) or other government supported training
03  In a full time job (over 30 hours a week)
04  In a part time job (if this is your main activity)
05  In full time education at school or college
06  Taking a break from study or work
07  Looking after the home or family
08  Doing something else/other
09  Pt education
10  Pt job if not main activity
11  Temporary/casual work
12  Abroad (holiday and/or work abroad)
13  Voluntary work
14  Illness/accident
15  Waiting to start job/government sponsored training/training course
16  Pregnant/just had baby
17  Training for job/trainee
18  Joined armed forces/waiting to go into armed forces
19  Been ill/sick/in hospital
97  Others
98  Don't know
99  Not answered

QUESTION 39 – TRAINING

01  Advanced Modern Apprenticeship
02  Foundation Modern Apprenticeship
03  Modern Apprenticeship, but not sure which
04  Other government supported training (Please write in below)
05  No, none of these are part of my job/training
08  Not sure
10  Other NVQ training
11  Learning Gateway
12  Lifeskills
13  New Deal

QUESTION 46 – NO EDUCATION/ TRAINING/ EMPLOYMENT – MAIN REASON – ADDITIONAL CODE

13  Other
14  Drugs/Alcohol Problems
15  Criminal Record
16  Have not decided what job or course to do
17  Having a break from study
18  Just finished exams / studies
19  Already have college course / training ready to start
Youth Cohort Study: Survey of 18 and 19 Year Olds
(Cohort 11 Sweeps 3 and 4)

Miranda Phillips, Mark Johnson, Chloe Robinson and Sarah Tipping

Prepared for the Department for Education and Skills

October 2005

P2360/P2454
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Acknowledgements

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At the Department for Education and Skills, thanks are due to Tim Thair, Julian Austin, Oliver Clifton-Moore, Tim Shiles, James Halse and Mark Murfin for their work on the project.

At the National Centre (NatCen), Miranda Phillips, Mark Johnson, Chloe Robinson, Alison Park and Lindsey Jarvis designed the research and Sarah Tipping provided input at the sampling and weighting stages. Roger Stafford and Joseph Hewton worked on producing the datasets. Theresa Patterson, Russell Collins, Christine Shaw and their team managed the Sweep 3 data processing and coding, with Sandra Laver, Elaine James and their team managing the Sweep 4 booking-in and data processing. John Hurn and Peyman Damestani, with Vanessa Claydon provided invaluable management of the project computing and data processing.
1 INTRODUCTION

1.1 Background to the study

The Youth Cohort Studies (YCS) are a series of surveys among young people aged 16 and upwards, which monitor their decisions and behaviour in making the transition from compulsory education to further or higher education, employment or another activity. The main aim of the research is to identify and explain the major factors influencing these transitions after school, such as levels of educational attainment, training opportunities and school experiences.

The YCS is funded and managed by the Department for Education and Skills (DfES).

The Youth Cohort Study series dates back to 1985 when Cohort 1 Sweep 1 took place. A brief history of the first ten years of YCS can be found in Courtenay (1996). YCS cohorts are selected by taking a random sample of pupils from the file provided by the Department that contains details of young people drawn from Year 11 school registers by each school. The first survey (or ‘sweep’) of those sampled takes place one year later, with subsequent sweeps at varying time intervals (usually annually but occasionally after shorter intervals). To date, there have been 12 YCS Cohorts and more than thirty sweeps (details of these are set out in Table 1.1) leading to a large number of reports on a wide range of topics. The questionnaires have been designed, over the history of the YCS, to be broadly comparable, but external changes and shifts in policy interest, as well as major and extensive changes over time in the structure of qualifications and training, have brought about changes in the questionnaire - some minor, others more fundamental.

This technical report describes the methodology used on the third and fourth Sweeps of the 11th YCS survey, which were carried out by the National Centre for Social Research (NatCen) in spring 2004 and spring 2005 respectively. These studies were the third and fourth contacts with the group of young people who (in most cases) completed year 11 by the summer of 2001 and were aged 16 or 17 when first interviewed in spring 2002. Although information collected in the survey was quite wide-ranging, it mainly focused on identifying respondents’ economic activity, their qualifications gained and sought, current work details and a small amount of attitudinal and background information. In addition, the third Sweep of the YCS was the third in which a sub-sample were asked extra questions to evaluate the new Connexions service launched in 2001. This service aims to provide young people with guidance, support and advice in their decision-making about the future. Lastly, the third Sweep followed up a sub-sample of ‘high-achieving’ respondents (identified using information from the first Sweep) asking them about their experiences of (where applicable), and views and attitudes towards Higher Education. This group were first asked additional questions in the second Sweep. In the fourth Sweep there were no additional questions for these sub-samples and these respondents were included in the main sample.
1.2 Position of these studies in the YCS series

Table 1.1 shows the age of the respondents at each of the individual survey sweeps of the 11 YCS cohorts to date. The separate Cohorts are listed across the page while the age of the respondent at each sweep (postal and, more recently, telephone contacts with respondents) are shown by the year in which they took place.

The first contact with members of the 11th Youth Cohort Study took place in the spring of 2002 (the first year following the end of their compulsory education) when they were 16 or 17 years old. The second contact took place in the spring of 2003 when they were 17 or 18 years old. The third contact took place in the spring of 2004 when they were aged 18 or 19. The fourth contact took place in the spring of 2005 when they were 19 or 20 years old.

Table 1.1: History of YCS series and age of respondents at each sweep

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Ages in brackets indicate that the sweep was carried out in the Autumn.

1.3 Cohort 11 Sweep 3 sample

The eligible sample for the third Sweep of the 11th Cohort of the YCS series consisted of all those who responded to the second Sweep of Cohort 11. The sample consisted of 10,310 18 year-olds.

Two subgroups were removed from this full sample; one formed a Higher Education sample and the other a ‘Connexions’ sample. All those remaining formed the ‘core’ YCS sample (the questionnaire used for this group is referred to as the ‘main’ YCS questionnaire). All three samples are described in more detail in the following sections.
1.3.1 Core sample (Sweep 3)

The core sample at Sweep 3 comprised 7,520 18/19 year olds and was designed to be comparable with the initial sweeps of previous Cohorts, once weighting was applied. As has occurred previously, the primary mode of interview was by a self-completion postal questionnaire. However, in common with more recent Cohorts, Computer Assisted Telephone Interviewing (CATI) was also used in order to follow-up non-responders to the postal questionnaire mail-out and to boost the response rate. As in earlier sweeps of this Cohort, core sample members were also offered the opportunity to complete the questionnaire online.

The aims of the questionnaire were to:

- Gather information on the current activities of young people to show whether they are in education, work, training or doing something else with full details of job descriptions collected for those in work or work-based training;
- Track the different routes in terms of current activities since the previous sweep;
- Collect full details of qualifications gained since the previous sweep as well as those still being studied for.

These data were then linked with that from the previous sweeps to map the educational, training and work histories of young people. This also provided figures of educational attainment for cohort 11 to be compared with previous cohorts.

1.3.2 Connexions sample (Sweep 3)

The first Sweep of Cohort 11 included a special questionnaire administered only to a particular subgroup of the sample living in areas with a new youth service, Connexions, which aims to provide young people with guidance, advice and support in their decision-making about the future.

Young people living in the following twelve Connexions partnership areas were included in the Sweep 1 sample:

- Milton Keynes/Oxfordshire/Buckingham
- London North
- London South
- West of England
- Devon/Cornwall
- Black Country
- Coventry/Warwick
- Shropshire
- Lincolnshire/Rutland
- South Yorkshire
- Cheshire/Warrington
- Cumbria

The second and third Sweeps of Cohort 11 followed-up these young people in order to continue monitoring awareness of the Connexions service, thus enabling the evaluation of the service from the viewpoint of those who have used it. The interviews also examined alternative sources of advice received by this age group.
Approximately 650 Connexions respondents from the second Sweep formed the Connexions sub-sample for the third Sweep, and all interviewing was carried out over the telephone. Only those young people who participated in the Connexions interview at the second Sweep were eligible for inclusion.

Where we had a telephone number, we carried out CATI interviewing for the Connexions sample. If we were not able to find a telephone number, or if we had not been able to make contact by telephone, a core postal questionnaire was sent out to the young person’s address, and questions about Connexions were not asked.

### 1.3.3 Higher Education sample (Sweep 3)

As in previous cohorts, a Higher Education questionnaire was administered in Sweep 3 which explored experiences of, and attitudes towards higher education among those with higher educational attainment. The topics included young people’s experiences of their first year of higher education, gap year activities, and future aspirations for those not currently in higher education.

The sub-sample for the Higher Education questionnaire was originally (at Sweep 2) drawn from those who had achieved a level 2 qualification, that is at least 5 GCSEs at A*-C or equivalent by the end of their compulsory education (Year 11). Throughout this Report this group are referred to as the Higher Education or High Achievers sub-sample. At Sweep 3, the eligible sample was all those who responded to the Higher Education questionnaire in Sweep 2. This group comprised 2,138 respondents, and this sub-sample was interviewed by telephone.

As with Connexions, where we had telephone numbers, we carried out CATI interviewing for the Higher Education sample. When we had not been able to find a telephone number or had been unable to make contact by telephone, a core postal questionnaire was sent to the cohort member’s address, and questions about Higher Education were not asked.

The Connexions and Higher Education interviews incorporated the core questions so a total of around 10,300 young people formed the combined core sample.

### 1.3.4 Changes since the previous sweeps

The design of the 11th YCS Cohort was different to those of previous cohorts in the series due to the addition of a Connexions evaluation module. The second and third Sweeps of this cohort differed from the first in terms of the addition of a module on Higher Education.

The postal questionnaire was also amended to take account of changes in the worlds of education, work and training, new research needs and difficulties with the questions which had been identified during past surveys and pilot work.
1.4 Cohort 11 Sweep 4 sample

The eligible sample for the fourth Sweep of the 11th Cohort of the YCS series consisted of all those who responded to the third Sweep of Cohort 11. The sample consisted of 77791 19-20 year-olds.

In Sweep 4 there was just one sample type, the ‘core’ YCS sample. Cases who were in the Sweep 3 Higher Education or ‘Connexions’ sub-samples were redefined as ‘core’ cases.

1.4.1 Core sample (Sweep 4)

The Sweep 4 core sample comprised 7,779 19/20 year olds and was designed to be comparable with the initial sweeps of previous Cohorts, once weighting was applied. As has occurred previously, the primary mode of interview was by a self-completion postal questionnaire. However, in common with more recent Cohorts, Computer Assisted Telephone Interviewing (CATI) was also used in order to follow-up non-responders to the postal questionnaire mail-out and to boost the response rate. As in earlier sweeps of this Cohort, core sample members were also offered the opportunity to complete the questionnaire online.

The aims of the questionnaire were to:

- Gather information on the current activities of young people to show whether they are in education, work, training or doing something else with full details of job descriptions collected for those in work or work-based training;
- Assess future job or career plans
- Collect full details of qualifications gained since the previous sweep as well as those still being studied for.

These data were then linked with those from the previous sweeps. This also provided figures of educational attainment for cohort 11 to be compared with previous cohorts.

1.4.2 Changes since the previous sweeps

The fourth Sweep of this cohort differed from the first three as it focused solely on the core questionnaire, without additional sub-samples or modules for Connexions or Higher Achievers.

The postal questionnaire was also amended to take account of changes in the worlds of education, work and training, new research needs and difficulties with the questions which had been identified during past surveys and pilot work. Notable changes included removing the activity history question, and adding questions about career choices. As the respondents are now older (age 19/20) there was also a new focus on choices about gap years.

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1 The number originally issued was 7780, but one case was later removed as it had been issued in error.
1.5 Time references

Some questions relate to specific points in time. For example, in Sweeps three and four respondents were told “We would like to know what you are doing at the moment” (Q2 in S3; Q6 in S4) or asked whether they were “currently in a full-time or part-time job or on a Modern Apprenticeship or in other government supported training?” (Q29 in S3; Q34 in S4).

In Sweep three, the first questionnaire mail-out was in the second half of February 2004 and the cut-off date for receiving questionnaires was the beginning of June 2004. The time references in the returned questionnaires might, therefore, be to any date or period from late February until early June.

In Sweep four, the first questionnaire mail-out was in mid-February (though internet completions were possible from a week prior to this), and the cut-off date for receiving questionnaires was the middle of May. Therefore in Sweep 4 time references in productive questionnaires might be to any period from mid-February until the middle of May.

The date on which the questionnaire was received and ‘booked in’ is recorded as part of the datafiles (for CATI questionnaires this date is the date of interview). For postal cases, the date on which the questionnaire was completed is likely to be a day or two prior to booking in (all postage was first class). However, it is possible that some respondents left a time gap between completing their questionnaire booklet and posting it to NatCen.

1.6 Archiving the data

All YCS data is deposited with the UK Data Archive at the University of Essex and can be accessed from there. Further details on how to access YCS data can be obtained from the Archive itself (www.data-archive.ac.uk).
2 SAMPLING

2.1 Background
The sample members for Sweep 1 were originally drawn from a sampling frame of 35,000 pupils taken from the 2000/01 year 11 school registers. Of these pupils 30,185 were then selected to be issued for Sweep 1 of the survey. There were 7007 pupils in the sample who were in schools within one of the 12 Connexions areas, 1540 of these were selected for the Connexions sample and were given questionnaires containing an extra module concerning the Connexions services. The remaining sample were given core questionnaires only.

2.2 Sampling for Sweep 3
The issued sample for Sweep 3 consisted of the 10,310 young people who had responded to Sweep 2. Core Sweep 3 postal questionnaires were issued to 7520 young people. In addition, 2,138 of the Sweep 2 sample who had completed the higher achievers questionnaire were eligible for the Higher Education interview in Sweep 3. The selected higher achievers were given questionnaires containing a further module on higher education.

The Connexions sample in Sweep 3 consisted of those 652 Sweep 2 Connexions sample members who had responded. These respondents were given questionnaires with an extra module on the Connexions service.

2.3 Sampling for Sweep 4
The issued sample for Sweep 4 consisted of all the young people who had responded to Sweep 3. Sweep 4 postal questionnaires were issued to 7,779 young people. There were no additional sub-samples and therefore no additional questionnaires for Higher Achievers or Connexions cases.

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2 Further details of the selection of the higher achiever sample at Sweep 2 are available in the Technical Report for that survey (Jarvis et al., forthcoming).
3  QUESTIONNAIRE DEVELOPMENT AND PILOTING

3.1  Questionnaire design

All questionnaires for Sweep 3 and Sweep 4 were developed in consultation with the Department for Education and Skills, and approved by them prior to the start of fieldwork.

At Sweep 3, the inclusion of the Higher Education and Connexions questionnaires at Sweep 3 meant that additional questionnaire development was required at this sweep compared with previous sweeps. This also meant that the extent of the questionnaire design required at Sweep 3 varied by mode. The postal and internet questionnaires were largely (though not entirely) based on questions included in previous YCS sweeps and therefore the piloting and development work required was limited. In addition, most of the questions asked in the telephone surveys using computer-assisted telephone interviewing (CATI) were based on versions of questions from CATI modules in previous sweeps. However, there were some new CATI questions developed, particularly in relation to Higher Education, that needed thorough development and testing.

At Sweep 4, the questionnaire was based on the core questionnaire at Sweep 3 and therefore, the development work required was largely limited to the design of new questions. These focused on career choices and gap year decisions, and were thoroughly tested.

3.1.1  The core YCS questionnaire (Sweeps 3 and 4)

Copies of the main postal questionnaire for both sweeps are included in Appendix C. The general content of the questionnaires followed that of previous cohorts in order to allow comparability over time. In both sweeps the questionnaires gathered information on the current activities of the young people in terms of whether they were in education, work, training or doing something else with full details of job descriptions collected for those in work or work-based training. They also collected details of qualifications gained as well as those being studied for. As these were the third and fourth Sweeps of the 11th Cohort, there were fewer family and other background details to be collected than at the first Sweep. However, some basic questions were repeated, such as young people’s living arrangements. At Sweep 3 only, the questionnaire also collected the history of their activities since the second Sweep.

Although the core YCS questionnaire at Sweep 3 and the questionnaire at Sweep 4 were based largely on questions used in previous sweeps, they did need some adaptation and updating, for example to reflect updates in qualification names and other changes since previous sweeps. A key aim in the development stage was to keep the length of the questionnaire as short as possible in order to optimise response, not just in terms of page count, but in terms of the number of questions per page. The finalised questionnaires at Sweeps 3 and 4 were 16 pages long, the same length as the second Sweep, and a four page reduction from the length of the first Sweep C11 questionnaire.
In both sweeps, another key aim within the survey development in terms of ensuring a good response rate was consideration of the questionnaire layout. In designing the questionnaire, NatCen incorporated:

- The use of arrows rather than wording in question routing, to reduce the number of words per question, and the amount of text per page;
- A readable and consistent font size and style of text throughout the questionnaire;
- Tick boxes that were larger, which encouraged respondents to fill them in where appropriate;
- Attitudinal questions at the beginning of the questionnaire which were simple to answer and so eased respondents in gently, engaged their interest and encouraged them to complete the whole document;
- Vocational qualifications before academic qualifications, to avoid alienating respondents studying for vocational, who are less likely to respond.
- Answer categories that were laid out vertically, rather than horizontally, where possible so as to prevent pages from looking too ‘crowded’

It was also considered that an attempt should be made to ensure new sections started on new pages, in order to make the document easier to navigate. This was possible in most (but not all) sections, given general space constraints. Lastly, in both sweeps a new layout of pictures was used on the front cover of the questionnaire, and the colour scheme was changed to avoid respondents thinking it was the same questionnaire as at the last sweep, and therefore encouraging them to respond.

As outlined in Section 4.1.2, telephone interviews were carried out with respondents who did not return postal questionnaires by certain dates at both sweeps. In order to do this, the postal self-completion questionnaire was turned into a format that could be administered as a computer-assisted telephone interview. A key aim in doing this was to minimise mode effects wherever possible. Where new questions were being introduced to the survey, they were designed as far as possible in such a way that they were functionally equivalent across modes, thus helping to minimise mode effects caused by asking the same questions both in a self-completion and telephone format.

### 3.1.2 The Connexions and Higher Education questionnaires (Sweep 3)

The two additional questionnaires at Sweep 3, which covered Connexions and Higher Education topics, are described below.

The Connexions questionnaire comprised the full range of questions from the Sweep 3 core YCS questionnaire, followed by a further module of questions on the Connexions service. Topics covered included awareness of the service, details of the contact respondents had had with the Connexions service, awareness of Personal Advisors, support received from Personal Advisors, details of advice received on different topics from a range of sources, and assessment of how useful Connexions had been in helping respondents to make decisions about their future.

A similar structure was adopted for the Higher Education questionnaire, with the full range of Sweep 3 core questions being asked followed by an additional module on Higher Education drawn from previous sweeps of the YCS and updated to reflect policy needs within the department. Topics covered in this additional module included current course and place of study, mode of application, type of offer,
current views about benefits and problems with HE, student finances, career plans, gap year activities, and reasons for not going to HE.

The Connexions and Higher Education questions were designed to be administered by an interviewer on the telephone. As these questions did not require self-completion equivalents, it was possible to adopt a unimode Blaise approach, which minimised mode effects in the collection of the Connexions and Higher Education data. Those who had not been successfully contact by telephone were sent a paper copy of the core questionnaire.

3.2 Expert panel (Sweeps 3 and 4)

An in-house expert panel, including researchers at NatCen who had worked on previous YCS sweeps and representatives from DfES, was convened in October 2003 to evaluate all three draft questionnaires at Sweep 3 and in October 2004 to evaluate the Sweep 4 draft questionnaire. The panel considered the questionnaires and sent written comments to the YCS research team. These ranged from general comments about the layout and routing instructions to specific comments on individual questions. It was thought this would improve draft questionnaires by capitalising on the experience and different perspective of persons outside the specific project team. The expert panel also involved discussions about new questions to be developed.

3.3 Cognitive pilot (Sweep 3)

At Sweep 3, some new, complex and amended questions on the core postal and Higher Education telephone questionnaire were tested in a cognitive pilot in November 2003. For the purposes of the pilot, special paper versions of the two questionnaires were developed for interviewers to use. The Connexions questionnaire was so similar to previous sweeps that a cognitive pilot was not deemed necessary.

Three cognitive interviewers recruited a total of thirteen 18/19-year old respondents to complete the core questionnaire. If a respondent was studying in Higher Education, they were also eligible to complete the higher education questionnaire (interviewers were asked to recruit at least three respondents in Higher Education).

All sample members were recruited on the doorstep and, where this proved difficult, at Colleges of Further Education and/ or Job Centres. Certain quotas were required to recruit respondents with a variety of characteristics. In addition to the higher education screening as indicated above (which took highest priority) each interviewer was asked to interview at least two young men and two young women and at least one young person who was not in education. Screening tick-boxes were included in the cognitive project instructions to help interviewers meet the right quotas.

An advanced letter was developed for the cognitive pilot, and interviewers were able to use this as a tool on the doorstep. There was also a payment of £10 for young people taking part, in order to say ‘thank you’ for their help.

Interviewers used two different cognitive methods in pilot testing the questionnaire. The first of these was a “think aloud” method, asking respondents to explain as they went along what they understood each question to mean and how they answered each question. The second method involved retrospectively probing respondents’
answers, asking them to go back and discuss the responses they had given earlier. It was thought that this second method would be more effective in encouraging those who are more reticent in expressing their thoughts to describe the ways in which they understood questions.

Different procedures were adopted for the core postal and Higher Education questionnaire. In testing the core YCS questions, respondents were given a draft copy of selected questions from the postal layout, and asked to “think aloud” as they attempted to fill it in. They were then asked some questions about their answers afterwards. In testing the Higher Education questionnaire, the interviewer administered the questionnaires, as this would be the procedure in mainstage fieldwork. The interview was carried out as a straightforward interview, but interviewers were asked to note any questions where respondents struggled. They then went back after completing the questionnaire and probed for respondents’ understanding of these questions. Further questions were asked retrospectively. All interviews were tape-recorded and interviewers made notes on key points arising from each interview.

In total, 13 interviews with young people were achieved. Interviewers were given comprehensive written project instructions, and were debriefed by members of the research team. A report and set of recommendations were produced based on findings from the pilot. Key issues which arose on the core postal were the ordering of vocational qualifications, the tendency for respondents to want to enter all the qualifications they have ever obtained, confusion about grants and loans, what work they should include, and some layout issues. On the Higher Education questionnaire the issues related to the offer received, and particularly the points/grades equivalence.

3.4 Face-to-face pilot (Sweeps 3 and 4)

Face-to-face pilots were conducted at both the third and fourth Sweeps. Details of each pilot are given in the following sections.

3.4.1 Sweep 3 face-to-face pilot

The main aims of the face-to-face pilot at Sweep 3, which took place in December 2003, were:

- To check if respondents had difficulties answering any questions on the questionnaire;
- To check whether main YCS routing, layout and other instructions were clear;
- To test understanding of questions on the Higher Education questionnaire that changed after the cognitive pilot.

For the face-to-face pilot, four interviewers each recruited five respondents to complete the core postal questionnaire while the interviewers supervised them. After respondents had completed the postal questionnaire, interviewers were instructed to discuss general problems encountered in filling out the questionnaire, and to probe out queries relating to specific questions. For those respondents in Higher Education the Higher Education questionnaire was then administered by the interviewer.
As for the cognitive pilot, interviewers recruited their sample on the doorstep and at colleges, looking for young people who were aged 18 on 31st August 2003. Respondents were selected according to the quotas shown in the next table.

Table 3.1 Interviewer Assisted Pilot Sample

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<th>Minimum quota requirement for:</th>
<th>Main YCS</th>
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<td>Men</td>
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<tr>
<td>Women</td>
<td>2</td>
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<tr>
<td>In Higher Education</td>
<td>2</td>
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<tr>
<td>Not in education</td>
<td>1</td>
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<tr>
<td>Total quota requirement</td>
<td>5</td>
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Very few issues arose from the face-to-face pilot on this sweep for the core or the Higher Education questionnaires. Some respondents again tended to enter all of their qualifications at the first opportunity. Another issue related to the jobs section, with respondents unclear if they should include temporary or part-time work. On the Higher Education questionnaire, some respondents answered in terms of grades and points for their offer.

As for the cognitive pilot, a report was produced which detailed the main findings from the pilot as well as suggestions for change.

3.4.2 Sweep 4 face-to-face pilot

The face-to-face pilot at Sweep 4, which took place in December 2004, had the following aims:

- To check if respondents had difficulties answering any questions on the questionnaire;
- To check whether main YCS routing, layout and other instructions were clear;
- To test the understanding of new questions included at Sweep 4 including some relating to career choices.

Four interviewers each recruited five respondents to complete the postal questionnaire while the interviewers supervised them. As at Sweep 3, general problems and difficulties encountered with specific questions were discussed with the respondent once they had completed the questionnaire.

Again, respondents were recruited on the doorstep or at colleges. The respondents were aged 19 on 31st August 2004 and were selected according to the quotas shown in the next table.
Table 3.2 Interviewer Assisted Pilot Sample

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<th>Minimum quota requirement for:</th>
<th>Main YCS</th>
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<td>Men</td>
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<td>Women</td>
<td>2</td>
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<tr>
<td>In Higher Education</td>
<td>1</td>
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<tr>
<td>Not in education</td>
<td>1</td>
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<tr>
<td><strong>Total quota requirement</strong></td>
<td><strong>5</strong></td>
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</table>

As at previous sweeps, a report was produced which summarised the findings from the pilot and offered recommendations for improvement. The main changes, as a result of the pilot, were that minor alterations were made to the routing design used at previous sweeps and some improvements were made to the new Sweep 4 questions.

3.5 Telephone pilot (Sweeps 3 and 4)

Telephone pilots were conducted at Sweep 3 and at Sweep 4. However, a more detailed pilot was required at Sweep 3 due to the additional Connexions and Higher Education questionnaires. The dress-rehearsal piloting of the CATI surveys took place in January 2004 for Sweep 3 and January 2005 for Sweep 4.

3.5.1 Sweep 3 telephone pilot

As mentioned previously at Sweep 3, there were three telephone questionnaires to be tested – the core questionnaire, the Connexions questionnaire and the Higher Education questionnaire. The core questionnaire contained just the core postal questions converted into Blaise for carrying out telephone conversions of those who did not return their postal questionnaires but for whom a working telephone number was available. The Connexions and Higher Education questionnaires were longer in that they contained core postal questions plus additional questions on either the Connexions service or on higher education. It was important to test the computer-assisted versions of the core postal self-completion questions in the correct mode to check that respondents understood these questions when they were asked over the telephone. In some cases, the wording was exactly the same between the modes, but in others it was amended to work better in a telephone format (for example, the questions which collected information on qualifications). It was therefore vital that question wording was tested in its actual mode of use.

The aims of the pilot were:

- To test the length of the questionnaires in the telephone mode;
- To test that the questions made sense to respondents in this format;
- To test that the CATI routing worked correctly;
- To check the procedures for persuading young people to participate, and identify the most effective strategies for refusal conversion;
- To check the interviewers’ instructions were clear, the questionnaire was well laid out for use by the Telephone Unit interviewers and to test other administrative procedures for this mode.

There were two samples for the pilot – the Connexions sample who were asked core questions plus questions about Connexions, and the Higher Education sample who
were asked core and Higher Education questions. Samples were drawn out of ‘discarded’ cases from the sample file at the first Sweep of the 11th Cohort, to include those in Connexions and those in non-Connexions area.

In order to ascertain whether or not respondents in the Higher Education sample were eligible to be asked the questions on Higher Education (i.e. they had attained 5 or more GCSEs at A*-C or equivalent) some screening questions were asked at the beginning of the interview. Where respondents in the HE sample were not eligible, the interview was not carried out.

Overall, thirteen Connexions YCS interviews and 22 Higher Education interviews were achieved by three interviewers. Of those doing the Higher Education interview, ten were in Higher Education and twelve were not. The average interview length for Connexions was 17 minutes and for Higher Education it was 22 minutes. The interviewers were supplied with paper versions of all questionnaires and used these to mark up any comments or issues arising. They were briefed and debriefed by members of the research team.

There were few major problems in the telephone pilot as many questions were repeated from CATI mode at the first and second Sweeps of the survey. In addition, most questionnaire design issues arising from new questions had been dealt with in the expert panel and pilots that had gone beforehand. Most of the changes related to the notes interviewers saw on screen to aid clarification for respondents. A couple of wording changes were made on the core section so that the CATI more closely matched the postal questionnaire. The Connexions questionnaire worked well. Some questions on the Higher Education questionnaire were found to duplicate questions on the Core. Also, understanding of loans and hardship loans was found to be quite low, so amendments were made which broke the topic down into smaller, more manageable chunks. A report of the main findings was prepared for DfES and changes were made as appropriate.

### 3.5.2 Sweep 4 telephone pilot

At Sweep 4 there was just a single CATI questionnaire to be tested. The Sweep 4 CATI questionnaire, as in previous sweeps, was a conversion of the postal questionnaire into Blaise. Respondents, for whom a working telephone number was available, were contacted to carry out a telephone conversion if they did not return their postal questionnaires. The Sweep 4 telephone pilot tested wording differences between the postal and telephone versions of the questionnaire. Due to the distinct ways the two modes are administered some wording differences were unavoidable and, therefore, the purpose of the pilot was to ensure the telephone version was comparable to the postal version and that the questions were understood by both the interviewers and the respondents. It was particularly necessary to test the new Sweep 4 questions.

The Sweep 4 pilot also aimed:

- to test the length of the questionnaire in telephone mode;
- to test the CATI routing and other technical aspects of the Blaise program;
- to review the procedures for persuading the respondents to take part and the methods of converting refusals and gaining the co-operation of parents and guardians;
- to check that the interviewers’ instructions were clear; and
• to test other administrative procedures.

‘Discarded’ cases from the sample file of the first Sweep of the 11th cohort were used as the sample for the Sweep 4 pilot.

Four interviewers conducted 31 pilot interviews, the average length of which was 10-15 minutes. The interviewers were supplied with paper versions of all questionnaires and used these to mark up any comments or issues arising. They were also asked for specific feedback on particular questions. As at Sweep 3, they were briefed and debriefed by members of the research team.

Again, the number of post-pilot changes required were minimal because many of the questions were repeated from previous sweeps and because improvements were made following the expert panel and the postal pilot. Minor amendments were made to a couple of the new questions and where clarification was sought by the interviewers on questions, a note was made to provide additional instruction to the interviewers conducting the main-stage telephone interviews. A report of the main findings was prepared for DfES and changes were made following consultation with them.

3.6 CATI Development

At both sweeps, the CATI questionnaire was programmed by the research team into Blaise with assistance on more complex sections of the questionnaire from NatCen’s programmers. The direct involvement of the researchers in the programming eliminated potential errors in the translation of researchers’ specifications into Blaise code. In addition to the piloting of the CATI questionnaire the program was also tested by the Research, Operations, Computing and Telephone Unit teams. Those in the Operations department tested the questionnaire with particular attention to editing and coding issues, to smooth the data processing task later. The checking procedures included testing the routes that interviews could follow through the questionnaire in order to verify that the appropriate categories of respondents would be asked the correct set of questions.

A version of the Blaise questionnaire in Word format was retained throughout the questionnaire process and used to document changes as they occurred. The Word version of the questionnaire was checked against the Blaise program throughout the questionnaire development process, so as to ensure that it was an accurate representation. Scenarios were tested in the program to ensure that routing was correct and that there were sufficient checks in place to catch out-of-range answers. There were also checks for screen layout, spelling and clarity of instructions to interviewers, and general comparability with the postal version of the questionnaire.

A final checking stage was to enter data from completed paper questionnaires as completed by pilot respondents through the telephone questionnaire and vice versa to check consistency between the two modes.

3.7 Internet Completion

The 11th Cohort of the YCS has been different from previous cohorts in that its four sweeps have involved an option whereby respondents were able to complete the core questionnaire on the internet. This mode was introduced as a potential means of improving response rates. It has long been acknowledged that respondents have
survey mode preferences, and it was felt that internet completion was something that would appeal to the younger age group from whom information was being collected. It was also felt that mode effects would be minimal between postal and internet completion because both involve a visual channel of communication, and neither involves an interviewer.

The internet version of the questionnaire was designed in collaboration with GIDE, a computing company based in France. NatCen supplied GIDE with a paper version of the questionnaire and a specification that the internet equivalent should mirror the postal layout to the highest degree possible (in order to minimise mode effects). Several versions of the internet option were tested by the Research and Operations teams and this included feeding data from earlier pilots through the internet questionnaire to check the routing. Many key issues in developing the internet questionnaire, such as whether respondents should be allowed to go backwards and forwards between pages, ensuring it was possible to leave questions blank, and formatting and layout problems had been resolved at the previous sweeps. In the third Sweep various minor issues were resolved, such as unclear error messages and the way in which respondents confirmed they were happy to submit their responses.

The third Sweep of the 11th YCS saw a similar number of productive internet cases (around 500) as was achieved at the second Sweep; due to the smaller sample size this represents an increase in response rate from 5.2% to 6.8%. The fact that response did not significantly improve as it had done between Sweeps 1 and 2 is due to the fact that all the major difficulties were already ironed out by Sweep 2 (see Jarvis et al., forthcoming for details). The key improvements felt to help response at Sweep 2 were repeated at Sweeps 3 and 4:

- We told cohort members about the internet option in a pre-announcement letter, meaning that they could complete the questionnaire there before receiving their paper version.
- We made contact with cohort members by e-mail, in addition to our traditional postal and telephone procedures. E-mails were sent out a day or so after the pre-notification letter (thus allowing Cohort members time to receive the letter and to be more likely to recognise the term ‘Pathways’ and not discard the e-mail as unwanted mail). The email, in addition to containing the text of the pre-notification letter also included a link to the website, allowing cohort members to access the questionnaire more easily.
- Following on from the use of a clearly identifiable and easy to remember website address used for Sweep 2, we purchased ‘www.pathways2004.com’ for Sweep 3 and ‘www.pathways2005.com’ for Sweep 4.

At Sweep 4, nearly 800 questionnaires were completed on-line making the overall internet response at Sweep 4 around 10%, up from nearly 7% at Sweep 3. It is thought that increased access to the internet, particularly for young people aged 19/20, could have contributed to this considerable increase in the internet response.
4 DATA COLLECTION

4.1 Mode of collection

As discussed earlier, the third and fourth Sweeps of the YCS incorporated several modes of data collection. At Sweep 3, members of different samples were initially allocated to different modes, and cases were transferred from one mode to another to improve response at various stages during fieldwork. At Sweep 4, respondents were all allocated to the same initial mode but again some respondents were transferred to an alternative mode to improve response.

4.1.1 Initial mode

At Sweep 3, in the first instance, the core YCS, Connexions and Higher Education samples were organised as three separate groups allocated to different initial modes:

♦ The core YCS questionnaire
   This was presented as a postal questionnaire but was also available for completion on the internet.

♦ The Higher Education questionnaire
   This was administered by an interviewer over the telephone.

♦ The Connexions questionnaire
   This was administered by an interviewer over the telephone.

At Sweep 4, there was just one sample type which received the core questionnaire as a postal questionnaire, but was also available for completion on the internet, as at Sweep 3.

4.1.2 Reallocation of mode

Re-allocation to a different mode in order to boost response took place under certain circumstances.

The Sweep 3 ‘core’ YCS sample

There were two distinct phases of telephone enhancement of the core sample: the ‘priority’ enhancement, transferred after the first reminder questionnaire mailing, and the ‘standard’ enhancement, transferred after the second (and final) questionnaire mailing. In this sweep, due to lower than expected response from the postal survey, there was an additional batch of cases allocated to the priority group. This meant that there were two priority groups sent to telephone enhancement prior to the final questionnaire mailing. Once transferred to telephone mode, the enhancement procedure was the same for all groups, though the timing and dates varied. For all core sample members transferred to telephone enhancement, this comprised a CATI questionnaire which was a telephone version of the postal questionnaire3.

3 Note that those assigned to telephone enhancement could have a postal or internet productive outcome, as these productive questionnaires continued to be accepted.
First priority group
The first priority group was defined, in agreement with DfES, as all those who had been interviewed by telephone at Sweep 2, plus a random sample of males with below level 2 qualifications. Those priority group members who had not completed and returned a questionnaire (postal or internet), 5 days after the first reminder questionnaire mailing, and for whom a telephone number was identified, were contacted by telephone with a view to taking part in a telephone interview. This first priority enhancement commenced in mid-March 2004 and consisted of around 1900 cases.

Second priority group
In order to further boost response, a second group of young people were assigned to priority telephone enhancement. This second priority group was defined, in agreement with DfES, as all females with below level 2 qualifications, and all remaining males. Those second priority group members who had not completed and returned a questionnaire (postal or internet), 10 days after the first reminder questionnaire mailing, and for whom a telephone number was identified, were contacted by telephone with a view to taking part in a telephone interview. This second priority enhancement commenced in late March 2004 and consisted of around 1000 cases.

Standard telephone enhancement
Subsequently, all the remaining core sample members who had not completed and returned a questionnaire (postal or internet) 5 days after the final questionnaire mailing, and for whom a telephone number was identified, were contacted by telephone with a view to taking part in a telephone interview. This standard enhancement began at the start of April 2004 and consisted of around 900 cases.

Welsh sample telephone enhancement
Core sample members living in Wales were not eligible for the priority sample groups, as the dates of mailings and fieldwork were two weeks later for them than for English sample members. All core sample members living in Wales who had not completed and returned a questionnaire (postal or internet) 5 days after the final questionnaire mailing, and for whom a telephone number was identified, were contacted by telephone with a view to taking part in a telephone interview. This Welsh sample telephone enhancement started in mid-April 2004 and consisted of around 300 cases.

The Sweep 3 Higher Education questionnaire
Those who had not been successfully contacted over the telephone by a set date were sent a postal copy of the main core questionnaire. This questionnaire did not contain any of the extra Higher Education questions. This group consisted of 234 young people; a full breakdown of the reasons these cases were transferred is shown in Table 4.1.

The Sweep 3 Connexions questionnaire
Those who had not been successfully contacted over the telephone by a set date were sent a postal copy of the main core questionnaire. This questionnaire did not contain any of the extra Connexions questions. This group consisted of 76 young people; a full breakdown of the reasons these cases were transferred is shown in Table 4.1.
### Table 4.1  Reasons cases transferred from HE / Connexions sample to postal

<table>
<thead>
<tr>
<th>Reason for transfer</th>
<th>HE cases</th>
<th>Connexions cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample member not known at phone number</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>No contact</td>
<td>83</td>
<td>23</td>
</tr>
<tr>
<td>Unable to take part by phone</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Broken appointment and no recontact</td>
<td>46</td>
<td>14</td>
</tr>
<tr>
<td>Anonymous call bar</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Disconnected</td>
<td>71</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>234</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

### The Sweep 4 questionnaire
Following the initial contact, non-responding sample members for whom a working telephone number was available, were reallocated to the telephone unit to improve response. This telephone enhancement involved a CATI questionnaire which was a telephone version of the postal questionnaire⁴. The non-responders were divided into two batches and re-allocation occurred at two different stages. The first batch was considered a ‘priority’ group most likely to respond to a telephone follow-up rather than a further postal questionnaire mailing. This batch included those members of the Sweep 3 Connexions sample and the Sweep 3 core sample who had responded then by telephone. These c.1900 respondents were allocated to the telephone unit 10 working days after the postcard reminder had been sent (in mid March). The second batch contained the remaining non-responding sample members (c.2100) and was allocated to the telephone unit 10 working days following the postal questionnaire reminder mailing (in late March)⁵.

The Welsh telephone enhancement, containing around 200 non-responding Welsh sample members, commenced a further two weeks after the second English telephone batch had been received by the telephone unit. This was because there was a two week interval between the English mailings and the Welsh mailings to allow extra time for the translation of the questionnaire into Welsh.

In contrast to earlier sweeps, there was no re-allocation from telephone mode to postal, as no sample members were initially allocated to a telephone interview.

### 4.1.3 Tracking and tracing sample members
A certain proportion of cohort members had moved since they were last contacted, and in these cases the sample file did not contain their new address and telephone details. However, if there was more than one telephone number on file for a respondent this information was available to interviewers who were instructed to try these alternative numbers in their tracing attempts.

*Sweep 3 Higher Education and Connexions samples*
Where a telephone interviewer was informed that the cohort member no longer lived at that telephone number, they were asked to try to collect new telephone and

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⁴ Note that those assigned to telephone enhancement could have a postal or internet productive outcome, as these productive questionnaires continued to be accepted.

⁵ In Sweep 4 telephone fieldwork was suspended briefly in the run-up to the Parliamentary election. The telephone fieldwork cut-off date was extended until early May to make up for this.
address details for the respondent. If the person was reluctant to pass on new contact information, interviewers were able to give out the freephone helpline to pass on to the respondent to allow them to let us know their new contact details. Where this was not possible or fruitful, interviewers sought to 'trace' the cohort member using the stable address information previously provided by the respondent. Up to 5 calls were made to the telephone number provided for this stable address, with the aim of obtaining an up-to-date telephone number or address for the cohort member. All tracking and tracing was carried out over the telephone.

Sweep 3 Main YCS postal sample and Sweep 4 sample
A similar procedure applied at Sweep 4 and to the main postal survey at Sweep 3 once a case reached the telephone enhancement stage. Thus, in cases where a respondent was found to have moved, the interviewer sought to obtain a new address and telephone number either from the new inhabitant at the address or via their stable address. Wherever possible, the interviewer then attempted to carry out a telephone interview with the respondent. Because of the tight timetable for this study, new postal questionnaires were not sent out at this stage in the fieldwork process.

4.1.4 Address checking
For the whole sample, at both sweeps, the first stage in sample preparation was for all addresses provided on the sample file to be verified using the latest AFD address list management solution software. This software uses a combination of postcode, house number or name, first name and surname, town name and county to verify or provide a more accurate address. The process was carried out for the full sample (including those in the Connexions and Higher Education sub-samples as they also received an advanced letter).

Stable address details were also passed through this AFD system in order to improve the quality of the data, thus enhancing the chances of an accurate telephone match.

4.1.5 Telephone matching
Another part of the sample preparation procedure, at both sweeps, was that AFD telephone ‘lookup’ software (based on quarterly information about all listed telephone numbers) used respondent name and address details to try and locate alternative telephone numbers for each cohort member (in addition to any number previously supplied by the cohort member). Many young people had previously supplied their mobile rather than landline number, and the telephone lookup provided an alternative home landline to use in contacting them.

Stable address details were run through the same system to find additional stable phone numbers (or alternative numbers). In cases where a new telephone number was identified that did not match any previous number provided, the number was recorded and – where necessary – issued to the telephone interviewer working on a particular case (along with any other numbers on record).
Finally, in Sweep 3 only, addresses for which no telephone number had been supplied or identified were passed on to UK Changes, an organisation whose files are updated daily (as opposed to the quarterly records available to NatCen’s system) and who would thus be more likely to supply recently changed telephone numbers. In those cases where we did not have a telephone number on file for the respondent nor the stable address, we also sent the stable address to UK Changes. This process was not repeated for Sweep 4 as although it had been effective in the early sweeps of this cohort, at Sweep 3 a productive result was only found in 1% of cases sent to UK Changes.

4.2 Postal survey

4.2.1 The fieldwork schedule at Sweep 3

The Invitation to Tender for this sweep of the YCS specified that mailings of the postal self-completion element should follow the basic Total Design Method. This involves an initial mailing followed by a postcard reminder after five working days, then a first questionnaire reminder after 10 further days, a second questionnaire 10 days later and finally transfer to telephone conversion after 5 days. In this sweep this method was modified, so that priority cases were transferred to telephone enhancement before the second questionnaire reminder.

As with previous sweeps, questionnaires were accompanied by a personalised letter from the Department and from NatCen addressed to the young person. Consideration was given to the wording and layout of this letter in order to maximise response. As was specified in the invitation to tender, a pre-notification letter was sent out to the core sample in advance of the questionnaire in the hope that this would also maximise response. For those with an e-mail address supplied at the second Sweep, a bulk e-mail with a link to the website address was sent out to sample members just after the pre-notification letter.

In terms of a reminder strategy, it has been standard on the YCS to send a postcard reminder, two reminder questionnaires (all by first class post) and, finally, to attempt to phone respondents (where they have a traceable phone number) and carry out a telephone interview. As discussed above, this method was modified in this sweep, involving early transfer of priority cases to telephone mode. As at Sweep 2, an additional letter was sent out after the standard telephone enhancement fieldwork had begun, asking those respondents who were not contactable by telephone to get in touch.
Thus, core questionnaire fieldwork and mailings for this sweep of the YCS adopted the following schedule:

<table>
<thead>
<tr>
<th>Pre-notification letter</th>
<th>Introductory letter explaining the purpose of the survey</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(giving website address)</td>
<td>Giving website address</td>
</tr>
<tr>
<td><strong>5 working days</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire, introductory DfES letter, pre-paid return envelope</td>
</tr>
<tr>
<td><strong>5 working days</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postcard reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td>A thank you to those who have already completed the survey; a reminder to those who have not</td>
</tr>
<tr>
<td><strong>10 working days</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First questionnaire reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd questionnaire, letter, pre-paid return envelope</td>
</tr>
<tr>
<td><strong>10 working days</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second questionnaire reminder</th>
<th>Priority telephone enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd questionnaire, letter, pre-paid return envelope</td>
<td>Key cohort members (if telephone number on file)</td>
</tr>
<tr>
<td><strong>5 working days</strong></td>
<td><strong>5-10 working days</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard telephone enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(if telephone number on file)</td>
</tr>
<tr>
<td><strong>5 working days</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking those eligible for telephone enhancement with no telephone number on file to get in touch</td>
</tr>
<tr>
<td><strong>Letter</strong></td>
</tr>
</tbody>
</table>

The DfES requirements for Welsh translation meant that mailings in Wales had to include both English and Welsh questionnaires. The pre-notification and initial letters were also translated into Welsh. Welsh translation was carried out by NatCen’s reliable suppliers of translation services and checked by one of our Welsh speaking fieldforce interviewers. Welsh mailings were mailed out ten working days after the English mailings because of the time needed to translate the questionnaires. Previous response reports have shown that this still enables a comparable response rate to be achieved in Wales to that in England without increasing the length of Welsh fieldwork.
Questionnaires were marked with a code to indicate at what stage they had been despatched. It was therefore possible to classify productive questionnaires according to when they were despatched.

NatCen sub-contracted questionnaire printing, the bulk of mailings, scanning of questionnaire bar codes and keying to Media Conversion Limited (MCL). NatCen had successfully used MCL for printing, mailings, scanning bar codes and keying on many of its recent postal surveys, including the previous sweeps of YCS Cohort 11. The following quality control procedures were established:

- The appointment of a nominated contact person at NatCen responsible for all dealings with MCL (and vice versa), helping to ensure that any problems were rapidly identified and resolved;
- All MCL proofs were checked by at least two NatCen staff;
- NatCen staff were added to the sample as ‘seed addresses’ and received mailings to verify that procedures had been conducted correctly.

The most important advantage of using MCL was that they were able to perform the tasks of mailing, booking in cases and keying all at one location. MCL proved to be reliable and have consistently shown flexibility in their approach.

### 4.2.2 The fieldwork schedule at Sweep 4

Again, at Sweep 4, the Invitation to Tender specified the use of the *Total Design Method* (as detailed above, this involves initial mailings, reminders and, finally, telephone conversion).

The following schedule was employed at Sweep 4:
A pre-notification letter was sent to all sample members, re-introducing the survey and offering the pathways website address to respondents as an alternative method of completing a questionnaire. An e-mail was also sent to all respondents (who had previously given an e-mail address) with a link to the website address.

Five days after the pre-notification had been sent, all respondents received a questionnaire and an accompanying personalised letter from DfES and NatCen (the text of which had been carefully considered to maximise response).

It was felt that, at this sweep, telephone enhancement would be more efficient if the process prioritised some respondents to be sent to enhancement earlier in the process in comparison to previous sweeps, thereby skipping the first questionnaire reminder. The reminder strategy, therefore, involved sending a reminder postcard to the whole sample. Then as discussed above, the remaining non-responding sample was divided and those who were considered more likely to eventually respond by telephone (most of those who had completed a CATI interview at Sweep 3) were reallocated to telephone enhancement. The rest of the sample was sent a questionnaire reminder before attempting to contact them by telephone if they continued not to respond either by post or via the internet. A second questionnaire reminder was not sent at this sweep. As at previous sweeps, an additional letter was sent out after the telephone enhancement fieldwork had begun, asking respondents...
for whom we did not have a telephone number to contact the telephone unit to
arrange an interview.

As at Sweep 3, the Welsh mailings took place ten working days after the English
mailings to allow time for translation. The pre-notification letter, initial mailing letter
and questionnaire were translated into Welsh by an agency with which NatCen has
considerable experience and then checked by a Welsh-speaking interviewer. The
Welsh fieldwork schedule followed that of the English fieldwork schedule including
the mailout of the questionnaire reminder prior to telephone enhancement.

As at Sweep 3, questionnaires were marked with a code to differentiate between the
questionnaires sent at the initial mailing and the reminder questionnaire.

NatCen sub-contracted the questionnaire printing, the bulk of mailings and keying to
Formara who delivered the same high standards as the previous sub-contractor and
the same quality control procedures established at Sweep 3 were maintained.
Changing sub-contractor allowed us to bring the scanning of questionnaire bar codes
in-house.

4.2.3 Telephone helpline

As with previous YCS sweeps since Cohort 8 Sweep 1, respondents at Sweep 3 and 4
were offered a freephone telephone helpline, located in NatCen's Telephone Unit, to
provide answers to queries either about specific questions or about the survey in
general. The freephone number was listed on all questionnaires, the pre-notification
letter and reminder postcard. The telephone line was staffed by interviewers from
NatCen’s central Telephone Unit during office hours, with an answer phone
operating outside these times. Interviewers were briefed by the research team on
how to handle all queries by cohort members. Those answering the helpline were
provided with written instructions to help them to answer any questions.

4.3 Telephone surveys

All interviews were conducted from NatCen's central Telephone Unit based at our
data processing offices in Brentwood. All telephone interviewing was conducted
using Computer-assisted telephone interviewing (CATI). All NatCen telephone
interviewers receive a one-day basic interviewer training course and a one-day CATI
training course. Both training days included practice sessions and used simulation
methods. In addition, survey-specific training was given to all interviewers as
discussed in Section 4.4.2 below.

In carrying out fieldwork at Sweep 3, a single CATI questionnaire program was
used, containing filters that determined whether respondents received the core
module only or the Higher Education/Connexions module as well. This approach
was also used at Sweeps 1 and 2 and worked very well. There was just one module
at Sweep 4 and therefore these filters were not required.

4.3.1 Advance Letters

At Sweep 3, all Connexions and Higher Education sample members were sent a
personalised advance letter at the start of fieldwork authored by DfES and NatCen.
Letters included the freephone number asking respondents to call if they had any
questions.
As mentioned above, where those in the Connexions and Higher Education samples did not respond by telephone (e.g. they were not contactable, phone number not working) a postal questionnaire with accompanying letter was sent out to their address. This included core questions only.

The initial mode for the core sample at Sweep 3 and the entire Sweep 4 sample was postal and, therefore, they did not receive a specific telephone advance letter even prior to telephone enhancement because they had already received alternative correspondence detailing the survey. However, these respondents received the pre-notification letter prior to the first questionnaire mailing.

4.3.2 Briefing

All interviewers attended a half-day briefing conducted by a project researcher. At Sweep 3, as the same interviewers were used for Connexions, Higher Education and telephone enhancement fieldwork, separate briefings for those who would work on telephone enhancement at a later stage were not necessary. However, additional briefings were arranged to ensure that sufficient interviewers could work on the additional priority enhancement sample. Briefings, at both sweeps, covered the aims and background of the survey, the advance letter (the Sweep 3 Connexions and Higher Education samples) and previous questionnaire mailings (core Sweep 3 sample and Sweep 4), strategies for making contact and an overview of the questionnaires. The sessions involved ‘hands on’ practice, using dummy interviews with particular emphasis on difficult sections of the questionnaire, for example qualification details.

4.3.3 Scheduling of interviews

The telephone sample at both sweeps made use of the Blaise telephone sample management system, ‘Call Scheduler’ which judges the nature and status of each piece of sample. From those pieces of sample selected for use that day, Blaise takes account of engaged signals, appointments, and non-answer call-backs and selects the proper treatment for unsuccessful call-back attempts. A busy signal, for example, would be tried three or four times at regular intervals within the shift. After this time the Blaise software would set this piece of sample to inactive and it would then not be tried again during this shift. This scheduling maximised calling efficiency within shifts.

Given the particular importance of response maximisation in this survey, all households received a minimum of 12 calls before being marked as non-contact.

4.3.4 Welsh translation

Respondents to the telephone enhancement (and Higher Education at Sweep 3) fieldwork in Wales were able to request an interview in Welsh (there were no Connexions areas in Wales so this option did not need to be provided). Had this been requested, it would have been carried out by a Welsh-speaking member of NatCen’s interviewer panel in Wales using the CATI program in conjunction with a translated question list. However, although this facility was available, no respondent requested it.
4.3.5 Quality Control

All shifts in the telephone unit were managed by a trained telephone supervisor who dealt with referrals from specific interviewers in case of difficulties. A minimum of 10% of every interviewer’s work was monitored from a remote listening post.

4.4 Response rates

4.4.1 Sweep 3 response rates

The response tables in this section show the breakdown of response for the different final modes of response (postal, internet and telephone) for the core sample (Tables 4.2-4.5), Connexions sample (Table 4.6) and Higher Education sample (Table 4.7).

The final response rate for the original core postal sample was 49% (see Table 4.2). Forty two per cent responded to the postal questionnaire, and 7% to the internet questionnaire. As expected, the number of returned productive questionnaires declined across the three questionnaire mailouts. In addition, 310 panel members were sent core postal questionnaires following unsuccessful attempts to interview them as part of the Connexions and Higher Education samples (see Tables 4.1a and 4.1b earlier in this chapter for details). This resulted in an additional 41 core interviews (see Table 4.3). A telephone enhancement stage, during which non-responding core panel members were contacted and asked to take part in a telephone interview, resulted in an additional 1,981 interviews. In total, therefore, of the 7830 cases issued as part of the core sample, 5722 questionnaires were completed (3233 by post, 508 by the internet and 1,981 by telephone), giving an overall core sample response rate of 73% (Table 4.5).

The response rate for the Connexions telephone sample was 75% (or 81% of those sample members who were contactable by telephone (Table 4.6). The response rate for the Higher Education telephone sample was 74% (or 79% of those sample members who were contactable by telephone (Table 4.7).

The final overall response rate for Sweep 3, across all modes and across the core, HE and Connexions samples was 76% (10310 cases were issued, and 7789 productives achieved).
Table 4.2  Original core postal sample

<table>
<thead>
<tr>
<th></th>
<th>Number of cases</th>
<th>% of issued cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total issued postal sample</strong></td>
<td>7520</td>
<td>100%</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>2524</td>
<td>33.6%</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>564</td>
<td>7.5%</td>
</tr>
<tr>
<td>Postal productive (2nd reminder questionnaire mailing)</td>
<td>104</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>Total postal productive</strong></td>
<td>3192</td>
<td>42.4%</td>
</tr>
<tr>
<td>Internet productive</td>
<td>508</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>Total productive (postal/internet)</strong></td>
<td>3700</td>
<td>49.2%</td>
</tr>
<tr>
<td>Returned unopened</td>
<td>128</td>
<td>1.7%</td>
</tr>
<tr>
<td>Refusals</td>
<td>30</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other postal unproductive</td>
<td>40</td>
<td>0.5%</td>
</tr>
<tr>
<td>Outstanding – questionnaire not returned</td>
<td>3622</td>
<td>48.2%</td>
</tr>
<tr>
<td><strong>Total unproductive (postal)</strong></td>
<td>3820</td>
<td>50.8%</td>
</tr>
</tbody>
</table>
Table 4.3  Core postal sample, including cases transferred from Connexions and Higher education telephone samples

<table>
<thead>
<tr>
<th></th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued postal sample ¹</td>
<td>7830</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Total no contact possible (postal) ²</td>
<td>2</td>
<td>0.03%</td>
<td></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>7828</td>
<td>99.97%</td>
<td>100%</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>2524</td>
<td>32.2%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>564</td>
<td>7.2%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Postal productive (2nd reminder questionnaire mailing)</td>
<td>104</td>
<td>1.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Postal productive (transferred from CATI Connexions/HE sample)</td>
<td>41</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total postal productive</td>
<td>3233</td>
<td>41.3%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Internet productive</td>
<td>508</td>
<td>6.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Total productive (postal/internet)</td>
<td>3741</td>
<td>47.8%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Returned unopened</td>
<td>134</td>
<td>1.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Refusals</td>
<td>31</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other postal unproductive</td>
<td>45</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Outstanding - questionnaire not returned</td>
<td>3877</td>
<td>49.5%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Total unproductive (postal)</td>
<td>4087</td>
<td>52.2%</td>
<td>52.2%</td>
</tr>
</tbody>
</table>

¹ Comprising 7520 originally issued as part of the Core Postal sample and 310 cases issued postal questionnaires as part of the Connexions and Higher Education samples.

² Includes address unknown, not known at address.
Table 4.4  Core telephone sample

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued telephone sample</td>
<td>4080</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>192</td>
<td>4.7%</td>
<td></td>
</tr>
<tr>
<td>Cohort member not known at telephone number</td>
<td>71</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>92</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible ¹</td>
<td>31</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>Total no contact possible (telephone)</td>
<td>386</td>
<td>9.5%</td>
<td></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>3694</td>
<td>90.5%</td>
<td>100%</td>
</tr>
<tr>
<td>Telephone productive²</td>
<td>2061</td>
<td>50.5%</td>
<td>55.8%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>267</td>
<td>6.5%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Proxy refusal³</td>
<td>131</td>
<td>3.2%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Other refusal⁴</td>
<td>6</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Total refusals (telephone)</td>
<td>404</td>
<td>9.9%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>165</td>
<td>4.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>No contact after a minimum of 12 calls</td>
<td>82</td>
<td>2.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>54</td>
<td>1.3%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Cohort member completed postal questionnaire</td>
<td>179</td>
<td>4.4%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Cohort member said would/had completed postal questionnaire instead</td>
<td>506</td>
<td>12.4%</td>
<td>13.7%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>180</td>
<td>4.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Other telephone unproductive⁵</td>
<td>63</td>
<td>1.5%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Total other unproductive (telephone)</td>
<td>1229</td>
<td>30.1%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

¹ Includes anonymous call bar and deceased.
² A total of 80 telephone cases were deleted from the dataset after fieldwork as they had completed duplicate questionnaires (75 postal, 5 internet), leaving 1981 telephone cases.
³ Includes information refused about cohort member and other proxy refusals.
⁴ Includes office refusals and unproductive partials.
⁵ Includes language difficulties, unable to take part on the phone, too ill to participate, emigrated or abroad during survey period, and cannot take part for some other reason.

In effect, the telephone enhancement resulted in 52% of the initial postal/internet core sample unproductives being converted to a productive outcome⁶.

⁶ Note however that not all of these unproductives were actually subject to telephone enhancement – for example, refusals and those with no telephone number.
Table 4.5  Summary of total core issued sample, including cases transferred from Connexions and Higher education telephone samples.

<table>
<thead>
<tr>
<th>Number of cases</th>
<th>% of issued cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total issued sample</strong></td>
<td>7830</td>
</tr>
<tr>
<td><strong>Total no contact possible (postal and telephone)</strong></td>
<td>388</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>2524</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>564</td>
</tr>
<tr>
<td>Postal productive (2nd reminder questionnaire mailing)</td>
<td>104</td>
</tr>
<tr>
<td>Postal productive (transferred from CATI Connexions/HE sample)</td>
<td>41</td>
</tr>
<tr>
<td>Internet productive</td>
<td>508</td>
</tr>
<tr>
<td>Telephone productive</td>
<td>1981</td>
</tr>
<tr>
<td><strong>Total productive (postal/internet &amp; telephone)</strong></td>
<td>5722</td>
</tr>
<tr>
<td>Total refusals (postal and telephone)</td>
<td>435</td>
</tr>
<tr>
<td>Total other unproductive (postal and telephone)</td>
<td>1285</td>
</tr>
</tbody>
</table>
Table 4.6 Connexions telephone sample

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued telephone sample</td>
<td>652</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>23</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Cohort member not known at telephone number</td>
<td>9</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>8</td>
<td>1.2%</td>
<td></td>
</tr>
<tr>
<td>Other no contact possible ¹</td>
<td>5</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td><strong>Total no contact possible (telephone)</strong></td>
<td>45</td>
<td>6.9%</td>
<td></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>607</td>
<td>93.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Telephone productive</td>
<td>491</td>
<td>75.3%</td>
<td>80.9%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>31</td>
<td>4.8%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Proxy refusal²</td>
<td>12</td>
<td>1.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Other refusal³</td>
<td>2</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Total refusals (telephone)</strong></td>
<td>45</td>
<td>6.9%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>8</td>
<td>1.2%</td>
<td>1.3%</td>
</tr>
<tr>
<td>No contact after a minimum of 12 calls</td>
<td>15</td>
<td>2.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>14</td>
<td>2.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>21</td>
<td>3.2%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Other telephone unproductive ⁴</td>
<td>13</td>
<td>2.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Total other unproductive (telephone)</strong></td>
<td>71</td>
<td>10.9%</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

¹ Includes anonymous call bar.
² Includes information refused about cohort member and refusals by parents.
³ Includes unproductive partials.
⁴ Includes unable to take part on the phone, cohort member could not take part for some other reason, and emigrated or abroad during survey period.
### Higher Education telephone sample

<table>
<thead>
<tr>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total issued telephone sample</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total no contact possible (telephone)</td>
<td>133</td>
<td>6.2%</td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>71</td>
<td>3.3%</td>
</tr>
<tr>
<td>Cohort member not known at telephone number</td>
<td>18</td>
<td>0.8%</td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>32</td>
<td>1.5%</td>
</tr>
<tr>
<td>Other no contact possible</td>
<td>12</td>
<td>0.6%</td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>2005</td>
<td>93.8%</td>
</tr>
<tr>
<td><strong>Telephone productive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total refusals (telephone)</td>
<td>168</td>
<td>7.9%</td>
</tr>
<tr>
<td>Personal refusal</td>
<td>111</td>
<td>5.2%</td>
</tr>
<tr>
<td>Proxy refusal</td>
<td>55</td>
<td>2.6%</td>
</tr>
<tr>
<td>Other refusal</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>40</td>
<td>1.9%</td>
</tr>
<tr>
<td>No contact after a minimum of 12 calls</td>
<td>43</td>
<td>2.0%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>46</td>
<td>2.2%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>85</td>
<td>4.0%</td>
</tr>
<tr>
<td>Other telephone unproductive</td>
<td>47</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>Total other unproductive (telephone)</strong></td>
<td>261</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

1 Includes anonymous call bar.
2 Includes information refused about cohort member and refusals by parents.
3 Includes office refusals and unproductive partials.
4 Includes unable to take part on the phone, cohort member could not take part for some other reason, and emigrated or abroad during survey period.
4.4.2 Sweep 4 response rates

The response tables in this section show the breakdown of response for the different modes of response (postal, internet and telephone) at Sweep 4 (Tables 4.8 - 4.10).

The final response rate for postal and internet modes was 47% (see Table 4.8). Thirty eight per cent responded to the postal questionnaire, and 10% to the internet questionnaire. As would be expected, the number of returned productive questionnaires decreased across the two questionnaire mailouts. A telephone enhancement stage, during which non-responding panel members were contacted and asked to take part in a telephone interview, resulted in an additional 2,493 interviews. This is a telephone response rate of 59% (or 66% of all those contactable by telephone) (see Table 4.9).

In total, therefore, of the 7,779 cases issued as part of the postal sample, 6,180 questionnaires were completed (2,915 by post, 772 by the internet and 2,493 by telephone), giving an overall response rate of 79%.

Table 4.8 Postal and internet modes

<table>
<thead>
<tr>
<th>Number of cases</th>
<th>% of issued cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total issued postal sample</strong></td>
<td>7779</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>2446</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>469</td>
</tr>
<tr>
<td><strong>Total postal productive</strong></td>
<td>2915</td>
</tr>
<tr>
<td>Internet productive</td>
<td>772</td>
</tr>
<tr>
<td><strong>Total productive (postal/internet)</strong></td>
<td>3687</td>
</tr>
<tr>
<td>Returned unopened(^1)</td>
<td>36</td>
</tr>
<tr>
<td>Refusals</td>
<td>23</td>
</tr>
<tr>
<td>Other postal unproductive</td>
<td>97</td>
</tr>
<tr>
<td>Outstanding - questionnaire not returned</td>
<td>3936</td>
</tr>
<tr>
<td><strong>Total unproductive (postal)</strong></td>
<td>4092</td>
</tr>
</tbody>
</table>

\(^1\) The method for booking-in postal questionnaires varied slightly between Sweeps 3 and 4. This has resulted in a lower number of postal questionnaires coded as ‘returned unopened’ and a higher number coded as ‘other postal unproductives’ at Sweep 4 compared with Sweep 3.
Table 4.9  Telephone enhancement

<table>
<thead>
<tr>
<th>Number of cases</th>
<th>% of issued cases</th>
<th>% of sample less no contact possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued telephone sample</td>
<td>4285</td>
<td>100%</td>
</tr>
<tr>
<td>Telephone number disconnected or unobtainable</td>
<td>265</td>
<td>6.2%</td>
</tr>
<tr>
<td>Cohort member not known at telephone number</td>
<td>118</td>
<td>2.8%</td>
</tr>
<tr>
<td>Cohort member moved, no new information</td>
<td>77</td>
<td>1.8%</td>
</tr>
<tr>
<td>Other no contact possible</td>
<td>6</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total no contact possible (telephone)</strong></td>
<td><strong>466</strong></td>
<td><strong>10.9%</strong></td>
</tr>
<tr>
<td>Sample less no contact possible</td>
<td>3819</td>
<td>89.1%</td>
</tr>
<tr>
<td><strong>Telephone productive</strong></td>
<td><strong>2517</strong></td>
<td><strong>58.7%</strong></td>
</tr>
<tr>
<td>Personal refusal</td>
<td>179</td>
<td>4.2%</td>
</tr>
<tr>
<td>Proxy refusal</td>
<td>137</td>
<td>3.2%</td>
</tr>
<tr>
<td>Other refusal</td>
<td>9</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total refusals (telephone)</strong></td>
<td><strong>325</strong></td>
<td><strong>7.6%</strong></td>
</tr>
<tr>
<td>Contact with household but not with respondent</td>
<td>137</td>
<td>3.2%</td>
</tr>
<tr>
<td>No contact after a minimum of 12 calls</td>
<td>89</td>
<td>2.1%</td>
</tr>
<tr>
<td>Appointment broken and unable to recontact</td>
<td>72</td>
<td>1.7%</td>
</tr>
<tr>
<td>Cohort member completed postal questionnaire</td>
<td>180</td>
<td>4.2%</td>
</tr>
<tr>
<td>Cohort member said would/had completed postal questionnaire instead</td>
<td>397</td>
<td>9.3%</td>
</tr>
<tr>
<td>Away or in hospital for fieldwork period</td>
<td>67</td>
<td>1.6%</td>
</tr>
<tr>
<td>Other telephone unproductive</td>
<td>35</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Total other unproductive (telephone)</strong></td>
<td><strong>977</strong></td>
<td><strong>22.8%</strong></td>
</tr>
</tbody>
</table>

1 Includes anonymous call bar and deceased.
2 A total of 24 telephone cases were deleted from the dataset after fieldwork as they had completed duplicate questionnaires (23 postal, 1 internet), leaving 2493 telephone cases.
3 Includes information refused about cohort member and other proxy refusals.
4 Includes office refusals and unproductive partials.
5 Includes language difficulties, unable to take part on the phone, too ill to participate, emigrated or abroad during survey period, and cannot take part for some other reason.

In effect, the telephone enhancement resulted in 61% of the postal/internet sample unproductives being converted to a productive outcome.7

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7 Note however that not all of these unproductives were actually subject to telephone enhancement – for example, refusals and those with no telephone number.
Table 4.10  Summary of productives, by mode

<table>
<thead>
<tr>
<th>Number of cases</th>
<th>% of issued cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total issued sample</td>
<td>7779 100%</td>
</tr>
<tr>
<td>Postal productive (1st questionnaire mailing)</td>
<td>2446 31.4%</td>
</tr>
<tr>
<td>Postal productive (1st reminder questionnaire mailing)</td>
<td>469 6.0%</td>
</tr>
<tr>
<td>Internet productive</td>
<td>772 9.9%</td>
</tr>
<tr>
<td>Telephone productive</td>
<td>2493 32.0%</td>
</tr>
<tr>
<td><strong>Total productive (postal/internet &amp; telephone)</strong></td>
<td><strong>6180 79.4%</strong></td>
</tr>
</tbody>
</table>
5 DATA PREPARATION

5.1 Booking in

For both Sweeps 3 and 4, postal and telephone fieldwork progress was monitored throughout on NatCen’s own computerised booking-in and CATI/CAPI management systems. These have been developed in-house and could be accessed by the Research team whenever required enabling regular progress reports to be sent to the project manager. This close monitoring of response generally enables early identification of any problems arising and corrective measures in the form of amendment to fieldwork procedures to be taken. That was the case in Sweep 3 when low postal response rates led to an increased number of cases being sent to priority telephone enhancement.

Postal questionnaires were booked-in daily using a bar code scanner, rather than keying the number to the record, to further reduce error. If multiple copies of postal questionnaires were returned the one received first was used. Datafiles of the completed internet files were downloaded daily by our Operations staff in Brentwood from the on-line system set up by GIDE. These returns were then entered into NatCen’s booking in system.

The booking in procedures also ensured that any duplicate records, which can occur on YCS either through a sample member being sent two questionnaires and completing and returning both or through a sample member returning a postal questionnaire and also giving a telephone interview, were resolved before analysis. The general rule that was applied was to always accept the response by the mode that was completed or received first. For example, if a CATI interview was completed when a postal questionnaire had already been received for this sample member then the postal questionnaire was used and the CATI record deleted.

5.2 Keying postal data

Data entry, for both sweeps, for the postal self-completion questionnaire was by keying. Keying was considered more suitable for YCS than the widely used questionnaire scanning methods because of the complicated design and the large amount of ‘free text’ recorded by respondents. Quality control measures for keying the data included ‘double keying’. Instructions on how the keying was to be conducted were prepared by members of the Operation teams.

5.3 Editing

At Sweeps 3 and 4, after data entry for the postal self-completion questionnaire a full editing process was applied using NatCen’s normal procedures. An edit program was written that checked that each required answer was present, that it was within the required range and that all answers were consistent with the routing logic of the questionnaire. The program also applied such additional checks on consistency of answers as were judged appropriate by the Research team. All error reports were referred back to the original questionnaire schedules by experienced editing staff and individual corrections were specified until reruns of the edit program confirmed that
the data were clean. Editing instructions and rulings were agreed with DfES before the editing process (and again during the edit when queries arose).

Many of the edit failures were resolved by reference to the questionnaire and often included poorly written remarks or other bad entries which could be misinterpreted. Often with omissions it was a straightforward case of confirming this by the use of the appropriate 'Not Answered' code. Where decisions were more complex, editors passed questionnaires onto their supervisors who formulated lists of queries for researchers. In some cases, queries (particularly those relating to subject codes) were referred to DfES.

For the CATI questionnaires in Sweeps 3 and 4, answers were required to be present (thus there were no unexplained ‘blanks’ except explicit refusals within the CATI data) and additional edit checks were included within the Blaise program and resolved at the time of interview. In addition to this, an edit version of the Blaise program was devised in parallel with the interview program for use after fieldwork. This included more detailed checks so that smaller logical inconsistencies could be resolved. Any interviewer comments were processed by the editing team. Lastly, the CATI data were reformatted into the postal format and run through the postal self-completion edit to ensure consistency across the data from different modes.

The internet data at both sweeps were converted into the postal format and run through the postal edit system.

5.4 Coding

5.4.1 Qualification coding

Qualifications and subjects entered in the survey were coded to cohort specific code frames. The code frames were based on those used in Cohort 11 Sweep 2 of the survey, and reviewed by DfES prior to the start of coding at both sweeps to include additional relevant qualifications and subjects. The main change to the code frames came at Sweep 4, when the qualification code frame was expanded to give fuller details of GNVQs and AVCEs.

To enhance the quality of coding, a 4-band (A-D) subject coding system, with separate code frames for academic, GNVQ and AVCE, NVQ and degree level qualifications, was used. The fourth band (degree level qualifications - Band D) was used for the first time in at Sweep 3 in this Cohort for the core questionnaire (in previous sweeps respondents had been too young to be studying qualifications of this level). The four-band system was considered to be better conceptually for coders, reducing errors in coding.

Queries were referred by coders to the Research team and to DfES if necessary. In some cases, queries were checked against lists of ‘rules’ developed in prior sweeps based on past decisions made about frequently occurring inconsistencies. Key queries surrounded the coding of ‘other’ subject and qualification codes, as well as numerous queries over individual subject coding, where subject codes did not match qualification types and where qualification names, levels and result codes were inconsistent.
5.4.2 Occupation coding and coding of open questions

SOC and SIC coding were undertaken by experienced coders to the SOC2000 classification. A computerised Blaise 4 Trigram look up system (developed by ONS) was used to do this, allowing the coder to take the keyed text and match it on screen with the correct SOC2000 code. This process was undertaken for all data, including postal and internet data.

A standard approach to the coding of free text and open questions was adopted on the survey. Questions that had not changed since previous sweeps were coded to the codeframe drawn up previously. However, these codeframes could be amended in consultation with researchers if ‘new’ responses were found to be occurring. For new questions with sufficient numbers of responses slightly different approaches were taken for the two different sweeps. At Sweep 3, listings were prepared of the first batch of questionnaires for each question, in order to draw up question-specific code frames. After consultation with the client, these codeframes were then ‘tested’ on another batch of cases. This was particularly important in the Connexions and Higher Education modules where there were a larger number of open questions to be coded8. At Sweep 4, there were just two new questions with a verbatim answer option available. Many respondents were routed past these questions or selected one of the closed answer categories. For these reasons, there were very few cases to be able to evaluate the closed codeframe provided in the original question. Therefore, the open answers given were reviewed at the final stages of the coding process and, following consultation with DfES, were either backcoded or new answer codes were added.

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8. In sweep 3 a number of new open questions had been added in the Connexions module, but some of these variables were not coded due to the very small number of respondents routed past the question.
6 WEIGHTING

The raw data collected by the YCS are not representative of the population of interest. This is because differential response between sub-groups can lead to bias in the sample and hence bias the survey estimates. For this reason the YCS data is weighted to minimise the non-response bias and increase the precision of the survey estimates.

6.1 Non-response weighting methods

For Sweep 1 the achieved sample was weighted back to the population using weights created from a population matrix, broken down by sex, school type, region and year 11 GCSE attainment.

For Sweeps 2, 3 and 4 the weights were created using CHAID (Chi-squared Automatic Interaction Detector). CHAID modelling divides the sample into a number of different and defined subgroups (weighting classes) that differ in terms of response. The CHAID algorithm starts with the definition of a dependent variable (0 = no response, 1 = response) then searches the independent variables and selects the variable that discriminates best in terms of response, CHAID then splits the sample based on that variable. Within each of the sub-groups created the same process is repeated, CHAID searches the remaining variables for the next best discriminator and splits the sub-group by that variable. This process stops when no further variables can be found which satisfy the chi-squared criterion. The sub-groups created are then used as the weighting classes. The inverse of the response rate in each weighting class is used as the non-response weight. The final weight is the product of the non-response weight and the final weight from the previous sweep.

Only categorical variables can be entered into the CHAID model. The way in which categories are combined during analysis needs to be specified in advance. There are three methods of combining categories:

- Free – any combination of the categories is allowed,
- Monotonic – categories are combined if they are adjacent, this is used mainly for ordinal level variables,
- Float – similar to monotonic but the last category is allowed to join any group, this is useful when the last category of the variable is for missing cases.

Table 6.1a shows which merge type was specified for each of the variables included in the analysis.
6.2 Variables included in the weighting

Table 6.1a  Variables used in CHAID modelling for cohort 11

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>CHAID measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variables used in both Sweep 3 and 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1acqe</td>
<td>Highest academic qualification by end of Sweep 1</td>
<td>Monotonic</td>
</tr>
<tr>
<td>S1act1</td>
<td>Main activity at Sweep 1</td>
<td>Free</td>
</tr>
<tr>
<td>S2act1</td>
<td>Main activity at Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>S1expel</td>
<td>Expelled or suspended</td>
<td>Float</td>
</tr>
<tr>
<td>S1pared</td>
<td>Parents Education - Collapsed into A-Level or higher only (created from s1Pared1/2/3/4)</td>
<td>Free</td>
</tr>
<tr>
<td>S1sch</td>
<td>Year 11 school type (from sample)</td>
<td>Free</td>
</tr>
<tr>
<td>S1eth1</td>
<td>Grouped ethnic status</td>
<td>Free</td>
</tr>
<tr>
<td>S1resp</td>
<td>Response type at Sweep 1</td>
<td>Free</td>
</tr>
<tr>
<td>S2resp</td>
<td>Response type at Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>S1sex</td>
<td>Gender</td>
<td>Free</td>
</tr>
<tr>
<td>S1denom</td>
<td>Year 11 school denomination</td>
<td>Free</td>
</tr>
<tr>
<td>S1gor</td>
<td>Government office regions</td>
<td>Free</td>
</tr>
<tr>
<td>S1house</td>
<td>Housing tenure at Sweep 1</td>
<td>Free</td>
</tr>
<tr>
<td>S1disab</td>
<td>Disability or health problem (Sweep 1)</td>
<td>Free</td>
</tr>
<tr>
<td>S1q87</td>
<td>Previously in care/ foster home</td>
<td>Float</td>
</tr>
<tr>
<td>S1q22</td>
<td>Currently enrolled in FT education at sweep 1</td>
<td>Free</td>
</tr>
<tr>
<td>S2q7</td>
<td>Currently enrolled in FT education at sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>S1q15c2</td>
<td>Result in GCSE maths at Sweep 1</td>
<td>Float</td>
</tr>
<tr>
<td>S1q15a2</td>
<td>Result in English language at Sweep 1</td>
<td>Float</td>
</tr>
<tr>
<td>S2ed_tr</td>
<td>Education and training at Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>totphone</td>
<td>Whether telephone number available for Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>Natoc1</td>
<td>Proportion of pupils in school with 5 A*-C GCSEs</td>
<td>Float</td>
</tr>
<tr>
<td>S1q39</td>
<td>Whether job or gov't supported training since year 11</td>
<td>Free</td>
</tr>
<tr>
<td>S2q25</td>
<td>Whether currently has job or GST at Sweep2</td>
<td>Free</td>
</tr>
<tr>
<td>S1q9</td>
<td>Whether got place they wanted in FT education or training at Sweep 1</td>
<td>Monotonic</td>
</tr>
<tr>
<td>S1peta1</td>
<td>Year 11 attainment</td>
<td>Monotonic</td>
</tr>
<tr>
<td>s1saim1</td>
<td>Main study aim at Sweep1</td>
<td>Free</td>
</tr>
<tr>
<td>s2saim</td>
<td>Main study aim at Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>Nssec</td>
<td>Parental ns-sec at Sweep 1 (nssec6/9, which is father/mother ns-sec)</td>
<td>Free</td>
</tr>
<tr>
<td>s1truan1</td>
<td>Sweep 1 truancy summary variable</td>
<td>Float</td>
</tr>
<tr>
<td>s1q72</td>
<td>Whether not in education, employment or training at S1NEET)</td>
<td>Free</td>
</tr>
<tr>
<td>S1NEET</td>
<td>Sweep 1</td>
<td>Free</td>
</tr>
<tr>
<td>s2q45</td>
<td>Whether not in education, employment or training at S2NEET)</td>
<td>Free</td>
</tr>
<tr>
<td>S2NEET</td>
<td>Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>S1acqno</td>
<td>Number of A-Levels sought at Sweep 1 (collapsed into 2+ A levels/other)</td>
<td>Free</td>
</tr>
</tbody>
</table>

---

* Binary variables are treated in the same way by CHAID whether they are classified as monotonic, free or float.
<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>CHAID measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>s2acqno</td>
<td>Number of A-Levels at Sweep 2 (collapsed into 2&gt; A levels/other)</td>
<td>Free</td>
</tr>
<tr>
<td>S2live</td>
<td>Living arrangements at Sweep 2</td>
<td>Float</td>
</tr>
<tr>
<td>S2me</td>
<td>English and Maths at Sweep 2</td>
<td>Float</td>
</tr>
<tr>
<td>Origmode</td>
<td>Original allocation at Sweep 2</td>
<td>Free</td>
</tr>
</tbody>
</table>

**Sweep 4 additional variables**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>CHAID measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3acqu</td>
<td>Highest academic qualification at Sweep 3</td>
<td>Monotonic</td>
</tr>
<tr>
<td>S3resp</td>
<td>Response type at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3disab</td>
<td>Disability or health problem (Sweep 3)</td>
<td>Free</td>
</tr>
<tr>
<td>S3q9</td>
<td>Currently enrolled in FT education (Sweep 3)</td>
<td>Free</td>
</tr>
<tr>
<td>S3a_c</td>
<td>Number of A*-C GCSEs by Sweep 3</td>
<td>Float</td>
</tr>
<tr>
<td>S3ed_tr</td>
<td>Education and training at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3q29</td>
<td>Whether currently has a job at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3nsssec1</td>
<td>Respondent’s NS-SEC at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3siam</td>
<td>Main study aim at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3q46</td>
<td>Whether not in education, employment or training at s3</td>
<td>Free</td>
</tr>
<tr>
<td>S3aquno</td>
<td>Highest academic achievement sought at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3mode</td>
<td>Data collection mode at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3live</td>
<td>Living arrangements at Sweep 3</td>
<td>Float</td>
</tr>
</tbody>
</table>

**Table 6.1b Additional variables for Higher Achiever specific weight**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>CHAID measurement</th>
</tr>
</thead>
</table>

**Variables used in both Sweep 3 and 4**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>CHAID measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heapply1*</td>
<td>Whether intended to apply for HE course</td>
<td>Free</td>
</tr>
<tr>
<td>Heapply2*</td>
<td>Whether intends to apply in next year for HE course</td>
<td>Free</td>
</tr>
<tr>
<td>Heapply3</td>
<td>Whether might apply for HE in the future</td>
<td>Free</td>
</tr>
<tr>
<td>EvconHE*</td>
<td>Whether respondent intended to take a gap year</td>
<td>Float</td>
</tr>
<tr>
<td>Gapyear</td>
<td>Whether might be problems with taking a HE course</td>
<td>Free</td>
</tr>
<tr>
<td>Whycon</td>
<td>How well doing on current course (Sweep 2)</td>
<td>Free</td>
</tr>
<tr>
<td>S1Q2A, S1Q2B</td>
<td>Whether parents have got a degree</td>
<td>Free</td>
</tr>
<tr>
<td>S1pared</td>
<td>Older brothers and sisters who have been in HE</td>
<td>Free</td>
</tr>
</tbody>
</table>

**Sweep 4 additional variables**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>CHAID measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hewll2</td>
<td>How well doing on current course (Sweep 3)</td>
<td>Free</td>
</tr>
<tr>
<td>Hielik</td>
<td>Whether might apply for HE in the future (if never applied before)</td>
<td>Free</td>
</tr>
<tr>
<td>Decis</td>
<td>Whether going to HE was the right or wrong decision</td>
<td>Free</td>
</tr>
</tbody>
</table>

*These variables would be changed into a single composite variable.

---

10 Binary variables are treated in the same way by CHAID whether they are classified as monotonic, free or float.
Table 6.1c  Additional variables for the Connexions specific weight

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>CHAID measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variables used in both Sweep 3 and 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2awrcnx</td>
<td>Respondent has heard about Connexions at Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>S2spkcnx</td>
<td>Respondent has had contact with anyone from Connexions at Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>S2adved</td>
<td>Whether anyone had given them advice on education at Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td>S2advjob</td>
<td>Whether anyone had given them advice on careers at Sweep 2</td>
<td>Free</td>
</tr>
<tr>
<td><strong>Sweep 4 additional variables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3awrcnx</td>
<td>Respondent has heard about Connexions at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3spkcnx</td>
<td>Respondent has had contact with anyone from Connexions at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3adved</td>
<td>Whether anyone had given them advice on education at Sweep 3</td>
<td>Free</td>
</tr>
<tr>
<td>S3advjob</td>
<td>Whether anyone had given them advice on careers at Sweep 3</td>
<td>Free</td>
</tr>
</tbody>
</table>

For general analysis of cohort 11 data for all respondents should be weighted by the basic weight. When analysing data concerning questions covered in the CATI Connexions interview the Connexions specific weight should be used. When analysing questions from the CATI higher achievers module the higher achievers weight should be used. The weights should not be used together, only the weight relevant to the information under analysis should be applied.

6.3  Sweep 3 weights

The three Sweep 3 weights (basic, Connexions and Higher Achiever) are described below.

6.3.1  Sweep 3 basic weight

The non-response weights for Sweep 3 are calculated as the inverse of the response rate in each final CHAID cell. Final Sweep 3 weights are the product of these weights and the final Sweep 2 weights.

The Sweep 2 sample was split into the sub-groups to which respondents were allocated at Sweep 2 (core postal, Connexions, higher achiever or telephone enhancement). The weights were then run separately within each of the groups. At Sweep 3 our analyses suggest the pattern of response has changed, final allocation is no longer the strongest predictor of response. This should be expected; respondents in later sweeps are more likely to be committed to the survey and will be used to whatever mode has been used to contact them. At Sweep 3 there are fewer differences in response behaviour between the different allocation groupings. Hence the Sweep 3 weights have been run without using final allocation as the first split; the strongest predictor of response being the respondents year 11 attainment. The results from the Sweep 3 basic weight CHAID analysis are shown in Tables 6.2a and 6.2b.
### Table 6.2a  CHAID table for Sweep 3 basic weight (core, Connexions & HE samples)

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Level 4 split</th>
<th>Level 5 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1peta1 8+ GCSEs grade A*-C in year 11</td>
<td>S1truan1 Persistent/often played truant, missing</td>
<td>S1resp Responded by Q1 or internet at Sweep 1</td>
<td>S2live Lives with mother only, father only, neither parent, missing</td>
<td>S1q15c2 GCSE results A*-B in maths</td>
<td>1</td>
</tr>
<tr>
<td>S1truan1 Never played truant</td>
<td></td>
<td></td>
<td>S2live Lives with both parents</td>
<td>S1q15c2 GCSE results C-G, U and missing in maths</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nssec6 Father NS-SEC: Small employers, Not classified, Not applicable</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nssec6 Father NS-SEC: Higher managers, Lower managers, Lower supervisory, Semi-routine</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nssec6 Father NS-SEC: Intermediate or routine occupations</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Origmode Original allocation postal or connex at Sweep 3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Origmode Original allocation higher achievers at Sweep 3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Origmode Original allocation postal or higher achievers at Sweep 3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Origmode Original allocation Connexions at Sweep 3</td>
<td>10</td>
</tr>
<tr>
<td>S1peta1 5-7 GCSEs grade A*-C in year 11</td>
<td>S2saim1 Studying at Sweep 2</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>S2saim1 Not studying at Sweep 2</td>
<td>S2act1 Activity at Sweep 2: GST, PT work, looking for work</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S2act1 Activity at Sweep 2: FT education, FT work, something else</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Level 1 split</td>
<td>Level 2 split</td>
<td>Level 3 split</td>
<td>Level 4 split</td>
<td>Level 5 split</td>
<td>Weight class</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>S1peta1</td>
<td>S1act1</td>
<td>S1expel</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>1-4 GCSEs grade A*-C in year 11</td>
<td>Activity at Sweep 1: GST, FT, job, PT job, looking for work, something else</td>
<td>Has been excluded or suspended from school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1sex</td>
<td>S2act1</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Male</td>
<td>Activity at Sweep 2: GST or PT work,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1expel</td>
<td>S1sex</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Has not been excluded or suspended, missing</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1act1</td>
<td>S2aim1</td>
<td>Totphone</td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Activity at Sweep 1: FT education</td>
<td>Studying at Sweep 2</td>
<td>No phone number available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totphone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone number available</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>S2aim1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
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<tr>
<td>Not studying at Sweep 2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1peta1</td>
<td>S1house</td>
<td>S1q9</td>
<td>S2q7</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>5+ or 1-4 GCSEs grade D-G in year 11, No GCSEs</td>
<td>Tenure at Sweep 1: Council rented, missing, other rented</td>
<td>Had the place in ed/training that they wanted at Sweep 2</td>
<td>Enrolled on a FT course at Sweep 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1q9</td>
<td></td>
<td></td>
<td>S2q7</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>To some extent or not have the place in ed/training that they wanted at Sweep 2</td>
<td></td>
<td></td>
<td>Not enrolled on a FT course at Sweep 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1q9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>To some extent or not have the place in ed/training that they wanted at Sweep 2</td>
<td></td>
<td></td>
<td>Enrolled on a FT course at Sweep 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1q9</td>
<td>Nssec6</td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>To some extent or not have the place in ed/training that they wanted at Sweep 2</td>
<td>Father NS-SEC: Higher managers, Intermediate occupations, Small employers,</td>
<td>Father NS-SEC:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
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</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6.2b Weights from basic CHAID analysis (core, Connexions & HE samples)

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in Sweep 2 (unweighted)</th>
<th>n in Sweep 3 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.336</td>
<td>23.46</td>
<td>1203</td>
<td>904</td>
</tr>
<tr>
<td>2</td>
<td>1.245</td>
<td>30.61</td>
<td>312</td>
<td>249</td>
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<tr>
<td>3</td>
<td>1.533</td>
<td>31.36</td>
<td>131</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>1.258</td>
<td>20.39</td>
<td>577</td>
<td>461</td>
</tr>
<tr>
<td>5</td>
<td>1.177</td>
<td>46.99</td>
<td>1628</td>
<td>1388</td>
</tr>
<tr>
<td>6</td>
<td>1.080</td>
<td>39.82</td>
<td>192</td>
<td>175</td>
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<td>7</td>
<td>1.256</td>
<td>22.75</td>
<td>750</td>
<td>591</td>
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<td>8</td>
<td>1.395</td>
<td>19.65</td>
<td>254</td>
<td>182</td>
</tr>
<tr>
<td>9</td>
<td>1.495</td>
<td>20.49</td>
<td>378</td>
<td>255</td>
</tr>
<tr>
<td>10</td>
<td>1.218</td>
<td>34.77</td>
<td>127</td>
<td>104</td>
</tr>
<tr>
<td>11</td>
<td>1.307</td>
<td>15.04</td>
<td>1362</td>
<td>1046</td>
</tr>
<tr>
<td>12</td>
<td>1.242</td>
<td>19.48</td>
<td>105</td>
<td>81</td>
</tr>
<tr>
<td>13</td>
<td>1.592</td>
<td>28.34</td>
<td>218</td>
<td>136</td>
</tr>
<tr>
<td>14</td>
<td>1.886</td>
<td>17.36</td>
<td>109</td>
<td>59</td>
</tr>
<tr>
<td>15</td>
<td>1.210</td>
<td>17.88</td>
<td>118</td>
<td>96</td>
</tr>
<tr>
<td>16</td>
<td>1.350</td>
<td>34.94</td>
<td>187</td>
<td>120</td>
</tr>
<tr>
<td>17</td>
<td>1.631</td>
<td>41.68</td>
<td>340</td>
<td>216</td>
</tr>
<tr>
<td>18</td>
<td>1.457</td>
<td>15.10</td>
<td>136</td>
<td>99</td>
</tr>
<tr>
<td>19</td>
<td>1.294</td>
<td>25.15</td>
<td>803</td>
<td>615</td>
</tr>
<tr>
<td>20</td>
<td>1.441</td>
<td>38.70</td>
<td>338</td>
<td>235</td>
</tr>
<tr>
<td>21</td>
<td>1.715</td>
<td>33.09</td>
<td>343</td>
<td>202</td>
</tr>
<tr>
<td>22</td>
<td>1.537</td>
<td>7.45</td>
<td>187</td>
<td>141</td>
</tr>
<tr>
<td>23</td>
<td>1.662</td>
<td>37.19</td>
<td>202</td>
<td>120</td>
</tr>
<tr>
<td>24</td>
<td>1.518</td>
<td>25.95</td>
<td>166</td>
<td>106</td>
</tr>
<tr>
<td>25</td>
<td>1.178</td>
<td>34.12</td>
<td>143</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>10309</strong></td>
<td><strong>7788</strong></td>
</tr>
</tbody>
</table>

The weights were trimmed at the 2.5th and 97.5th percentile, this is done to avoid large variance inflation due to the non-response weighting. An increase in variance would reduce the precision of survey estimates and reduce sample efficiency.

The unweighted sample size was 7788. The effective sample size after the Sweep 3 basic CHAID weights was 7690, the sample efficiency is 99%. The effective sample size after the total Sweep 3 basic non-response weights is 4923, meaning the overall sample efficiency is 63%. The basic weight should be used for all analyses of core data.

### 6.3.2 Sweep 3 Connexions weight

In addition to the basic weight a specific weight for the Sweep 3 Connexions sample was produced. This weight should be applied when analysing Sweep 3 Connexions data. The results from the Sweep 3 Connexions CHAID analysis are shown in Tables 6.3a and 6.3b below.
Table 6.3a  CHAID table for Sweep 3 *Connexions sample weight*

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2q7</td>
<td>Nssec9</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Respondent is enrolled on a full-time course</td>
<td>Mothers NS-SEC is Higher managerial, Small employer, Semi-routine, Missing, NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nssec9</td>
<td>S2live</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mothers NS-SEC is Lower managerial, Intermediate, Lower supervisory, Routine,</td>
<td>Live with father only, lives with both parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S2live</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Lives with mother only, lives with neither parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2q7</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Respondent is not enrolled on a full-time course</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6.3b  Weights from Connexions CHAID analysis

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in Sweep 2 (unweighted)</th>
<th>n in Sweep 3 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.340</td>
<td>63.55</td>
<td>214</td>
<td>158</td>
</tr>
<tr>
<td>2</td>
<td>1.166</td>
<td>80.77</td>
<td>219</td>
<td>188</td>
</tr>
<tr>
<td>3</td>
<td>1.238</td>
<td>74.65</td>
<td>49</td>
<td>39</td>
</tr>
<tr>
<td>4</td>
<td>1.574</td>
<td>85.78</td>
<td>170</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>652</td>
<td>491</td>
</tr>
</tbody>
</table>

The Sweep 3 Connexions weights were trimmed at the 2.5th and 97.5th percentiles. The unweighted Connexions sample size at Sweep 3 was 491. The effective sample size after the Connexion CHAID weights was 484, meaning the sample efficiency is 99%. The effective sample size after the total Sweep 3 Connexion non-response weighting is 407. The sample efficiency is 83%.
6.3.3 **Sweep 3 Higher Achievers weight**

A specific weight for the Sweep 3 Higher Achievers sample was also produced. This weight should be applied when analysing data from the Sweep 3 higher education telephone module. The results from the Sweep 3 Higher Achievers CHAID analysis are shown in Tables 6.4a and 6.4b below.

### Table 6.4a

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gapyear</strong></td>
<td><strong>S1gor</strong></td>
<td>1</td>
</tr>
<tr>
<td>Respondent took a gap year before starting higher education course</td>
<td>East Mids, East of England, Outer London, North East, North West, West Mids, Yorks and Humber</td>
<td>1</td>
</tr>
<tr>
<td><strong>S1gor</strong></td>
<td>Inner London South East, South West</td>
<td>2</td>
</tr>
<tr>
<td>Respondent did not take a gap year before starting HE course</td>
<td><strong>S1resp</strong> Responded by qu're 1 or internet at Sweep 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>S1resp</strong></td>
<td>Responded by qu're 2, qu're 3 or telephone at Sweep 1</td>
<td>4</td>
</tr>
<tr>
<td>Respondent not on HE course, missing</td>
<td><strong>S1q22</strong> Respondent enrolled on a full-time course</td>
<td>5</td>
</tr>
<tr>
<td><strong>S1q22</strong></td>
<td>Respondent not enrolled on a full time course</td>
<td>6</td>
</tr>
</tbody>
</table>

### Table 6.4b

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in Sweep 2 (unweighted)</th>
<th>n in Sweep 3 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.374</td>
<td>27.20</td>
<td>183</td>
<td>132</td>
</tr>
<tr>
<td>2</td>
<td>2.102</td>
<td>52.42</td>
<td>141</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>1.234</td>
<td>18.93</td>
<td>894</td>
<td>726</td>
</tr>
<tr>
<td>4</td>
<td>1.423</td>
<td>29.72</td>
<td>434</td>
<td>310</td>
</tr>
<tr>
<td>5</td>
<td>1.348</td>
<td>25.81</td>
<td>347</td>
<td>256</td>
</tr>
<tr>
<td>6</td>
<td>1.653</td>
<td>39.50</td>
<td>139</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2138</td>
<td>1576</td>
<td></td>
</tr>
</tbody>
</table>

Again the weights were trimmed at the 2.5<sup>th</sup> and 97.5<sup>th</sup> percentile. The unweighted Sweep 3 Higher Achiever sample was 1576. The effective sample size after Sweep 3 CHAID weights is 1546, with a sample efficiency of 98%. The effective sample size after total Sweep 3 Higher Achiever non-response weighting is 1445, with a sample efficiency of 92%. 

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6.4 Sweep 4 weights

The Sweep 4 weights (Basic, Connexions and Higher Achiever) are described below.

6.4.1 Sweep 4 basic weight

The method used to generate the Sweep 3 non-response weights was used again at Sweep 4. CHAID analysis was run on the Sweep 4 sample and non-response weights calculated as the inverse of the response rate in each final CHAID cell. The final Sweep 4 weights are the product of the Sweep 4 non-response weights and the final Sweep 3 weights.

Unlike Sweep 3 the Sweep 4 sample design did not incorporate different interviewing modes for different sub-groups. Instead the whole sample was issued the same postal questionnaire, with late responders being chased by telephone. This meant the weights for the whole sample could be generated in a single run. The results from the Sweep 4 core CHAID analysis are shown in Tables 6.5a and 6.5b.

Table 6.5a CHAID table for core sample Sweep 4 basic weight

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Level 4 split</th>
<th>Level 5 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3alnum</td>
<td>S3resp</td>
<td>S3live</td>
<td>S3act</td>
<td>S1q9</td>
<td>1</td>
</tr>
<tr>
<td>No A/AS levels to date</td>
<td>Postal Q1 and 3, HE CATI or Connex CATI at Sweep 3</td>
<td>not answered where living at Sweep 3</td>
<td>Current activity</td>
<td>Got place they wanted in ed, work training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S3live</td>
<td></td>
<td>S3act</td>
<td>S1q9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Live with mother only, father only, neither parent</td>
<td></td>
<td>Current activity</td>
<td>Didn’t/ to some extent got place they wanted in ed, work, training</td>
<td></td>
</tr>
<tr>
<td>S3act</td>
<td>S1q9</td>
<td></td>
<td></td>
<td>S1q15c</td>
<td>3</td>
</tr>
<tr>
<td>Current activity</td>
<td>Got place they wanted in ed, work training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S1q15c</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maths GCSE result at s1: A*-C, missing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S1q15c</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maths GCSE result at s1: D-U</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S1resp</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Postal Q1, Q2 and internet at s1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 split</td>
<td>Level 2 split</td>
<td>Level 3 split</td>
<td>Level 4 split</td>
<td>Level 5 split</td>
<td>Weight class</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>S3resp</td>
<td>Postal Q2, He to postal, or Tel enhance at s3</td>
<td>S1act1</td>
<td>GST, FT ed, PT job, something else at s1</td>
<td>S2live</td>
<td>Living with mother only, father only or neither parents at s2</td>
</tr>
<tr>
<td>S1resp</td>
<td>Postal Q3, tel, tel connex, connex F2F at s1</td>
<td>S2live</td>
<td>Maths and Eng A*-C, both maths and Eng D-G, no maths but Eng D-G, neither</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3resp</td>
<td>Connex to post, or internet at s3</td>
<td>S1act1</td>
<td>FT job, seeking work at s1</td>
<td>S3alnum</td>
<td>0.5-2.5 A levels achieved to date</td>
</tr>
<tr>
<td>S1house</td>
<td>Accommodation at s1: pri rent, other, missing</td>
<td>S1resp</td>
<td>Q1, Tel connex, connex face to face,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1resp</td>
<td>Q2, Q3, Telephone, internet</td>
<td>S1q39</td>
<td>Had FT/PT job, work based training at s1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1house</td>
<td>Accommodation at s1: own, council rented</td>
<td>S3mode</td>
<td>Postal, internet at s3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2resp</td>
<td>Tel connex, postal Q1 at s2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2resp</td>
<td>Postal Q2, q3, Tel enhance, HE, internet and tel to post at s2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3mode</td>
<td>Telephone at s3</td>
<td>S2mode</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 split</td>
<td>Level 2 split</td>
<td>Level 3 split</td>
<td>Level 4 split</td>
<td>Level 5 split</td>
<td>Weight class</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S1q39</td>
<td></td>
<td>Nssec6</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not had FT/PT job, work based training at s1</td>
<td>Nssec6</td>
<td>Father in Higher management, intermediate, routine, not classified, NA</td>
<td></td>
</tr>
<tr>
<td>S3alnum</td>
<td>S3aalev</td>
<td>S3resp</td>
<td>Totphone</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>3.5+ A levels to date</td>
<td>No A level A grades up to s3, 1-2 A level A grades up to s3</td>
<td>Postal Q1, HE to post, HE and connex CATI at s3</td>
<td>No phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Totphone</td>
<td></td>
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<td>No phone</td>
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<td>Totphone</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>phone</td>
<td></td>
</tr>
<tr>
<td>S3resp</td>
<td>S2q25</td>
<td></td>
<td>S2q25</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Postal Q2,Q3 and tel enhance at s3</td>
<td>In FT/PT job, work based training at s2</td>
<td>Not in FT/PT job, work based training at s2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S3resp</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>internet, connex to postal</td>
<td>Postal Q2,Q3 and tel enhance at s3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3aalev</td>
<td>S2q25</td>
<td></td>
<td>S2q25</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>3+ A level A grades up to s3</td>
<td>In FT/PT job, work based training at s2</td>
<td>Not in FT/PT job, work based training at s2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S2q25</td>
<td></td>
<td>S2q25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In FT/PT job, work based training at s2</td>
<td>Not in FT/PT job, work based training at s2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S2q25</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6.5b Weights from core CHAID analysis

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in Sweep 3 (unweighted)</th>
<th>n in Sweep 4 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.711</td>
<td>41.54</td>
<td>102</td>
<td>64</td>
</tr>
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<td>1.334</td>
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<td>237</td>
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<td>1.089</td>
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<td>192</td>
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<td>5.89</td>
<td>271</td>
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<td>26</td>
<td>1.128</td>
<td>11.35</td>
<td>295</td>
<td>262</td>
</tr>
</tbody>
</table>

As before the weights were trimmed at the 2.5th and 97.5th percentile, this is done to avoid large variance inflation due to the non-response weighting. An increase in variance would reduce the precision of survey estimates and reduce sample efficiency.

The unweighted sample size was 6180. The effective sample size after the Sweep 4 basic non-response weights is 6038; this makes the sample efficiency 98%. The effective sample size after the total Sweep 4 basic non-response weighting is 3538, making the overall sample efficiency 57%. The final Sweep 4 weight should be used for all analyses of Sweep 4 core data.

6.4.2 Sweep 4 Connexions weight

Unlike Sweep 3 there were no additional Connexions questions in the questionnaire at Sweep 4. However, researchers require a specific Connexions weight for separate analyses of the Connexions sample; specifically a separate weight is needed for cross-sweep analyses of Connexions questions. This weight is the product of the CHAID analysis on the Connexions sample and the final Sweep 3 Connexions sample weight and should be used for all analyses of the Connexions sample at Sweep 4. The results from the Sweep 4 CHAID analysis are shown in Tables 6.6a and 6.6b.
Table 6.6a  CHAID table for Sweep 4 Connexions sample weight

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3s24  Is studying for a high ed qualification</td>
<td>S1q39</td>
<td>Nssec6</td>
<td>1</td>
</tr>
<tr>
<td>S3q24  Is not studying for a higher ed qualification or is taking a gap year</td>
<td>Had FT/PT job, work based training at s1</td>
<td>Father is higher manager, intermediate, NA</td>
<td>2</td>
</tr>
<tr>
<td>S1q39 Not had FT/PT job, work based training at s1</td>
<td>Nssec6</td>
<td>Father is lower manager, lower supervisor, small employer, semi-routine, routine</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 6.6b  Weights from connexions CHAID analysis

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in Sweep 2 (unweighted)</th>
<th>n in Sweep 3 (unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10.03</td>
<td>1.111</td>
<td>197</td>
<td>177</td>
</tr>
<tr>
<td>2</td>
<td>34.25</td>
<td>1.521</td>
<td>83</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>12.12</td>
<td>1.138</td>
<td>131</td>
<td>113</td>
</tr>
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<td>4</td>
<td>37.05</td>
<td>1.589</td>
<td>80</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>491</td>
<td>400</td>
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<td></td>
</tr>
</tbody>
</table>

The Sweep 4 Connexions non-response weights were trimmed at the 2.5th and 97.5th percentile. The unweighted Sweep 4 Connexions sample size was 400. The effective sample size after Sweep 4 non-response weighting is 390 with a sample efficiency of 98%. The effective sample size after total Sweep 4 Connexions weighting is 341, with a sample efficiency of 85%.

6.4.3  Sweep 4 Higher Achievers weight

At Sweep 4 there was no separate higher education telephone module for the Higher Achievers sample. However, a specific weight for the Higher Achievers sample was still produced for Sweep 4. This weight is the product of the Sweep 4 Higher Achievers non-response weight and the Sweep 3 Higher Achievers final weight. It should be used for all specific analyses of the Higher Achievers sample. The results from this CHAID analysis are shown in Tables 6.7a and 6.7b.
Table 6.7a CHAID table for Sweep 4 Higher Achievers sample weight

<table>
<thead>
<tr>
<th>Level 1 split</th>
<th>Level 2 split</th>
<th>Level 3 split</th>
<th>Level 4 split</th>
<th>Weight class</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3saim1</td>
<td>S1sex</td>
<td>Doing</td>
<td>Doing very well, not very well on current course</td>
<td>1</td>
</tr>
<tr>
<td>S3 study aim – degree</td>
<td>Male</td>
<td>Doing</td>
<td>Doing quite well, don’t know on current course</td>
<td>2</td>
</tr>
<tr>
<td>S1sex</td>
<td>Female</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>S3saim1</td>
<td>S1pared</td>
<td>At least one parent has a degree</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>S3 study aim – other study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3saim1</td>
<td>S1q39</td>
<td>Whycon</td>
<td>Had FT/PT job, work based training at s1</td>
<td>6</td>
</tr>
<tr>
<td>S3 study aim – not known, not studying</td>
<td></td>
<td></td>
<td>Did not have problems taking a HE course</td>
<td>7</td>
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<tr>
<td>S1q39</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not had FT/PT job, work based training at s1</td>
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</table>
Table 6.7b Weights from Higher Achievers module CHAID analysis

<table>
<thead>
<tr>
<th>Weight class</th>
<th>CHAID weight</th>
<th>CHAID score</th>
<th>n in Sweep 3 (unweighted)</th>
<th>n in Sweep 4 (unweighted)</th>
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</thead>
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<td>403</td>
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<td>1.375</td>
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<td>233</td>
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<td>1.129</td>
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<td>8</td>
<td>1.208</td>
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<td>Total</td>
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<td>1576</td>
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</table>

As before the Sweep 4 non-response weights were trimmed at the 2.5th and 97.5th percentile. The unweighted sample size for the Sweep 4 higher achievers was 1305. The effective sample size after the Sweep 4 higher achiever non-response weighting is 1291, the sample efficiency is 99%. The effective sample size after the total Sweep 4 higher achiever non-response weighting is 1164, making the overall higher achiever sample efficiency 89%.
7 REFERENCES


### APPENDIX A  SWEEP 3 DERIVED VARIABLES

Youth Cohort Study Cohort 11 Sweep 3
DFES derived variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Codes</th>
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</thead>
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<td>s3disab</td>
<td>Health problem or disability</td>
<td>-9.00 Not answered, 1.00 Yes, 2.00 No</td>
</tr>
<tr>
<td>s3live</td>
<td>Living arrangements at sweep 3</td>
<td>-9.00 Not answered, 1.00 Father only, 2.00 Mother only, 3.00 Neither Parent, 4.00 Both parents</td>
</tr>
<tr>
<td>s3livep</td>
<td>Live with partner at sweep 3</td>
<td>-9.00 Not answered, 1.00 Yes, 2.00 No</td>
</tr>
<tr>
<td>s3livech</td>
<td>Living with own children at sweep 3</td>
<td>-9.00 Not answered, 1.00 Yes, 2.00 No</td>
</tr>
<tr>
<td>s3lonep</td>
<td>Lone parent (single and living with child) at sweep 3</td>
<td>-9.00 Not answered, 1.00 Yes, 2.00 No</td>
</tr>
<tr>
<td>s3act1</td>
<td>Current activity</td>
<td>-9.00 Not answered, 1.00 GST, 2.00 FT Education, 3.00 FT job, 4.00 Part-time job, 5.00 Looking after home or family, 6.00 Looking for work/ Unemployed, 7.00 Taking a break, 8.00 Doing something else</td>
</tr>
<tr>
<td>s3gst</td>
<td>Government supported training type</td>
<td>1.00 AMA, 2.00 FMA, 3.00 MA unknown type, 4.00 Other GST, 5.00 Not in GST</td>
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<td>s3wkpay</td>
<td>Average weekly pay from all jobs</td>
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<td>Number of 3 unit AVCEs achieved by sweep 3</td>
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</tr>
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<tbody>
<tr>
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</tr>
<tr>
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<td>Level 3</td>
</tr>
<tr>
<td>3.00</td>
<td>Level 2</td>
</tr>
<tr>
<td>4.00</td>
<td>Level 1</td>
</tr>
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<td>5.00</td>
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<tr>
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<table>
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<tbody>
<tr>
<td>2.00</td>
<td>Full level 3</td>
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<td>Full level 2</td>
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<td>4.00</td>
<td>Full level 1</td>
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<td>5.00</td>
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<tr>
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<td>Level 3 or higher full</td>
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<td>Level 2 full</td>
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<td>Level 1 full</td>
</tr>
<tr>
<td>4.00</td>
<td>Level unknown or units only</td>
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<tr>
<th>s3hiqua</th>
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<tbody>
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<td>Level 3 academic only</td>
</tr>
<tr>
<td>2.00</td>
<td>Level 3 vocational only</td>
</tr>
<tr>
<td>3.00</td>
<td>Level 3 academic &amp; vocational</td>
</tr>
<tr>
<td>4.00</td>
<td>Level 2 academic only</td>
</tr>
<tr>
<td>5.00</td>
<td>Level 2 vocational only</td>
</tr>
<tr>
<td>6.00</td>
<td>Level 2 academic &amp; vocational</td>
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<td>Below level 2/Level unknown/None</td>
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<table>
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<th>Highest qualification held at sweep 3: L2+ A/AS level / GCSE</th>
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<td>Highest AVCE being studied for</td>
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<td>-------------</td>
<td>--------------------------------------------------------</td>
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<td>1.00</td>
<td>AVCE double award</td>
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<tr>
<td>2.00</td>
<td>6 unit AVCE</td>
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<td>3 unit AVCE</td>
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<td>4.00</td>
<td>Single AVCE, no. of units unsure</td>
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<td>1</td>
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<tr>
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<td>Dip HE</td>
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<tr>
<td>4.00</td>
<td>Other HE</td>
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<tr>
<td>5.00</td>
<td>2+ A/AS</td>
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<td>Level 2</td>
</tr>
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<tr>
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</tr>
<tr>
<td>3.00</td>
<td>Level 2</td>
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<td>4.00</td>
<td>Level 1</td>
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<td>4.00</td>
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<td>Level unknown</td>
</tr>
<tr>
<td>6.00</td>
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<tr>
<td>2.00</td>
<td>Foundation</td>
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<tr>
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<tr>
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<td>3.00</td>
<td>Level 2</td>
</tr>
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<td>3.00</td>
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<tr>
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<td>Level 1</td>
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<tr>
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</tr>
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<td>A/AS</td>
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APPENDIX B  SWEEP 3 PILOT DOCUMENTS

- Cognitive pilot report
- Face to face pilot report
- Telephone pilot report
Findings from the YCS C11S3 cognitive pilot – 20/11/2003

Thirteen cognitive interviews were achieved. One interviewer was only able to achieve 3/5 interviews because he had difficulties contacting the relevant age group.

The question numbers cited in the section on the core questionnaire refer to those used in the questionnaire ‘c11s3 core questionnaire v8’. The variable names in the HE section refer to the questionnaire ‘HE draft C11s3 v7’.

Core questionnaire

Certain comments which relate to the formatting of the core questionnaire, for example those to do with routing, instructions, layout and headings etc. have not been dealt with below. This is because these are an artefact of this being a pilot version of the questionnaire. The problems will be rectified automatically when our graphic designer lays out the questionnaire professionally.

Q5 There were no problems about the reference to the time period, March 2003.

Respondents were not familiar with all of the terms e.g. ‘Vocational’ but they were able to answer by looking at the examples. If they did not recognise the examples, the assumption was they did not have these qualifications.

The interviewers noted that initially there was a tendency among those in HE to want to write their A2s somewhere in this section, but the note saying not to do so generally prevented this. We will stress this instruction further by starting it on a new line. Some felt the reference to ‘Vocational A levels’ may have added to the confusion, although this was contained in the third sweep of the cohort 10 (Q5) and the previous sweep of cohort 11 (Q22) with apparently no problems. The confusion may be because academic qualifications are placed after vocational in this questionnaire. We believe the reason for this ordering is that those studying for academic subjects may be more likely to persevere with the questionnaire even if they cannot answer the initial questions. One option is to remove the example of vocational A levels to avoid this confusion. We do not think this is necessary but can DfES advise us on this.

Q6 The main suggestion here was that those qualifications where respondents are asked to tick an NVQ level equivalent (Edexcel, City & Guilds, OCR) may be better following straight after the NVQ section which is laid out in the same way. We therefore suggest moving the NVQs down to after the GNVQs and AVCEs - can DfES confirm whether they agree with this.

Those in HE had not heard of many of these vocational qualifications. Again, it was agreed that if someone had done any of these qualifications they would know.

One respondent who had done an AVCE was not aware of the 3 unit option, but was still able to tick the correct box for them (6 units). No one had done a double award AVCE so we will see if there are any problems in the next pilot.

We notice that the question is not collecting information on grades for Edexcel, City and Guilds or OCR, only their NVQ level equivalent. This was
also the case for sweeps 9 and 10. Is this deliberate, or do DfES want to know Pass/Credit/Distinction for these qualifications?

There were a number of comments about the cluttered look of the page. The only way to avoid this would be to return to the suggestion that GNVQs and AVCEs be moved to a separate page but this would require the loss of Question 4.

Q7 The routing from this question for those who answered ‘yes’ was not as clear as it could be, but this was just an omission on the pilot. On the master questionnaire there is an arrow going down to Q8 which makes the routing more apparent.

Q8 The above routing should help to alleviate a problem with this question, that being that people put down all of their qualifications. We suggest adding ‘Since March 2003’ at the beginning of the question to further clarify the time period of interest.

There were comments that the layout of boxes was not good but this is just the design used in the pilot and it is laid out much better on the master questionnaire.

One interviewer suggested that the A2 and AS level boxes should be merged with a tick box for one or the other. This was largely because respondents filled in their AS levels in the A2 box, then realised it was wrong after reading further down. However, we would not recommend this change because people would then be required to tick both a box for which qualification and one for the grade making it more likely they would forget to tick one, thereby losing valuable information. We also feel it will be less of a problem to those who took part in the previous sweep and so know they have already supplied this information to us.

Not all respondents seemed to be clear that ASs actually represented a qualification in their own right as well as being the first stage of their A2s. However, they still entered their A2s correctly.

It was also said that it was possible to get a ‘U’ in GCSEs as DfES had already pointed out and which had been amended in the master version. Getting an ‘X’ is also apparently possible but extremely unlikely so in line with previous sweeps this will be omitted. How to fill in double award GCSEs (namely Double Science) was raised, but in line with sweep 2 no special arrangements will be made because so few will still be studying for GCSEs.

In the area for ‘Other academic qualifications’ we will amend it to ‘such as short course GCSEs, Key Skills or…’ so as to be consistent with the examples given below Qualification name column.

Q9 Some respondents questioned the definition of ‘full-time’ and felt that perhaps some indication as to what was meant by this would be useful. However, if this question is designed to get at respondents’ own definitions of full-time then this may not be necessary – could DfES please advise whether they want a definition added, although there may be difficulties
defining it in terms of hours. It was asked in this way in c10s3 so it does not seem too serious a problem.

We will remove ‘(work related)’ from after vocational to be consistent with other occasions in the questionnaire when the word ‘vocational’ is used.

Another issue was that one respondent was studying full-time, but not for any qualification and was thus excluded from this question. We don’t envisage this being a problem so suggest leaving it as it stands.

Understanding about the different types of courses (sandwich, correspondence) was not always high, although again if a respondent was doing one then they would know. There was a query as to why it should specifically not be day or block release given that these are often how vocational qualifications are done but we note this is how the question was defined on CI0s3.

Q14/15 This caused quite a number of problems. Respondents were not sure whether they should include student loans. They understood grants to be non-repayable, but loans as repayable. Our understanding is that student loans should not be included, but we feel there should be something to clarify this in the instructions. Please can DfES confirm whether they agree.

Including the abbreviation of EMA for Educational Maintenance Allowance was suggested and we will do this, both in the question and the answer options.

We also wondered whether people would be able to distinguish between a university/college grant and an LEA grant for their university. There was also some confusion over the terms. We have therefore suggested alterations to the wording of the options. They now read ‘A grant from a university or college’, ‘A grant from the NHS or Department of Health’, ‘An Educational Maintenance Allowance (EMA)’, ‘A grant from the Local Education Authority (not EMA)’, ‘Another grant’.

Another respondent wanted an example of what ‘Another Local Education Authority grant’ would be, although in line with c10s3 we don’t think this is necessary.

Q26 Respondents were not sure whether they should include degrees or HNDs in this section, but this confusion is just an artefact of the pilot. In the master questionnaire they are asked about before this question at Q23 and Q24. We suggest also adding a note ‘(We asked about Degrees, Diplomas, Teacher Training and HNDs at Q24)’.

Q27 The box to write in the number of A2s, ASs, and GCSEs was thought to be too far away from the question and looked as though it were ‘for office use only’. We will insert arrows directing people from the question to the box. We will also add an extra line in each section to write in the subjects.

The suggestion was again made about merging A2s with ASs, but again we feel this may cause more errors.
With reference to the ‘Other academic qualifications’ box one respondent said that as Key Skills are modular there would not be enough space to write in all of the components. In c11s2 there were separate questions specifying Key Skills, and breaking it down into the component parts. In c10s3 the box for other academic qualifications was the same design as those for A2s, ASs, and GCSEs, with the first part asking for the type of qualification (rather than number of qualifications) and the second which subjects. As expressed in our note from 10 October 2003 we are concerned that having this as it stands will reduce the level of detail obtained about Key Skills and International Baccalaureate. Can DfES confirm they are happy for this?

One respondent wanted a prompt for retakes because she forgot about them. We don’t think this is necessary as retakes seem one of the most obvious ways in which this group would be still studying for these qualifications.

Q28 A couple of respondents were unsure whether they should include casual work here. It may be useful to state ‘include casual work’ in the footnote so as not to miss these people. We will also delete the reference to other government supported training in the note because this simply restates what is already contained in the question. The suggested note now reads ‘Include casual work or the New Deal’. If DfES thinks this is important then we will put it in the actual question. Could DfES please advise?

Respondents also thought that one or two examples of what a Modern Apprenticeship is would be helpful. However, if someone was doing it then they would know, so we do not think this is necessary.

The issue of voluntary or unpaid work was also raised – are respondents supposed to include this? If so should it be mentioned in the question or in an instruction?

Q32/33 Given the nature of the jobs the respondents were doing (casual bar work) they found these questions difficult and lead them to wonder whether they should be doing them at all. However, we think that if we specify including casual work in Q29 this should be alleviated.

Higher education questionnaire

SwherX This posed no problems and all respondents were clear about what Higher Education meant.

HEsub This again posed no problems but it was pointed out that some students study more than one subject through a combined degree, so we suggest changing it to include ‘or subjects’.

Hemeth2 Only one respondent had heard of UCAS Extra, but this is not really that surprising given how new it is. It was thought that if the respondent went via that route he/she would know, so we don’t think the lack of knowledge by these respondents warrants adding a note. Please can DfES confirm whether they agree.
A couple of respondents had not heard of Clearing, but the same argument holds that if the respondent had done it then he/she would know. Most of them had heard of it though.

**Unipref**

Respondents remembered filling in their UCAS forms and were comfortable with the idea of preferences. There were concerns from respondents that ‘one or two’ preferences may be too limiting as some may have had three or more specific preferences and thus would not know how to answer. Similarly the point was raised that if they had only applied to one university then it may be difficult to answer. We suggest changing this to ‘specific’ preferences.

**Firmcho**

The wording for this question was fine with respondents reporting no difficulties. They tended to prefer the terms ‘firm’ and ‘insurance’ to first and second choice, and some questioned whether it was necessary to include them in brackets. At least one respondent was not familiar with ‘insurance’ so in light of this we would suggest retaining both sets of terms.

The major problem appeared to be with recall where students were unsure. It was felt that this may have been post-rationalisation with respondents not getting the grades/points for their firm choice and when this was probed the respondent did select ‘insurance choice’. In the mainstage, there will be a ‘Don’t know’ option at this question.

One respondent had gone to university on the basis of his Edexcel/BTEC qualifications, so we suggest altering it to read ‘subject to your A2 (A level) or Edexcel results’.

Again it was raised that respondents who only applied to one university may not be sure how to answer and that it is not relevant to them. We think the number of students applying to only one university will be small, and as such don’t think this is a particular problem. We will, however, add an interviewer instruction ‘If only applied to one university, that is their firm choice.’

**CondPlac**

This question did pose some difficulties. The answer options were problematic, especially option 3 which was hard to understand. We wonder whether adding in an example may be useful (‘for example, 150 points including a C in English’). What does DfES think?

The other codes were also difficult because some respondents were not sure which fitted their situation. They reported often doing their own calculation from grades to points, and forgetting what the terms of the actual offer were.

A number of respondents were attending a music college, and this meant their offer was also subject to them passing an audition. We suggest adding a fifth option for ‘or, another type of offer’.

Another change suggested was removing the text substitute for the subject in the question. This was for two reasons, firstly it is not necessary, and secondly because the subject respondents are currently
studying may not be subject they applied for (they may have switched courses).

**Gradebet**

This was mostly fine, although a number of respondents didn’t like the way grades and points were combined in the question wording. Some respondents also thought it was a difficult question to answer because their grades may be worse but their points the same as the offer, or their points worse but grades better. We suggest text substituting from {CondPlac} “points”, “grades” or both depending on their type of offer.

We noted that someone might have an offer for BBB but actually achieve ABC. These are point-equivalent but it is not clear whether the respondent would perceive these as being better, worse or the same. We think that any of those could apply and might depend on the subject in which they got the better/worse grade. We therefore have concerns about this question and would welcome advice from DfES.

**DiffFirm**

There was confusion about what ‘then’ referred to so we will change it to ‘when you were applying to university’. Again we will text substitute grades or points into the question text depending on answers to CondPlac. We will also make reference to doing better in the question. ‘If you had known when you were applying to university that your A2 grades/points would be better than your offer, would you still have chosen the offer made by [university] as your firm choice?’

**Helpstud**

This question was uniformly disliked. Largely this seems due to the lack of context provided by the pilot compared to the real questionnaire. There were problems with the definition of training which respondents thought referred to formal classes. Some asked whether talking to their tutor counted. We therefore suggest replacing the word ‘training’ with ‘help’. It will now read ‘Since starting your course has the university given you any help or advice to get used to the new ways in which you have to study at university?’

The options were also thought too limiting. Answering ‘yes’ was felt to indicate that the university had done a lot to help, whereas ‘no’ obviously meant nothing, when in actual fact the situation was often that they had given some help. One suggestion would be to alter the answers to ‘yes, enough’, ‘some, but not enough’, and ‘no’ if DfES were interested in this distinction.

**HEweigh**

Some respondents were confused as to whether ‘long-term benefits’ referred only to financial aspects, or to other points such as enjoyment of the course, the necessity of it for their chosen career, and so on. We do not want to prompt at this point because we feel it is how they perceive the benefits.

**HEother**

We were concerned about the use of the word ‘always’ in this question and this was borne out by a number of respondents. Although some did seem to understand the question, there were
problems with people knowing what time frame to use. We were also concerned that it may tap into respondents’ confidence in their ability to get to university. People may have always wanted to but did not always think they would be able to. Given our understanding of what the question is intended to get at and the problems we see with this question we are suggesting the following instead: ‘I seriously considered doing something else instead of going in to higher education’. Question Everapp in Block Bnothe is very similar and it might be interesting for analysis purposes to mirror this question asked of those who have not applied to university. Could DfES please let us have their comments on this.

Another change that is incorporated in the above rewording is altering ‘university’ to ‘higher education’ to be consistent with 13a.

Heelse
This question worked well with respondents understanding it and no problems reported.

Unipict
There were some misunderstandings by respondents about this question. This was an artefact of the pilot, with the previous question on the main version setting the context. One respondent claimed to have had no picture and yet was still able to answer. It was discussed whether ‘expectations’ should be used instead but we don’t think this change is necessary.

The answer options were somewhat problematic, and in line with comments respondents made we will change the first one to ‘accurate’.

Tuitfee
Generally, this question seemed to be dealt with reasonably well. Respondents seemed happy with what tuition fees were and some thought the description was superfluous. Others, however, felt that it was a useful description so they knew not to include accommodation fees. We will therefore retain the description.

There were also a few issues over ‘you or your family’ with one respondent not quite sure what this meant. They were unsure whether it was both or either and how far ‘family’ extends. We think that it can be clarified by amending option 3 to ‘do you or your family...’.

Another respondent commented that he would be unsure how to answer because his father dealt with all the financial things. There is not really anything we can do about these cases.

Q16
There were several problems with the questions on the pilot q16-18 and DfES have subsequently decided that they should be dropped. A few points made in the pilot are summarised below.

Respondents thought there should have been a middle option, along the lines of ‘thinking about it more’, for example getting a job first. There was some confusion between the £3,000 tuition fees at this question and the £1,125 at the previous one. One solution would be to
refer to topup fees. The understanding of the rest of the question was fine, and the concept of only paying back once earning a ‘certain amount’ also caused no problems. We suggest omitting the word ‘considered’ in the final sentence because it was felt to be unnecessary and caused problems with consistency relating to Q17. Those who said it would have made ‘no difference’ had no need to be routed to Q17.

Q17

It was thought that ‘these tuition fees’ should specify top-up fees so we suggest changing it to ‘if top-up tuition fees….’. Again it was thought there should perhaps be a middle option.

Q18

This question was fine once the ‘don’t know’ option is available in the mainstage. Other respondents wanted examples or options for further clarification. One suggestion was an option to not go, but given the routing changes after Q16 this is not necessary.
Twenty-one interviews were achieved with a good spread across the sexes – eight males and thirteen females. There was also a good mix between those in Higher Education and those not, with some working, some on other training courses and one unemployed person. One interviewer had problems contacting people in Higher Education. Nonetheless, she found respondents who had applied to, and got, places at university to begin next year which yielded some interesting findings.

CORE QUESTIONNAIRE

In line with discussions whilst the pilot was in the field we have removed all references to ‘work related’ as a clarification for vocational.

Questions 1 and 2 posed no problems. One respondent was temping but also looking for a full-time job (which they obviously saw as synonymous with a career) and felt they didn’t fall into any of the categories. We do not envisage this being a problem.

Question 3 was also well dealt with.

Question 4 posed problems for most respondents. These are well known from previous experience so will not be mentioned again here as changes cannot be made due to the need for time series comparisons.

Question 5 was answered without difficulty by respondents and they realised it was about vocational rather than academic qualifications, and they understood the differentiation. Only one respondent actually answered ‘yes’ and thus was the sole person directed to Question 6. They filled it in correctly ticking all relevant boxes. There was little mention about the layout of the page which we feel reflects the changes introduced following the cognitive pilot.

Question 7 was fine and respondents were referring to the correct time period.

Question 8 was problematic for a number of respondents. Some attempted to enter all of their qualifications ever obtained and some filled in the wrong boxes. Whilst these are two different issues, we feel both will be addressed by a change of layout to be more along the lines of Question 27. We will make the three types of qualifications more obvious by reducing the size of the boxes to put subjects in leaving a bigger margin on the left-hand side. This way it will be easier for respondents to scan down and see which section is the correct one for them thereby avoiding incorrect entries. We will also space out the A2 section from the line ‘Since March 2003...’ which should make the time period reference more pertinent, and we will underline it.

It was also mentioned that respondents didn’t feel a U in a subject represented them obtaining any qualification, although little can be done to counter that. One respondent had gained a Key Skills qualification which was correctly entered in the ‘Other academic qualifications’ section, with all of the boxes filled in as necessary (although this respondent would not put in her grades for any of her qualifications with the interviewer there because she was embarrassed).

Questions 9, 10, 11 and 12 posed no difficulties at all.
Question 13 was similarly fine, but it was suggested that a similar question in the HE questionnaire (YrStudy) may be a candidate for cutting.

Question 14 was mostly fine, but a couple of respondents did enter their student loan despite the note telling them not to, and ticked that it was ‘a grant from the Local Education Authority (not EMA)’. We will change the note at Question 14 so that Student Loan Company is written with the first letters in capitals which should make it more prominent even for those who do not read the note fully.

At Question 15, given the potential for students to receive more than one type of grant (although few seem to), we will add ‘(s)’ to ‘type’ to be consistent with the instruction to ‘Tick all that apply’. We will change the last answer option so it is now ‘Another grant or allowance (Please write in below)’.

Related to this it was thought that perhaps Questions 16 and 17 would need rewording if more than one source of funding was frequently received. However, it is now known that only 27 people received more than one source in C10s3 and in light of this small number we will leave it as it stands.

One change that we will make regards the answer boxes for Question 17. Respondents who received the EMA or knew about it said it was paid weekly, but this is not offered as an explicit option. We are therefore going to put in two extra boxes for ‘Weekly’ and ‘Monthly’ before ‘Term’, ‘Year’ and ‘Other’. This alters the order of options which could possibly influence peoples’ answers but seems unlikely. It also means that the codes for Term, Year and Other will change, although it is an option to keep their numbers the same as previously, and have Weekly and Monthly as 4 and 5. The boxes will now run downwards rather than across.

It was also discussed at length whether 16 and 17 should be reversed in order, but was decided they should remain as they are given that respondents didn’t seem to have problems and because it is the standard way of asking such questions.

Question 18 was fine.

We are adding in a Question 18b the reasons for which are outlined within the comments for Question 28.

One respondent incorrectly answered ‘yes’ to Question 19 and continued to Question 20, but otherwise there were no problems with all other respondents answering ‘no’.

Only one interviewer reported anyone answering ‘yes’ at Question 21, but the respondent followed it through well, although was not sure about the level of her NVQ.

A slightly unusual situation arose in one instance for Questions 23 and 24 with a respondent doing a Diploma in Further Education and specifying this in the ‘Other’ box. There were no issues with Question 25.

Questions 26 and 27 were answered easily and accurately, which is another reason for our modelling Question 8 on this design.

Question 28 caused a lot of problems, particularly among students who were unsure whether to include a job they have in term time or a job they have during holidays.
This is particularly an issue given the time of year, and also the time of year when the survey will be in the field – namely at Easter. From later questions (37 and 38) it appears that term time is what is of interest. It has been decided that we will add an instruction in the CATI questionnaire (which is more likely than the self-completion to be completed during a vacation period) instructing interviewers to code a special code (such as 996) at the hours/earnings question if the respondent says that their job is a vacation-only job. This obviously will not be comparable with self-completions but DfES do not feel it to be a problem.

An alternative way to tackle this is to add in a question in the Full-time Education section asking respondents if they have a paid job in term-time / vacation / both - which could help clarify the information given about jobs. We will try this in the CATI pilot and is Question 18b on the Core Questionnaire.

Questions 29 to 37 were all fine.

At Question 38 one respondent tried to enter a half hour (37.5) which had not been allowed for with the two boxes. We thought about adding a third box but this seems unnecessary given how few people will require it and that it has not been done like that previously. We also thought about including a note saying ‘to the nearest hour’ but given that the question is already quite wordy we feel this would not be advisable. Given that it has not been a problem in previous sweeps we will therefore leave it as it is.

Questions 39 and 40 were fine.

It was found that some respondents left Question 41 blank so we have spaced it out from Question 42. We have also added at the end of Question 41 ‘from all your jobs and training’ to provide further clarification because there was some confusion due to this question being so similar to 38. We have added a line between 41 and 42.

At Question 42 the note ‘(Please give details)’ for ‘Other government supported training’ has been moved onto the same line because it was felt it was being ignored.

There were no problems with Questions 43 and 44 but we have removed the heading ‘On-the-job and Off-the-job Training’ because some respondents who should have answered didn’t.

The heading ‘Work’ before Question 45 was felt to be confusing because one respondent not in work felt she should not answer it. We have changed it to ‘YOUR CURRENT SITUATION’.

Question 45 was mistakenly answered by one respondent but all the others routed through it correctly. Question 46 was also unproblematic, as was 47.

The text leading up to Question 48 was thought to be too far away from the actual question because some respondents were unsure whether to answer about term-time or not even though it is mentioned. It was also pointed out that it refers to the next ‘few’ questions when in fact there is only one. The reference to household was not helpful because it has a rather specific meaning that we do not define. In light of these issues we have removed the text before the question and created an instruction within the question reading ‘If you are a student please answer these questions about the people you live with during term-time.’ We have also removed the first line of the question ‘It would be helpful...’ because it didn’t seem to be adding anything other than confusion and was not mentioned at all in Cohort 10 Sweep 3. The
question now reads ‘Do you live with any of the following people? *If you are a student please answer these questions about the people you live with during term-time.*’

We are aware that this means the data is collected in different ways in 11s3 to both 10s3 and 11s2 but the changes compared to 11s2 are necessary given the stage of life the respondents are at, and those compared to 10s3 seem more efficient.

Two respondents reacted strongly feeling it personal and irrelevant to the rest of the questionnaire. One also didn’t like stepparents and parents’ partners being included with natural parents. This is the standard format for finding out this information so we will not change it.

There was a query as to how a student in a hall of residence would answer it. Some may consider themselves living with friends, some may think of them as acquaintances whilst others may think they live alone.

An Interviewer queried *Question 49* but this is the standard format for asking about health conditions and disabilities and accordingly we will not change it.

**HIGHER EDUCATION QUESTIONNAIRE**

This worked well and few problems were reported.

The first five questions (Heintro, Hemeth2, UniPref, Firmcho) were all fine. One respondent only applied to one university and as such felt *Question 3* (UniPref) wasn’t altogether relevant. This was raised at the Cognitive Pilot too which led to a change in answer codes but it implies a very specific preference and this respondent was still able to answer. Given the small number of people who only apply to one university, we will not add a note.

At *Question 6* (CondPlac) two respondents (those two who had applied and been offered places but were still doing A2s) had recall problems with their offer. This was slightly worrying given that it would have been more recent for them than any others, but as no other respondents have had such problems and considering university is a salient issue for most people it seems unlikely that this will be a problem. There is little we could do to prevent it anyway.

Two respondents did give their offers in terms of grades and points (ie. 300 points or 3Bs). At present this is not possible to code but UCAS have confirmed that whilst it is possible for institutions to give offers in this way, it is unlikely and somewhat illogical. We suggest having a Help screen for interviewers saying ‘If the respondent is certain that their university gave them an offer in grades-or-points, code the grades’. The situation may also arise when students perform their own calculation to work out the equivalent points or grades. To help clarify this we will amend the question to ‘Was the offer from {university} …’ so that it is clearer we want to know what the university required.

*Question 8 and 9a* (Gradebet and Heweigh) were both fine. No problems were reported with *9b* (Heother) which is pleasing in light of the rewording after the cognitive pilot.

One slight alteration was suggested to *Question 10* (HelpStud) so that we say ‘your university’ rather than ‘the university’. We will also add an interviewer instruction to probe for the precodes (‘INTERVIEWER: IF YES: Would you say that is enough help or not enough help?’). It was discussed whether a scale would be better but it
seems unlikely that people will feel they had far too much help and thus it was decided to stick to the three options.

**Question 11** (Tuitfee) was felt to be too long containing unnecessary information by a couple of respondents. They felt that all students knew what tuition fees were, and that the length of the lead in was off-putting. We have reduced the length of this text but kept the essence the same so that it is clear to everyone actually what tuition fees are and to what we are referring. It was agreed that it will now read ‘Tuition fees are charged by a university to cover course costs but not things like accommodation. Tuition fees this year.....’ Other than this it was felt to be clear and a good rewording post-cognitive pilot.
Findings from YCS11s3 CATI pilot - January 2004

The CATI programs for the Connexions and Higher Education questionnaires (both containing the core YCS questions as well) were tested by three interviewers in NatCen’s Telephone Unit. Thirteen Connexions and 22 Higher Education interviews were achieved. Within the HE sample, there was a roughly equal split of those in higher education (10) and those who were not (12).

General findings
There were no substantial problems found with either program. Interviewers felt that both questionnaires worked well. Feedback largely related to question wording and notes on screen. However, a number of specific comments were raised which are discussed below. Only comments which require some action or thought have been listed.

Length of interview
The mean length of the Connexions interviews was 17 minutes with a range of 8 – 24 minutes. The Higher Education interviews were longer on average: 22 minutes (with a much wider range of 8 – 45 minutes). However, if respondents currently in higher education are considered separately, the average interview length was 28 minutes, with two interviews lasting 39 and 45 minutes respectively. While the mean interview length falls within the range in the proposal, the outliers are of some concern. One of the findings from the pilot was of some duplication of information between the core and HE interviews, so there will be a reduction in the HE interview (for those in Higher Education) of approximately 4 questions. This will help to reduce interviewer and respondent burden.

Specific findings

Core questionnaire (CATI version)
Q2, Answer code ‘Modern Apprenticeship (Foundation or Advanced) or other government supported training.
Some respondents who were in training did not know whether it was govt. supported or not. Interviewers asked if there is a list of the most common names of this training that they could have on screen. For example, one respondent was on ‘ETE – Entry to Employment’ and didn’t know if this was training or a job. However, if this was provided it would mean the CATI core qre would be more likely to correctly identify these respondents than the self-completion version.
Action: DfES to advise on whether a list of common schemes can be provided to interviewers. This does not affect the self-completion version.

Q2, Answer codes ‘In a full-time job (over 30 hours a week)’ / ‘In a part-time job’
Interviewers asked how to code a respondent who had 2 part time jobs.
Action: DfES to advise on an interviewer note about whether it is the total number of hours worked that should be recorded, or the status of ‘main’ job. However, if felt this would affect time series, we will not add a note at all. This does not affect the self-completion version.

Q6, Qualifications Obtained – vocational
It was pointed out that in the CATI version of this question, respondents are asked whether they have any Edexcel/BTEC qualifications, without the different type of qualifications being listed (First Certificate, First/General diploma etc.). Where a

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11 Interview length data come from the debrief feedback, rather than SPSS analysis. Therefore these should be regarded as indicative.
respondent is not clear about the correct name of their qualification, this can be a disadvantage (e.g. respondent knows they are doing a national diploma, but not sure if this is Edexcel or not). (This differs to filling in the self-completion version, as all the types of qualification can be seen.)

**Action:** suggest list types of qualification at the initial filter question, with a note to interviewers 'IF NECESSARY, EXPLAIN'. This would apply to Edexcel, City and Guilds, OCR (RSA). If agreed, it would also be added to the equivalent sections for the 'Qualifications being studied for now' section.

One interviewer noted that Edexcel, for example, can be an awarding body as well as a qualification name. Thus, GCSEs might be awarded by Edexcel.

**Action:** Clarify that we are referring to the qualification itself, not the awarding body in interviewer instructions and at briefings. This does not affect the self-completion version.

The CATI version of the results question has codes for 'fail' and 'pending', while we have removed fail grades from the academic questions.

**Action:** we suggest removing 'fail' and 'pending' codes. This does not affect the self-completion version.

**Q8, Academic qualifications obtained**
Suggestion that we should brief interviewers about the likelihood of our respondents having obtained GCSEs/AS levels since March 2003 – so that they are likely to pick up on respondents who disregard the time period. We could also add a CATI check if more than c.2 GCSEs reported.

**Action:** cover this in interviewer instructions and briefing. Add CATI check.

**Q18b (revised number Q19)**
Do you have a paid job?
*(Include casual work and part-time work.)*
No / Yes, term time only / Yes, vacation only / Yes, term time and vacation

One interviewer raised the point that code 4 ‘Yes term time and vacation’ might mean 2 different jobs, or one job that continues in both time periods. We do not suggest changing wording at this stage – but it should be noted if used for analysis.

**Action:** none

**Q22 (revised number Q23), Other Qualifications**
It was pointed out that on the paper questionnaire we do not specify ‘Other vocational or professional qualifications’, and ask for subjects before qualification name. This doesn’t match the equivalent - q6.

**Action:** For clarity and consistency, we recommend changing Q23 on the paper questionnaire version – i.e. add in ‘vocational or professional’ to ‘Other qualifications’, and reverse Main subjects / Qualification name.

*Note that a further change was agreed post-pilot: ‘Higher Education degrees’ changed to ‘Higher Education qualifications’ in the notes in this section.*
Q23 (revised number Q24), Higher Education qualifications
A couple of respondents were not sure if their course was HE level or not. This applied to a BTEC HND, and a foundation course. For the first, we felt an HND would be classified as HE. However, the foundation course is less clear. O C-M has since informed us that there the following courses are possible:
- Foundation course studied at HE level
- Foundation course studied at FE level
- Foundation degrees – HE level

Clearly this means that only some foundation courses should be included. Overall, it was felt that as the situation is fairly complex a note might confuse some respondents even if aiming to clarify, and therefore we should not add a note to the paper questionnaire at this stage. This also keeps the time series. However, it is proposed to add a CATI note, as this question is crucial in determining the routing for the HE blocks of the questionnaire and therefore an error in coding will have a bigger impact. Also, a respondent is more likely to query something with the interviewer if they are confused.

*Action: add note to CATI version of this question only:*

**INTERVIEWER NOTE: IF STUDYING FOR A FOUNDATION DEGREE, CODE YES. IF ON A FOUNDATION COURSE, ONLY CODE YES IF THIS IS AT HE LEVEL.**

OthSay (Q52)
Interviewers noted that it was odd to give respondents an opportunity to say ‘anything else’ at the end of the core questions when there were still questions to follow (Connexions / HE).

*Action: move OthSay to the end of the interview. This does not affect the self-completion version.*

**Connexions questionnaire**
The questionnaire was tested on both respondents who had used the Connexions service, and those who had not. Generally this worked well, which is unsurprising thinking about the small number of changes made since last year. For those who had used the service recall was a problem for some – for example the date of last contact, and number of contacts. However, there is little we can do about this in the questionnaire.

**Section C – randomisation of topics**
Interviewers were not sure whether the topics were coming up randomly or not.

*Action: Check function of randomisation in the Blaise program*

**B3b/B3c – Overall how useful has Connexions been to you**
The routing to this question could be improved – currently only those who have been given the name of someone at Connexions are asked this question, but this does not include everyone who has had contact with the service since the last interview.

*Action: Propose changing the routing so that all those whose first contact with Connexions was since 2003 (yes at B1d) are asked B3b/c, regardless of subsequent answers.*
Higher Education questionnaire

Note that the pilot version of the HE questionnaire included screening questions at the start of the interview to establish eligibility (i.e. 5+ GCSEs or equivalent qualifications) which means the respondents were equivalent to the mainstage HE sample in this respect.

Swher, SwherX, Fsand, Hesub – type of institution, sandwich course, subject studied

These questions duplicate information collected in the Core questionnaire (Q11, Q10, Q26). It is important to address this as it gives respondents a bad impression of the survey and the competence of interviewers. However, there are minor differences in the core questions:
- Fsand is asked of all those in full-time education in the core questionnaire, which might not include all HE students
- the answer code list for Swher is not exactly the same as that at Q11 of the core.

Therefore, we propose changing the routing conditions for these questions rather than dropping entirely to ensure we collect information for all HE students.

Action:
- Change routing to Swher/SwherX so that only those who did not give equivalent answers at Q11 (‘University / Higher Education college / Further Education College / Independent or other college’) are asked these questions.
- Change routing to Fsand so that only those who did not give a valid response at Q10 are asked this question.
- Cut Hesub NB the wording is not the same as Q26, but after discussion with O C-M it was agreed that the Hesub wording is more likely to encourage reporting of subsidiary subjects or modules, which is not needed. Therefore, answers from Q26 would be preferable.

CondPlac

Was the offer from ^Heintro…READ OUT…

INTERVIEWER: ‘IF THE RESPONDENT IS CERTAIN THAT THEIR UNIVERSITY GAVE THEM AN OFFER IN GRADES-OR-POINTS, CODE THE GRADES’:

…Conditional on getting a certain number of A2 grades,
Conditional on getting a certain number UCAS points,
Conditional on getting a combination of UCAS points and certain grades in some A2 subjects (for example, 150 points including a C in English),
An unconditional offer,
Or another type of offer?

Interviewers found this question very wordy to read out, and felt they did not want the explanation of combination grades. However, this was added after a pilot which found further explanation was needed. Additionally, it was felt that for those who couldn’t decide which type of offer they fitted into, we should record details of the ‘other offer’ as a follow-up. NB This wouldn’t then allow respondents to be routed into the subsequent questions about such offers, but it would allow a check at the edit stage as to whether the question is working properly or not – which could then influence later Cohort questionnaire development.

Action: add a further ‘please specify’ question if ‘another type of offer’ coded at CondPlac
Benuni
What, if any, have been the main benefits to you of your time at university so far?

This question was seen by respondents and interviewers as the same as a subsequent question ‘Heben’:
Please tell me what you think the main benefits will be to you of being in Higher Education?
The key difference is the time period, so we suggest making this more prominent.
Action: reword this question (as it is new this year, whereas Heben has been asked before) so that time reference is emphasised, and the phrase ‘main benefits’ is not used: Thinking about your time at university so far, what, if any, have been the most positive things about this first year?
Stress the difference at briefings

Probun - problems at university so far
Interviewers suggested two additional codes: course not up to expectations / living away from home/independently
Action: change code ‘Not enjoying the course’ to ‘Not enjoying course / disappointed with course’, add code ‘living independently/away from home’.

Heweight, Heother, Heelse
These questions have a 5 point agree/disagree scale, but they do not have a prompt which interviewers can read out to establish whether respondents just agree/disagree or strongly agree/disagree.
Action: add prompt at these 3 questions.

Slc2, Maxlo, Slicif2, Evoth – questions about student loans, hardship loans
During the pilot further information was received pertaining to hardship / student loans: hardship loans are only available to those who take out the maximum amount of student loan; students are not likely to know that the hardship loans come from the SLC; and students can apply for the next academic year’s loan during the fieldwork period.
Pilot findings were that some students were not sure whether:
- their loan was from the Student Loan Company or not,
- their loan was a student or a hardship loan
- they had applied for the maximum amount or not

Action: we suggest the following amendments to account for these findings – but should point out that (particularly as we won’t be able to test them) these assume a level of knowledge about hardship loans and where they come from that may not be there:
Pilot version of questions:
**Slc2**
"Have you applied for a loan, or hardship loan, from the Student Loan Company @this@I academic year?"
IF YES: What type of loan have you applied for?:
Yes, Student loan only
Yes, Hardship loan only
Yes, both student and hardship loan
No loan
Maxlo
[All in HE] [HEnow = Yes]
“Did you apply for the maximum student loan you were entitled to from the Student Loan Company this academic year?”: (Yes, No)

Slcif2
[If applied for a hardship loan] [If Slc2 = yes]
"Was your hardship loan application successful?": (Yes, No, Awaiting a decision)

Evoth
[Henow = yes]
"Excluding any bursaries you have already told me about have you received any money from hardship or access funds at your university?
@/EXCLUDE HARDSHIP LOAN FROM STUDENT LOANS COMPANY": (Yes, No)

Amended versions of these questions:

Slc2
"Have you applied for a loan from the Student Loan Company for the current academic year?
INTERVIEWER NOTE: IF UNSURE, EXPLAIN THAT THE APPLICATION IS THROUGH THE LOCAL EDUCATION AUTHORITY (LEA)": (Yes, No)

Maxlo
[All in HE] [HEnow = Yes]
“Did you apply for the maximum student loan you were entitled to from the Student Loan Company for the current academic year?”: (Yes, No)

[If Maxlo=yes]
NEW QUESTION Hloan
“And have you applied for a hardship loan for the current academic year?”: (Yes, No)

Slcif2
[If applied for a hardship loan] [If Hloan= yes]
"Was your hardship loan application successful?": (Yes, No, Awaiting a decision)

Evoth
[If Henow = yes]
“Excluding any bursaries or loans you have already told me about have you received any money from hardship or access funds at your university?
@/EXCLUDE HARDSHIP LOANS MENTIONED ALREADY": (Yes, No)

Tuitfee
Interviewers found this lengthy to read out, and felt that the explanation might not be needed. However, we have already reduced the length of explanation, and are reluctant to remove it altogether.
Action: reduce length of question by having less wordy answer options:
“Does your LEA or the government pay all, some, or none of your tuition fees”
( instead of … pay all of your tuition fees, some of your tuition fees, or, none of your tuition fees').

Nowgap
The tense of this question confused some interviewers. Also, the reference to ‘this year’ was felt to be confusing, when a gap year means an academic year.
Action: change wording as follows:
Now that you have decided to take a year off before starting a Higher Education course, please tell me what you've been doing so far during your gap year and if this is what you will be doing for the rest of this your gap year?

**Gapdec**
This question assumes the respondent took A2 levels. While this is likely to be the case (as respondent is on a gap year), it is not necessarily so.

*Action:*
*Gapdec - add interviewer note: ‘A2 MEANS ANY POST-GCSE QUALIFICATION’.*
However, if no qualifications had been taken post-GCSE, this question would still not make sense.

**Series of attitude statements Heimp to HEQUASD, asked of those who have never applied to HE**
Interviewers found that some respondents were bored / irritated by this long series of questions – particularly if the respondent had never considered going into HE. There were also reports of respondents apparently giving an answer without thinking about it in order to get through them. While these are part of a time series, we would argue that having 13 different attitude statements about similar issues is excessive.

*Action: DfES to advise whether any cuts are possible. It should be noted that finishing the interview on a ‘bad note’ may have an effect on these respondents’ response in a further sweep.*

**HEAlv, Heeno**
When I was doing my AS levels/A2s my teachers encouraged me to think about applying to university?

When I did my A2s I felt that I had done enough studying and preferred to start a career?

These two attitude statements assume respondents took A2 levels. However, it is not really appropriate to make this assumption as they are asked of all those who have never applied to HE. This could contribute further to the irritation felt by some respondents when going through this series of attitude statements.

*Action:*
*Healv – add a new code (4) ‘Not applicable – did not study for qualifications post GCSE’ code, and add interviewer note: INTERVIEWER: AS LEVEL / A2S MEANS ANY POST-GCSE QUALIFICATION (i.e. age 17/18). IF NONE TAKEN, USE CODE 4*

*Heeno – change question wording from ‘When I did my A2s’ to ‘When I finished my GCSEs/A2s’. However, this means that for those who did take A2 levels, we will not know which time period their answer relates to.*
Making contact / Response
The pilot was not directly comparable to the mainstage in terms of making contact and response rates, as the sample had not been involved in YCS previously. However, there are still issues which came up which may have a bearing on mainstage procedures.

Proxy refusals
With regard to refusals, the main issue relates to proxy refusals – usually from parents. This of course, may be less likely at the mainstage when we can stress that the young person has already helped us twice before.

New contact details
We also lost potential respondents through an unwillingness to give out new contact details such as phone number in cases where the young person had left home.

Both of these issues suggest that despite the age of the sample (18/19) it seems that parents may still act as gatekeepers.

Action:
- While we do not address any information specifically at parents (and this is deliberate, as we do not want to patronise the respondent), it is important that interviewers are briefed they may have to reassure or inform the parent in order to make contact with the respondent. In addition, we should give interviewers tips on how to avoid a proxy refusal.
- In terms of getting new contact details, we propose offering the freephone helpline number to any parent who is reluctant to give out their son/daughter’s phone number. We could suggest that they pass the helpline number onto the young person, who could then let us know their contact details themselves.
APPENDIX C  SWEEP 3 POSTAL FIELDWORK DOCUMENTS

- Letters
- The postal questionnaire
Dear “First Name” “Surname”

PATHWAYS 2004
A National Study of 16 to 21 Year Olds

I would like to thank you for your help with the second part of the Pathways study, which you took part in last year.

Pathways is an important study which helps us to plan different services for young people that make it easier for them to find jobs, training or qualifications. We are about to start the next stage of the research and in a few days’ time will send you a short booklet to fill out. It will not take you very long and is easy to do. We very much hope that you will help us again with this, and there is likely to be a further (and probably final) stage of the study in a year or so.

If you prefer, you can fill in the questionnaire straight away on the Internet (www.pathways2004.com). The website will ask you to fill in the personal serial number and password printed at the top of this letter before you can start answering the questions.

Thank you very much for your help.

Yours sincerely

Tim Thair
Department for Education and Skills
Room W609, Moorfoot, Sheffield, S1 4PQ
Tel: 0114 259 3305
From: Pathways <Pathways@natcen.ac.uk>
Email subject: PATHWAYS 2004: A National Study of 16 to 21 Year Olds

We sent a letter to you in the post a couple of days ago about the Pathways 2004 study.

We would to thank you for your assistance last year with the Pathways survey. Your answers were really useful in helping the Department for Education and Skills understand some of the decisions young people have to make.

We are writing now to provide you with a link to our website for completing the Internet questionnaire for the Pathways 2004 study:

www.pathways2004.com

The website will ask you to fill in your personal serial number and password before you can start answering the questions. These are:

Serial number =
Password =

If you prefer you can complete the paper questionnaire which will be sent to your address in the next few days.

Thank you again for your help.
Yours sincerely

Miranda Phillips
Project manager

"NatCen is the UK's largest independent social research organisation. We design, carry out and analyse research studies in the field of social and public policy"
www.natcen.ac.uk
View our email policy www.natcen.ac.uk/email.htm
Company limited by guarantee. Reg No: 4392418
Charity No: 1091768
Dear “First Name” “Surname”

PATHWAYS 2004
A National Study of 16 to 21 Year Olds

Last year you were kind enough to help us with the second part of the Pathways study and I would be very grateful if you could help us once again by filling in this booklet. Your answers are very important as the experience and opinions you tell us about will help us improve education and training services for young people like you.

The questionnaire will not take you very long and is easy to do. Most of the questions are answered by ticking a box. If you prefer, you can fill in the questionnaire on the Internet (www.pathways2004.com), you will need to use the serial number and password at the top of this letter to enter the information. Whichever way you take part, we hope you will find it interesting.

All the answers you give will be treated in the strictest confidence and no personal information will be passed to the Department for Education and Skills (DfES). Only the National Centre for Social Research (NatCen) or another independent research organisation appointed by the department in the future will see what you have written.

NatCen has explained more about the study on the back of this letter.

Thank you very much for helping.

Yours sincerely

Tim Thair
Department for Education and Skills
National Centre for Social Research

PATHWAYS 2004

A national study of the experiences and opinions of 16 to 21 year olds

We hope that the following points answer any questions you may have.

- **How was my name selected?** Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

- **What is the National Centre for Social Research?** The National Centre for Social Research (NatCen) is a non-profit organisation, independent of government, which specialises in social surveys.

- **What will happen to the answers I give?** They will be used, in the form of statistical tables and reports, by those who make policy for education and training. Your answers will be completely confidential and when the results of the study are published it will not be possible to tell which person gave which answer.

- **Will my name be passed on to anyone else?** Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow ups to this study. These will be carried out by NatCen or another independent research organisation appointed by DfES. Your details will not be passed to DfES or any other non-research organisation.

- **Why should I take part?** Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies provide a direct and important channel between young people and those who create policy on their behalf.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you have any queries about how to complete the booklet or any other matters please do not hesitate to call the helpline on 0800 652 9295 (this line is staffed on Monday-Friday from 9:30am-5:30pm). If you have any questions about the research that cannot be answered by the helpline you can call Tim Thair at the DfES on 0114 259 3305.

Thank you

Miranda Phillips
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

*The letter on the other side of this page tells you more about this study.* P2360/M2
Pathways 2004
A national survey of the opinions and experiences of young people.

Recently we sent you, on behalf of the DfES, a booklet asking about your opinions and experiences. Your views are very important and we would like to hear from you.

If you have already returned your booklet please accept our thanks. If you have not done this yet please complete the booklet and return it to us as soon as possible. The envelope we gave you does not need a stamp.

Thank you for your help.

Miranda Phillips
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

Pathways FREE TELEPHONE HELPLINE: 0800 652 9295 (weekdays 9:30am-5:30pm)
Dear “First Name” “Surname”

PATHWAYS 2004
A national survey of the opinions and experiences of young people

In the last few weeks we have tried to contact you, on behalf of the Department for Education and Skills, to find out about your views and experiences. So far we have not received a reply.

Here is another copy of the booklet and a reply paid envelope. We would be very grateful if you would fill in your answers and send the booklet back to us as soon as you can. It will not take long to do. Or, if you prefer, you can still fill in the questionnaire on the Internet (www.pathways2004.com). If you do use the website, you will need to use the serial number and password at the top of this letter to enter the questionnaire.

We are interested in your opinions, and without them we cannot get a true picture of the views of people your age. Your answers will be used to help improve services for young people.

There is a free telephone helpline in case you have any problems answering the questions. The number is 0800 652 9295 and is open Monday-Friday from 9:30am-5:30pm. Our staff will be glad to help you.

When you have completed the booklet, please return it to us in the envelope we have provided. It does not need a stamp.

If you have already returned your booklet, please accept our thanks and ignore this letter.

Thank you very much for your help.

Yours sincerely

Miranda Phillips
Project Manager
Dear “First Name” “Surname”

PATHWAYS 2004
A national survey of the opinions and experiences of 16-21 year olds

A short time ago we sent you a booklet, on behalf of the Department for Education and Skills, asking about your opinions and what you are doing now. We need to hear from you since your opinions are crucial if we are to get a true picture of the views and experiences of people of your age.

The answers you give will be used to help plan services for young people like yourself – if the policy makers doing this have accurate information about what young people think and want it is much more likely they will get these things right.

We have included another copy of the booklet in case you have mislaid the ones we sent you earlier. Or you can still complete the questionnaire on the Internet (www.pathways2004.com) by using the serial number and password at the top of this letter.

If you have already returned your booklet, please accept our thanks and ignore this letter. If not please complete the booklet as soon as possible, and return it to us in the envelope provided. No stamp is needed.

If you would like information on how to answer particular questions, or about the Pathways survey in general, please call our free telephone helpline on 0800 652 9295 from 9.30am-5.30pm on Monday-Friday.

Thank you for your help.

Yours sincerely

Miranda Phillips
Project Manager

DATE HERE
PATHWAYS 2004
A National Study of 16 to 21 Year Olds

We have written to you recently asking for your help in completing a booklet for the Department for Education and Skills. The study is a follow-up to one you took part in last year. We now want to find out about your opinions and experiences since last spring.

According to our records, you have not returned the booklet we sent you. We would be very grateful if you could fill in one of the booklets and post it back.

If you would prefer it, we could interview you by telephone. To arrange this, just call us on freephone 0800 652 9295 and tell us your serial number (above) and your telephone number. An interviewer will then phone you to arrange a convenient time to talk to you. This freephone helpline is staffed on Monday-Friday from 9:30a.m. to 5:30p.m.

We look forward to hearing from you.

Thank you for your help

Miranda Phillips
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX
Pathways 2004

An important national survey of the opinions and experiences of 16-21 year olds

What are you doing now?
PATHWAYS 2004

What are you doing now?

This booklet is about what you may be doing now whether it is work, education or training or something else.

It will not take long to fill in since not all the questions will apply to you. Please follow the arrows to see where to go.

Some instructions on how to complete this booklet are given below. If anything is unclear or you need more information please call our free telephone helpline on 0800 652 9295. This line is staffed Monday-Friday from 9:30am-5.30pm.

Everything you say will be treated in complete confidence.

Thank you for your help.

Yours sincerely

Miranda Phillips
National Centre for Social Research
100 Kings Road
Brentwood
Essex CM14 4LX

How to complete this booklet

Most of the questions have boxes beside them and you will give your answer like this:

Yes ☑ No ☐

In other cases we might ask you to write in a box like this:

Subject: History

Sometimes we might ask you to write a date. For example you would write March 2004 like this:

Enter month and year (e.g. Jan=01, Feb=02)

0 3 2 0 0 4
Here are some things people have said about work and education.
Please say whether you agree or disagree for each one.

Tick one box on each line

Since March 2003, the courses, jobs or training I have done have generally worked out well for me

I know how to find out about future work, education or training opportunities

I want to do more training or education in the future

I have got all the qualifications I need for the job or course I want to do

What are you doing now?

We would like to know what you are doing at the moment.
Please tick one box to show us what your main activity is.
If you are temporarily sick or on holiday please tick your usual activity.
3. Besides your main activity, are you doing any of the following on a regular basis?  
By ‘regular’ we mean once a month or more often.

Tick one box on each line

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking after your own children or family?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Doing voluntary work?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Developing your own skills (such as music, art, sport)?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Working in one or more part-time jobs?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Doing a part-time education course?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Looking for a job?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Looking for an education or training place?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

4. We would also like to know what you have been doing since March 2003 (when we last contacted you).

Starting with March 2003 please tick one box only for each month to show what you were doing for all, or most of that month. If in any month you were on holiday or off sick please tick your usual main activity in that month.

<table>
<thead>
<tr>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR</td>
<td>APR</td>
</tr>
<tr>
<td>Looking for work or unemployed</td>
<td>01</td>
</tr>
<tr>
<td>Modern Apprenticeship or other government supported training</td>
<td>02</td>
</tr>
<tr>
<td>In a full-time job (over 30 hours a week)</td>
<td>03</td>
</tr>
<tr>
<td>In a part-time job (if this was your main activity)</td>
<td>04</td>
</tr>
<tr>
<td>In full-time education at university, college or school</td>
<td>05</td>
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<tr>
<td>Taking a break from study or work / taking a gap year</td>
<td>06</td>
</tr>
<tr>
<td>Looking after the home or family</td>
<td>07</td>
</tr>
<tr>
<td>Doing something else</td>
<td>08</td>
</tr>
</tbody>
</table>
Since 1st March 2003, when we last contacted you, have you obtained any vocational or professional qualifications, such as NVQs or AVCEs (Vocational A levels) including any units you have been awarded? (Do not include any academic qualifications such as A2s, AS levels or GCSEs on this page. We ask about them at questions 7 to 8.)

Yes 1  
No 2  Go to 7

Please tell us more about these qualifications you obtained below. First tick the appropriate box under (i) for each qualification, then write the subject under (ii) and, if appropriate, tick a box under (iii).

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Achieved (Tick)</th>
<th>Main subject(s) (Please write in below)</th>
<th>NVQ level (Tick)</th>
<th>Not Sure</th>
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</thead>
<tbody>
<tr>
<td>NVQ</td>
<td>Full Award</td>
<td></td>
<td>1 2 3 4</td>
<td>Not Sure</td>
</tr>
<tr>
<td></td>
<td>Part 1 only</td>
<td></td>
<td>1 2 3 4</td>
<td>Not Sure</td>
</tr>
<tr>
<td>EDEXCEL</td>
<td>Achieved (Tick)</td>
<td>Main subject(s) (Please write in below)</td>
<td>NVQ level equivalent (Tick)</td>
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<tr>
<td>(BTEC)</td>
<td>First Certificate</td>
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<td>1 2 3 4</td>
<td>Not Sure</td>
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<td></td>
<td>First / General diploma</td>
<td></td>
<td>1 2 3 4</td>
<td>Not Sure</td>
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<td>National Certificate / Diploma</td>
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<td>1 2 3 4</td>
<td>Not Sure</td>
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<td></td>
<td>Other Edexcel (BTEC) (Give NVQ level)</td>
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<td>CITY &amp; GUILDS</td>
<td>Level 1 / Part 1</td>
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<td>Level 2 / Part 2 / Craft / Intermediate</td>
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<td>Level 3 / Part 3 / Final / Advanced Craft</td>
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<td>1 2 3 4</td>
<td>Not Sure</td>
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<td>Other City &amp; Guilds (Give NVQ level)</td>
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<td>1 2 3 4</td>
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<tr>
<td>OCR (RSA)</td>
<td>Vocational Certificate</td>
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<td>1 2 3 4</td>
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<td>Diploma</td>
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<td>Not Sure</td>
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<td>Advanced Diploma / Certificate</td>
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<td>1 2 3 4</td>
<td>Not Sure</td>
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<tr>
<td></td>
<td>Other OCR (RSA) (Give NVQ level)</td>
<td></td>
<td>1 2 3 4</td>
<td>Not Sure</td>
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Other vocational or professional qualifications. Please do not include academic qualifications such as A2s, AS levels, GCSEs, Key Skills or Higher Education qualifications as these are asked about at later questions.

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Main subject(s)</th>
<th>Qualification level</th>
<th>Results</th>
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Grade (Tick)

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<th>Part 1 only</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<td>GNVQ</td>
<td></td>
<td>1 12</td>
<td>15 2</td>
<td>13</td>
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<td>1 11</td>
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<td>13</td>
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<td>AVCE</td>
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<td>A 2</td>
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<tr>
<td>Or AVCE Double Award</td>
<td>1 1</td>
<td>17 18 19</td>
<td>20 21</td>
<td>22 23 24 25</td>
</tr>
</tbody>
</table>

Other qualifications possible: Please do not include academic qualifications such as A2s, AS levels, GCSEs, Key Skills or Higher Education qualifications as these are asked about at later questions.

Qualification name | Main subject(s) | Qualification level | Results | spare 6280-80
<table>
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</tbody>
</table>
Since 1st March 2003, when we last contacted you, have you obtained any A2s (A levels), AS levels, GCSEs or other academic qualifications?

Yes [ ] No [ ] Go to 9

Since 1st March 2003, which qualifications have you obtained?

A2s (A levels)?

Yes [ ] No [ ]

Please enter the subject and grade you achieved for each A2.

**Subject** (Please write in below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>A</th>
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Your results (Tick)

<table>
<thead>
<tr>
<th>A2</th>
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AS levels?

Yes [ ] No [ ]

Please enter the subject and grade you achieved for each AS level.

**Subject** (Please write in below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>A</th>
<th>B</th>
<th>C</th>
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Your results (Tick)

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<th>A</th>
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</tbody>
</table>

GCSEs?

Yes [ ] No [ ]

Please enter the subject and grade you achieved for each GCSE, including GCSEs in vocational subjects but not short course GCSEs.

**Subject** (Please write in below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Your results (Tick)

<table>
<thead>
<tr>
<th>GCSE</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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</tr>
</tbody>
</table>

Other academic qualifications. Please enter qualification name, such as short course GCSEs, Key Skills or International Baccalaureate, subject level and results.

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Main subject(s)</th>
<th>Qualification level</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g. short course GCSEs, Key Skills)</td>
<td>(Please write in below)</td>
<td>(e.g. Level 1-3) if applicable</td>
<td>(e.g. grade, merit, pass)</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

spare 7659 7526-30
sppare 7531-35 7609-24
sppare 7536-55 7657-72
sppare 7556-71 7572-80
sppare 7609-24 7625-40
sppare 7641-56 7657-72
sppare 7556-71 7572-80
sppare 7609-24 7625-40
sppare 7641-56 7657-72
At present, are you studying full-time for any qualifications, either vocational or academic? 'Full-time' includes a sandwich course but not day or block release. Do not include courses which are part of a full-time job or training course – these will be covered later. Please do include correspondence courses and open learning courses.

Yes [ ] No [ ] Go to 20

Is this a sandwich course?

Yes [ ] No [ ]

Where are you studying?
If on sandwich course tick study location (not workplace). Tick one box

School [ ]
University [ ]
Higher Education college [ ]
Further Education college [ ]
Independent / Other college [ ]
Private Training centre [ ]
Other (Please write in below) [ ]

When did you start this course or courses?
Enter month and year (e.g. Jan=01, Feb=02)

Month [ ] Year [ ]

When do you expect to finish this course or courses?
Please give your best estimate

Month [ ] Year [ ]

Do you receive any money in the form of an official grant, a maintenance grant or allowance, Educational Maintenance Allowance (EMA), a bursary or similar award while you’re taking this course? Do not include grants covering tuition fees only or travel costs only. Do not include loans from the Student Loan Company or other loans such as those from banks or relatives.

Yes [ ] No [ ] Go to 18

What type(s)?
Tick all that apply

A grant from a University or college [ ]
A grant from the NHS or Department of Health [ ]
An Educational Maintenance Allowance (EMA) [ ]
A grant from the Local Education Authority (not EMA) [ ]
Another grant or allowance (Please write in below) [ ]
16 How much do you receive?
*If you receive more than one grant or allowance please give the total amount.*
Exclude help with travel costs.

Write in: £ [ ] [ ] [ ] [ ] [ ] p

17 What period does this cover?

*Tick one box*

- [ ] Week
- [ ] Month
- [ ] Term
- [ ] Year

Other period *(Please write in below)*

18 Do you receive any help with travel costs from your university, college or Local Education Authority?

- [ ] Yes
- [ ] No

19 Do you have a paid job?
*(Include casual work and part-time work.)*

- [ ] No
- [ ] Yes, term time only
- [ ] Yes, vacation only
- [ ] Yes, term time and vacation

20 Are you enrolled on a part-time course of education, excluding leisure courses?
*(Do not include courses which are part of a full-time job or training course – these will be covered later. But please do include correspondence courses and open learning courses.)*

- [ ] Yes
- [ ] No

21 Where are you mainly taking your present part-time course?
*If you are taking more than one part-time course, give details of the main one.*

*Tick one box*

- Further Education college
- University / Higher Education college
- Private training college or centre
- Training centre run by your employer
- Work
- School
- Studying from home
- Somewhere else *(Please write in below)*
At present are you studying or training for any NVQs or any other vocational or professional qualifications, including GNVQs, Edexcel (BTEC), City and Guilds or OCR (RSA) qualifications? (Do not include any academic qualifications on this page. These are asked about at later questions.)

Yes [ ] Yes No [ ] Go to 24

Please tell us about these qualifications you are studying for below. First tick the appropriate box under (i) for each qualification, then write the subject(s) under (ii) and, if appropriate, tick a box under (iii).

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Studying / Training for (Tick)</th>
<th>Main subject(s) (Please write in below)</th>
<th>NVQ level (Tick)</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ</td>
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<td></td>
<td>Full Award</td>
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<td>Part 1 only</td>
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<td>EDEXCEL</td>
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<tr>
<td>(BTEC)</td>
<td>First Certificate</td>
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<td>First / General diploma</td>
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<td>National Certificate / Diploma</td>
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<td></td>
<td>Other Edexcel (BTEC) (Give NVQ level)</td>
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<tr>
<td>CITY &amp; GUILDS</td>
<td>Level 1 / Part 1</td>
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<td>Level 2 / Part 2 / Craft / Intermediate</td>
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<td>Level 3 / Part 3 / Final / Advanced Craft</td>
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<td></td>
<td>Other City &amp; Guilds (Give NVQ level)</td>
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<tr>
<td>OCR (RSA)</td>
<td>Vocational Certificate</td>
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<td></td>
<td>Diploma</td>
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<td></td>
<td>Advanced Diploma / Certificate</td>
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<td></td>
<td>Other OCR (RSA) (Give NVQ level)</td>
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</table>

Full Award Part 1 only

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Main subject(s) (Please write in below)</th>
<th>Qualification level</th>
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<tbody>
<tr>
<td></td>
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<td>(e.g. Level 1, Foundation) if applicable</td>
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<td>1 2 3 4 Not Sure</td>
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<tr>
<td>GNVQ</td>
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<td>Foundation GNVQ</td>
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<td>Intermediate GNVQ</td>
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<td>6 units (A level)</td>
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<td>3 units (AS level)</td>
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<td>AVCE</td>
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<td>AVCE / Vocational A level</td>
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<td></td>
<td>Or AVCE Double Award</td>
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</tbody>
</table>

Other vocational or professional qualifications. Please give details here of similar vocational or professional qualifications you are currently studying for. Please do not include academic qualifications or Higher Education qualifications as these are asked about at later questions.

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Main subject(s) (Please write in below)</th>
<th>Qualification level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(e.g. Level 1, Foundation) if applicable</td>
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<tr>
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<td>1 2 3 4 Not Sure</td>
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</tbody>
</table>
24. Are you currently studying for a Higher Education qualification, such as a degree, Diploma in Higher Education, Initial Teacher Training, HND or similar? Do not include taking a break in education such as a gap year.

Yes [ ] No [ ]

Taking a gap year [ ] Go to 27

25. Which of these are you studying for?

Tick one box

Degree [ ]
Diploma in Higher Education [ ]
Initial Teacher Training [ ]
HND [ ]
Other (Please write in below) [ ]

26. What is the name of this qualification, including the subject?

Please write in the box below, e.g. BSc Biology, BA (Joint Hons) French and European Studies, BEd Primary Education.
Are you studying for any A2s (A levels), AS levels, GCSEs or other academic qualifications? (We asked about GNVQs and AVCEs / Vocational A levels at question 22.) (We asked about Degrees, Diplomas, Teacher Training and HNDs at question 24.)

Yes [ ] No [ ] Go to 29

Please tell us which types of qualifications you are studying for, the number of each type you are studying for, and the subject(s).

A2s (A levels)?

Yes [ ] No [ ]

i) Number of A2s (A levels)? Write in:

ii) What subject(s)? Please write in below:

AS levels?

Yes [ ] No [ ]

i) Number of AS levels? Write in:

ii) What subject(s)? Please write in below:

GCSEs?

Yes [ ] No [ ]

i) Number of GCSEs? Write in:

ii) What subject(s)? Please write in below:

Other academic qualifications? e.g. short course GCSEs, Key Skills, International Baccalaureate, etc.

Yes [ ] No [ ]
Are you currently in a full-time or part-time job or on a Modern Apprenticeship or in other government supported training?
Include casual work or the New Deal.

Yes [ ]
No [ ] → Go to 46

Please answer these next questions thinking about your current job or training. If you have more than one job/training, answer about the one with the most hours.

When did you start this job or training?

Enter month and year (e.g. Jan=01, Feb=02)

[ ] [ ]

What is the name of your job / the work you are being trained to do?
Please write in your job / training title (we do not need the name of the company):


What work do you mainly do there?
Please write in:


How many people work for your employer at the place where you work?

Tick one box

1-24 [ ]
25-499 [ ]
500 or more [ ]

What does the firm or organisation, where you work or receive your training, make or do?
(If you are self-employed, please tell us what you make or do.)
Please write in:


Are you an employee, self-employed or an employer?

Tick one box

Employee [ ] → Go to 36
Self-employed (no employees) [ ] → Go to 38
Employer (with employees) [ ] → Go to 38
36 Do you have formal responsibility for supervising the work of other employees?  
*Do not include children, animals or buildings.*  
Yes [ ]  No [ ]

37 Have you been taken on permanently, or is the job temporary?  
*Tick one box*  
Permanent [ ]  Temporary [ ]  Not sure [ ]

38 How much money do you usually take home each week or each month from this job or training, after deductions but including bonuses or overtime?  
(For training, please do not count any travel or lodging allowance you receive.)  
(If you are still in full-time education, please tell us about your usual earnings during term time only.)  
*Please write in amount:*  
Each week £ [ ] [ ] p  
OR  
Each month £ [ ] [ ] p

39 How many hours do you usually work each week in this job or training, including overtime?  
(If you are still in full-time education, please tell us about the hours you work during term time.)  
*Please write in: [ ] Hours per week*

40 Do you currently have …  
*Tick one box*  
One job or training place [ ]  Go to 43  
More than one job or training place [ ]

41 How much money do you usually take home each week or each month in total, from all your jobs and training, after deductions but including bonuses or overtime?  
(For training, please do not count any travel or lodging allowance you receive.)  
(If you are still in full-time education, please tell us about your usual earnings during term time only.)  
*Please write in amount:*  
Each week £ [ ] [ ] p  
OR  
Each month £ [ ] [ ] p

42 How many hours do you usually work each week in total, from all your jobs and training?  
(If you are still in full-time education, please tell us about the hours you work during term time.)  
*Please write in: [ ] Hours per week*

43 Is this job or training any of the following?  
*Tick one box*  
Advanced Modern Apprenticeship [ ]  
Foundation Modern Apprenticeship [ ]  
Modern Apprenticeship, but not sure which [ ]  
Work-based training through New Deal [ ]  
Other government supported training *(Please give details below)* [ ]

None of these are part of my job / training [ ]  
Not sure [ ]
44 In the last four weeks, have you received any **on-the-job** training, that is, training in the course of your usual work?

Yes [ ]  
No [ ]

45 In the last four weeks, have you received any **off-the-job** training, that is, training away from your usual place of work?

Yes [ ]  
No [ ]

**YOUR CURRENT SITUATION**

46 Are you currently in employment or doing any education or training?

Yes [ ]  
Go to 48  
No [ ]

47 For many people there are things outside their control which make it difficult for them to be in education, training or employment. Others choose not to be in these because they want to do something else. For **each** of the statements listed below please tick one box to indicate whether or not this applies to you.

*Tick one box on each line*

<table>
<thead>
<tr>
<th>Applies to me</th>
<th>Doesn’t apply to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I am currently having a break from study</td>
<td></td>
</tr>
<tr>
<td>I need more qualifications and skills to get a job or education or training place</td>
<td></td>
</tr>
<tr>
<td>I am currently looking after the home or children</td>
<td></td>
</tr>
<tr>
<td>I am currently looking after other family members such as a parent or other relative</td>
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</tr>
<tr>
<td>I have poor health or a disability</td>
<td></td>
</tr>
<tr>
<td>I have housing problems</td>
<td></td>
</tr>
<tr>
<td>I have family problems</td>
<td></td>
</tr>
<tr>
<td>I (would) find it difficult to travel to work or college because of poor transport where I live</td>
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<tr>
<td>I would be worse off financially in work or on a course</td>
<td></td>
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<tr>
<td>There are no decent jobs or courses available where I live</td>
<td></td>
</tr>
<tr>
<td>I have not yet decided what sort of job or course I want to do</td>
<td></td>
</tr>
<tr>
<td>I have not found a suitable job or course</td>
<td></td>
</tr>
<tr>
<td>I have other reasons <em>(Please write in below)</em></td>
<td></td>
</tr>
</tbody>
</table>
### YOU AND YOUR HOUSEHOLD

**48** Are you a student who lives away from your usual home during term-time?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**49** Do you live with any of the following people? *If you are a student please answer this question about the people you live with during term-time.*

*Tick one box on each line*

<table>
<thead>
<tr>
<th>Father/Stepfather (including mother’s partner)?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mother/Stepmother (including father’s partner)?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brothers or sisters?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>2</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Husband, Wife or partner?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your own child/children?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Any other relatives?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friends?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>2</td>
</tr>
</tbody>
</table>

Anyone else who you have not told us about already?

*(Please write in their relationship to you below)*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**50** Do you have any long-standing illness, disability or infirmity? By long-standing we mean anything that has troubled you over a period of time or that is likely to affect you over a period of time.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**51** Does this illness or disability limit your activities in any way?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**52** If there is anything else you would like to tell us about what you have done in the period since March 2003, please write and use additional paper if you need to.
If you have an email address, please write it in BLOCK CAPITALS below:

Email

Please write your telephone number below:

Telephone

If the address on the accompanying letter is wrong, please print your full name and address below:

First name

Last name

Address

Postcode

In case we should have difficulty getting post to you if you move, please PRINT the name, address and telephone number of someone (with a different address from your own) who will know where to reach you (such as an aunt or uncle, older brother, sister or a close friend).

Mr/Mrs/Ms/Miss

First name

Last name

Address

Postcode

Telephone

THANK YOU FOR YOUR HELP
Now please post this back in the envelope provided.  
It does not need a stamp.
APPENDIX D  SWEEP 3 TELEPHONE FIELDWORK DOCUMENTS

- Letters
- Connexions CATI questionnaire documentation
- HE CATI questionnaire documentation
- Project instructions
- Helpline Memo
Dear “First Name” “Surname”

PATHWAYS 2004
A National Study of 16 to 21 Year Olds

Last year you were kind enough to help us with the second part of the Pathways survey. We would now like you to help us with a short telephone survey and will be in touch with you in the next few weeks.

Your answers are very important as the experience and opinions you tell us about will help us improve education and training services for young people like you.

An interviewer will contact you to arrange a convenient time to talk to you over the phone. The interview should not take very long and we hope that you will find it interesting. If you have any questions please ask the interviewer when they call.

All the answers you give will be treated in the strictest confidence and no personal information will be passed to the Department for Education and Skills (DfES). Only the National Centre for Social Research or another independent research organisation appointed by the department in the future will see your answers.

The National Centre for Social Research has explained more about the study on the back of this letter.

Thank you very much for helping.

Yours sincerely

Tim Thair
Department for Education and Skills
PATHWAYS 2004

A national study of the experiences and opinions of 16 to 21 year olds

We hope that the following points answer any questions you may have.

• How was my name selected? Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

• What is the National Centre for Social Research? The National Centre for Social Research (NatCen) is a non-profit organisation, independent of government, which specialises in social surveys.

• What will happen to the answers I give? They will be used, in the form of statistical tables and reports, by those who make policy for education and training. Your answers will be completely confidential and when the results of the study are published it will not be possible to tell which person gave which answer.

• Will my name be passed on to anyone else? Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow ups to this study. These will be carried out by NatCen or another independent research organisation appointed by DfES. Your details will not be passed to DfES or any other non-research organisation.

• Why should I take part? Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies provide a direct and important channel between young people and those who create policy on their behalf.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you, or your parents, have any queries about the study please do not hesitate to call the helpline on 0800 652 9295 (this line is staffed on Monday-Friday from 9:30a.m.-5:30p.m.). If you have any questions about the research that cannot be answered by the helpline you can call Tim Thair at the DfES on 0114 259 3305.

Thank you

Miranda Phillips
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

The letter on the other side of this page tells you more about this study.
Dear {1stname} {2ndname}

PATHWAYS 2004
A National Study of 16 to 21 Year Olds

We wrote to you recently asking for your help with a short telephone survey for the Department for Education and Skills. This is a follow-up to the study you took part in last year, [when an interviewer came round to talk to you about your experiences and opinions since the end of Year 11.]

We would very much like to talk to you again as part of this important study but do not have your current telephone number. If you phone our free telephone helpline on 0800 652 9295 and leave your serial number ([serial]) and telephone number, an interviewer will contact you to arrange a convenient time to talk to you over the phone. This freephone helpline is staffed on Monday-Friday from 9:30a.m. to 5:30p.m. If we don’t hear from you, we will send you a short booklet to fill out instead.

Your answers will help to give policy makers a clear picture of what young people like you think, helping them plan better services for young people now and in the future.

Thank you for your help

Miranda Phillips
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

P2360/C2
Dear “First Name” “Surname”

PATHWAYS 2004
A National Study of 16 to 21 Year Olds

Last year you were kind enough to help us with the second part of the Pathways survey. We would now like you to help us with a short telephone survey and will be in touch with you in the next few weeks.

Your answers are very important as the experience and opinions you tell us about will help us improve education and training services for young people like you.

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Yours sincerely

Tim Thair
Department for Education and Skills
PATHWAYS 2004

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We hope that the following points answer any questions you may have.

• How was my name selected? Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

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• Will my name be passed on to anyone else? Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow ups to this study. These will be carried out by NatCen or another independent research organisation appointed by DfES. Your details will not be passed to DfES or any other non-research organisation.

• Why should I take part? Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies provide a direct and important channel between young people and those who create policy on their behalf.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you, or your parents, have any queries about the study please do not hesitate to call the helpline on 0800 652 9295 (this line is staffed on Monday-Friday from 9:30a.m.-5:30p.m.). If you have any questions about the research that cannot be answered by the helpline you can call Tim Thair at the DfES on 0114 259 3305.

Thank you

Miranda Phillips
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

The letter on the other side of this page tells you more about this study.
Dear “First Name” “Surname”

PATHWAYS 2004
A national survey of the opinions and experiences of young people

In the last few weeks we have tried to contact you by telephone, on behalf of the Department for Education and Skills, asking about your views and experiences, but so far we have not been able to speak to you.

As an alternative we have included a questionnaire with this letter. We would be very grateful if you would fill in your answers and send the booklet back to us as soon as you can. It will not take long to do and we have provided you with a prepaid envelope.

We are interested in your opinions, and without them we cannot get a true picture of the views of people your age. Your answers will be used to help improve services for young people.

There is a free telephone helpline in case you have any problems answering the questions. The number is 0800 652 9295 and is open Monday-Friday from 9:30am-5:30pm. Our staff will be glad to help you.

When you have completed the booklet, please return it to us in the envelope we have provided. It does not need a stamp.

Thank you very much for your help.

Yours sincerely

Miranda Phillips
Project Manager
Youth Cohort Study C11s3

Connexions CATI Module Questionnaire Documentation

Connexions Sample
All those who had a productive Connexions interview at C11S2.

Structure of questionnaire:

<table>
<thead>
<tr>
<th>BAWARE</th>
<th>Awareness of Connexions service</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCONTACT</td>
<td>Contact with Connexions</td>
</tr>
<tr>
<td>BNOCONX</td>
<td>Questions about Careers Service (if not aware of Connexions)</td>
</tr>
<tr>
<td>BADVICE</td>
<td>Advice received</td>
</tr>
<tr>
<td>BASSESS</td>
<td>Assessments of Connexions</td>
</tr>
</tbody>
</table>
Block BAware
[Ask All]

AwarConx
You may recall that when we spoke to you last year, we asked you about a service for young people that offers information, advice and guidance on things like careers and learning, money and benefits. It is called Connexions. Since we spoke to you last, have you seen or heard anything further about Connexions in your area? (Yes, No)

[If AwarConx=Yes]
SpekConx
Have you ever talked with anyone from Connexions on a one-to-one basis, even if it was just on the telephone? (Yes, No)

[If SpekConx = No]
ConxUsfl
How useful do you think Connexions sounds for someone in your situation. Would you say ... READ OUT...
VeryUsef “...very useful”,
FairUsef “fairly useful”,
NtVUsef “not very useful”,
NotUsef “or, not at all useful?”

UseInFut
And how likely is it that you will use Connexions in the future? Is it ...READ OUT...
Vlike “...very likely”,
FairLike “fairly likely”,
NtVLike “not very likely”,
NotLike “...or, not at all likely?”

[If ‘not very likely’ or ‘not at all likely’ will use Connexions in the future] [If UseInFut = NtVLike or Notlike]
WhyNC
Why is it not (very/at all) likely that you will use Connexions in the future?
Text: Maximum of 40 characters
Block Bcontact
[Ask module if has spoken with anyone at Connexions (SpekConx=Yes)]

WHLstSpk
Thinking about the last time you spoke to anyone at Connexions. Was this before or since March 2003?

INTERVIEWER: IF IN MARCH 2003, CODE AS 'BEFORE MARCH 2003'
BfMar03 “Before March 2003”,
ScMar03 “Since March 2003”

WHnLstMt
When did you last speak to someone at Connexions? Please just tell me the month and year.
IF NECESSARY: 'A guess will do.'
ENTER MONTH

WHnLstYr
INTERVIEWER ENTER YEAR
Range: 1999 ... 2004

[If last spoke to someone at Connexions since March 2003]
FRSTCONX
Was this the first time you spoke to someone at Connexions?
(Yes, No)

[If FrstConx=Yes]
WHOCONTA
Thinking about that time in (month last spoke to someone at Connexions), did you get in touch with Connexions or did they get in touch with you?
Resp “Respondent got in touch with Connexions”,
Conex “Connexions got in touch with respondent”

[If respondent got in touch with Connexions]
[If WHOCONTA=Resp]
SELSESUG
Did someone else suggest that you got in touch with the service that time in (month last spoke to someone at Connexions), or was it your idea to get in touch?
SELSE “Someone else suggested it”,
Resp “Respondent's idea”
[If someone else suggested it at SelseSug]
[If SelseSug=Selse]
WhoSugg
(Thinking about the last time you spoke to someone at Connexions...)
Who suggested you got in touch with the service?
PROBE TO ESTABLISH CORRECT CODE.
IF 'Careers Adviser' PROBE TO SEE IF OFFICIAL CAREERS SERVICE ADVISER OR SCHOOL’S OWN CAREERS ADVISER
(IF ADVISER PERMANENTLY BASED AT SCHOOL/COLLEGE, CODE 3 (OthSchl))
Teacher “Teacher/Tutor”,
CarSer “Careers Service staff/Adviser”,
OthSchl “Other school or college staff inc. school careers adviser”,
Social “Social/care worker”,
Doctor “Doctor/health worker”,
Housing “Housing Officer”,
Probatn “Probation Officer”,
Benefit “Benefits Agency staff”
JobCent “Job Centre/Job Centre Plus staff”,
CAB “Citizens Advice Bureau Staff”,
Employ “Employer”,
Peer “Peer/Learning Mentor”,
Friend “Friend”,
Parent “Parent or other relation”,
Selse “Someone else (PLEASE SPECIFY)”

[If ‘someone else’ at Whosugg]
[If WhoSugg=Selse]
SuggOth
Please Specify
Text: Maximum of 40 characters

NameConx
Have you been given someone's name at Connexions with whom you can get in touch if you want advice or information?
[Yes, No]

[If NameConx=Yes]
AwarePA
As far as you know, is this person called a 'Personal Adviser'?
[Yes, No]

[If anything other than yes at NameConx]
[If NameConx<>Yes]
NamePA
In some areas these people are called 'Personal Advisers'. Have you been given the name of a Personal Adviser at the service?
[Yes, No]
[If yes at NamePA or NameConx]
[NamePA=Yes or NameConx=Yes]

MetPA
Can I just check, have you met with this person?
[Yes, No]

[If yes at MetPA]
[IF MetPA = Yes]

OftenPA
How many times have you met them since March 2003? Was this...READ OUT...
Once...“just the once”,
TwoThree “two or three times”,
FourFive “four or five times”,
Sixplus “or, six times or more?”

WhMtPA
People can meet up with their personal advisors/people from Connexions in different places. Where have you met your personal advisor/the person from Connexions? If you have met him or her in more than one place, please tell me all the different places.
IF ‘Careers Office’, PROBE WHETHER IN SCHOOL (CODE 1 - School), COLLEGE (CODE 2 - College) OR OUTSIDE SCHOOL/COLLEGE (CODE 3 - Connx)
CODE ALL THAT APPLY
School “School”,
College “College”,
Connx “Connexions centre or Careers Office/One Stop Shop”,
Athome “At home”,
Youth “At a Youth Club/organisation”,
Comm “Community organisation”,
Selse “Somewhere else (WRITE IN)”

[If somewhere else at WhMtPA]
[IF WhMtPA=Selse]

MetOth
Please specify
Text: Maximum of 40 characters

ConUse
Thinking generally about your contact with Connexions, and any advice you have been given by the service. Overall, how useful has Connexions been to you? Has it been ...READ OUT...
Vuse “...very useful”,
Fuse “fairly useful”,
Nuse “not very useful”,
Notall “or, not at all useful?”
Varies “[Varies too much to say]”
[If answer not very useful or not at all useful]
[IFConUse = Nuse or ConUse = Notall]
CNotUse
Why has Connexions not been (very/at all) useful to you?
INTERVIEWER ENTER VERBATIM
Text: Maximum of 40 characters

CnxInFut
How likely is it that you will use Connexions again in the future? Is it...
...READ OUT...
“Vlike...very likely”,
FairLike “fairly likely”,
NtVLike “not very likely”,
NotLike “or, not at all likely?”

[If answer not at all likely or not very likely]
[CnxInFut = NtVLike or CnxInFut = NotLike]
WhyNCx
Why is it not (very/at all) likely that you will use Connexions in the future?
INTERVIEWER ENTER VERBATIM
Text: Maximum of 40 characters
Block BnoConx
[Ask module if has not heard of Connexions (AwarConx<> Yes )]

CareerAd
Since we last spoke to you in March 2003, have you received any advice from the Careers Service, not including advice you might have had from teachers or other staff while at school or college?
(Yes, No)

[If yes at CareerAd]
[CareerAd=Yes]
FrstCar
Was this the first time you spoke to someone at the Careers Service?
(Yes, No)

[If yes at FrstCar]
[FrstCar=Yes]
CarName
Since March 2003, have you been given someone's name at the Careers Service with whom you can get in touch if you want advice or information?
(Yes, No)

[If yes at CarName]
[CarName=Yes]
CarAwPA
As far as you know, is this person called a 'Personal Adviser'?
(Yes, No)

[If not yes at CarName]
[CarName<>Yes]
CarNamPA
In some areas these people are called 'Personal Advisers'. Have you been given the name of a Personal Adviser at the service?
(Yes, No)

[If answer yes at CarNamePA or CarAwPA]
[If CarNamePA=Yes or CarAwPA=Yes]
CarMetPA
Can I just check, have you met with this person?
(Yes, No)

[If answer yes at CarMetPA]
[If CarMetPA=Yes]
CarOftPA
How many times have you met them since March 2003? Was it...READ OUT...?
Once "...just the once",
TwoThree “two or three times”,
FourFive “four or five times”,
Sixplus “or, six times or more?”
[If answer yes at CarMetPA]
[If CarMetPA=Yes]
CarWhPA
People can meet up with their personal advisors/people from the Careers service in different places. Where have you met your personal advisor/the person from the Careers service since March 2003? If you have met him or her in more than one place, please tell me all the different places.
IF ‘Careers Office’, PROBE WHETHER IN SCHOOL (CODE 1 - School), COLLEGE (CODE 2 - College) OR OUTSIDE SCHOOL/COLLEGE (CODE 3 - Connx)
CODE ALL THAT APPLY
Multicoded (Maximum of 7 codes)
School “School”,
College “College”,
Connx “Connexions centre or Careers Office/One Stop Shop”,
Athome “At home”,
Youth “At a Youth Club/organisation”,
Comm “Community organisation”,
Selse “Somewhere else (WRITE IN)”

[If answer ‘somewhere else’ at CarWhPA]
[If CarWhPA=Selse]
CarWhOth
Text: Maximum of 40 characters

CarUse
Thinking generally about your contact with the Careers Service, and any advice you have been given by the service. Overall, how useful has the Careers Service been to you? Has it been ...READ OUT...
Vuse “...very useful”,
Fuse “fairly useful”,
Nuse “not very useful”,
Notall “or, not at all useful?”
Varies “[Varies too much to say]”

[If ‘not very useful’ or ‘not at all useful’ at CarUse]
[If CarUse=Nuse or Notall]
CaNtUse
Why has the Careers Service not been (very/at all) useful to you?
Text: Maximum of 40 characters

CarInFut
How likely is it that you will use the Careers Service in any way in the future? Is it ...READ OUT...
Vlike “...very likely”,
FairLike “fairly likely”,
NtVLike “not very likely,
NotLike “or, not at all likely?”
[If ‘not very likey’ or ‘not at all likley’ at CarInfut]
[If CarInfut= NtVLike or NotLike]

WhyNCa
Why is it not (very/at all) likely that you will use the Careers Service again in the future?
Text: Maximum of 40 characters

Block BAdvice
[Ask all]

AdvIntro
I’m now going to read out a list of things that young people are sometimes given advice about. Please say, for each one, whether anyone has given you advice about it since March 2003. The advice could have been from a friend, someone in your family, or a person at school or college or from a service like Connexions.

AdvEduc
Firstly, education, learning or training. Has anyone given you advice about this since March 2003?
INCLUDING EDUCATIONAL MAINTENANCE ALLOWANCE
(Yes, No)

AdvJobs
What about jobs or careers? (Has anyone given you advice about this since March 2003?)
(Yes, No)

AdvHouse
Where to live and other things to do with housing? (Has anyone given you advice about this since March 2003?)
INCLUDING HOUSING BENEFIT
(Yes, No)

AdvDrugs
Problems people can have with drugs? (Has anyone given you advice about this since March 2003?)
(Yes, No)

AdvAlco
Problems people can have with alcohol? (Has anyone given you advice about this since March 2003?)
(Yes, No)

AdvSex
Contraception, pregnancy and sexually transmitted diseases? (Has anyone given you advice about this since March 2003?)
(Yes, No)

AdvMent
Mental health issues? (Has anyone given you advice about this since March 2003?)
(Yes, No)
AdvMore
Would you like any other advice or support which you are currently not receiving?
(Yes (WRITE IN), No)

[If yes at AdvMore]
AdvOth
Please Specify
Text: Maximum of 40 characters

Questions GivAdv to UseAd are repeated for each topic respondent given advice about. If received advice on more than 4 topics, 4 of the total are chosen at random.

GivAdv
Who gave you the advice about (type of advice), or suggested where you might go for advice about it?
CODE ALL THAT APPLY - THERE ARE 15 CODES. PROBE FULLY: 'Who else?'
IF 'Careers Adviser' PROBE TO SEE IF OFFICIAL CAREERS SERVICE ADVISER OR SCHOOL'S OWN CAREERS ADVISOR
IF ADVISOR PERMANENTLY BASED AT SCHOOL, CODE 4 - OtherSchl Multicoded (Maximum of 15 codes)
ConxStaf “A Connexions Personal Adviser/Other Connexions staff”,
CarSer “Careers Service staff/Adviser”,
Teacher “A teacher/tutor”,
OthSchl “Other school or college staff inc. school careers adviser”,
Social “A social/care worker”,
Doctor “A doctor/health worker”,
Housing “A housing officer”,
Probatn “A probation officer”,
Benefit “Someone at the Benefits Agency”,
JobCent “Someone at the Job Centre/Job Centre Plus”,
CAB “Someone at the Citizens Advice Bureau”,
Employ “Employer”,
FriendFa “Friends/Family”,
Media “The media”,
Selse “Someone else (WRITE IN)”

[If answer someone else at GivAdv]
Who1/2/3
(WRITE IN 1st/2nd/3rd PERSON)
Text: Maximum of 40 characters

Who1x/2x/3x
Is there any other person?
(Yes, No)

If answer yes at Who1x, Who1 is repeated (up to a maximum of 3 times in total).
[Ask if answer not friends/family or the media at MainAdv]
[If MainAdv<>Friendfa or Media]

AdvLn
And where were you when you got this advice from (name of advisor) about (type of advice), or did you get this advice over the phone?
IF 'Careers Office' PROBE WHETHER IN SCHOOL (CODE 2 - School), COLLEGE (CODE 3 - College) OR OUTSIDE SCHOOL/COLLEGE (CODE 4 - ConxCarr)
Phone “On phone”,
School “School”,
College “College”,
ConxCarr “Connexions centre/Careers Office/One Stop Shop”,
Home “At home”
Youth “Youth club/organisation”,
Comm “Community organisation”,
Librar “Library”,
Doctor “Doctors' surgery/health or family planning clinic”,
Benefit “Benefits Agency”,
JobCent “Job Centre/Job Centre Plus”,
CAB “Citizens Advice Bureau”,
Work “Work”,
Selse “Somewhere else (WRITE IN)”

[If answer somewhere else at AdvLn]
[If AdvLn=Selse]

AdvLOt
Please specify
Text: Maximum of 40 characters

GpAlon
When you got this advice about (type of advice) from (name of advisor), were you ...READ OUT...
Own “... on your own”,
Group “with a group”,
Both “or both?”

UseAd
And how useful did you find this advice from (name of advisor) about (type of advice)? Was it ...READ OUT...
VeryUsef “...very useful”,
FairUsef “fairly useful”,
NtVUsef “not very useful”,
NotUsef “or, not at all useful?”

Questions GivAdv to UseAd are repeated for each topic respondent given advice about. If received advice on more than 4 topics, 4 of the total are chosen at random.
Block Bassess
[Ask module if has had contact with Connexions (yes at SpekConx (BAware)]

[If in full-time education at University, college or school (Q.2 in Core module)]
StayEd
All in all, do you think your contact with Connexions has made you ...READ OUT...
Morelike “...more likely to stay in education”,
Lesslike “less likely to stay”,
NoDiff “made no difference to whether you stay or not”,
Early “or, is it too early to tell?”

[If not in full time education (Q2 in Core module)]
GoTrain
All in all, do you think your contact with Connexions has made you ...READ OUT...
Morelike “...more likely to go back to education, learning or training”,
Lesslike “less likely to go back”,
NoDiff “made no difference to whether you go back or not”,
Early “or, is it too early to tell?”

AnyChng
And when it comes to education, learning or training, have you made any changes or decisions as a result of your contact with Connexions? (Yes, No)

[If answer yes at AnyChng]
[If AnyChng=Yes]
Changes
What sort of changes or decisions?
PROBE FULLY
Multicoded (Maximum of 6 codes)
Educ “Back to education/more qualifications/go into further education”,
Career “Change of career/career plans”,
Advice “Advice on qualifications/subjects to take”,
Apprent “To do an apprenticeship”
Job “To get a job”
Other “Other (WRITE IN)”

[If answer ‘other’ at Changes]
Change1/2/3
INTERVIEWER TYPE IN FIRST/SECOND/THIRD OTHER REASON VERBATIM
Open Question (Maximum of 150 characters)

ChangM1/M2/M3
Are there any other answers? (Yes, No)

If answer yes at ChangeM1, Change1 is repeated (up to a maximum of three times in total)
Confidnt
And has your contact with Connexions made you...
MoreConf...“more confident about getting a good job”,
LessConf “less confident”,
NoDiff “made no difference”,
Early “or, is it too early to tell?”

Cope
And has your contact with Connexions helped you...
CopeBetr...“cope better with any other problems or worries you have”,
CopeWrse “cope worse”,
NoDiff “made no difference”,
Early “or, is it too early to tell?”

OthChng
And have you made any changes or decisions as a result of your contact
with Connexions, other than ones you have already told me about?
(Yes, No)

[If answer yes at OthChng]
[If OthChng=Yes]
ChangOth
What sort of changes or decisions?
PROBE FULLY AND RECORD VERBATIM.
Open Question (Maximum of 150 characters)

GenUsefl
All in all, how useful do you think Connexions is for someone in your
situation...
VeryUsef “...very useful”,
FairUsef “fairly useful”,
NtVUsef “not very useful”,
NotUsef “or, not at all useful?”

[If very useful or fairly useful at GenUsefl]
[If GenUsefl=VeryUsef or FairUsef]
WhyUsfl
Why do you say that?
Multicoded (Maximum of 6 codes)
Options “Inform about options available”,
Advice “Provide advice/information/leaflets”,
Job “Help getting a job”,
Unbiased “Unbiased”,
BestOp “No alternative places to go”,
Other “Other (WRITE IN)”

[Ask if answer other at WhyUsf1]
[If WhyUsf1=Other]
Use1/2/3
INTERVIEWER TYPE IN FIRST/SECOND/THIRD OTHER REASON
VERBATIM
Open Question (Maximum of 150 characters)
UseM1/M2/M3
Are there any other answers?
(Yes, No)

If yes at UseM1, Use1 is repeated (up to a maximum of three times in total)

[Ask if answer not very or not at all useful at GenUsefl]
[If GenUsefl= NtVUsef or NotUsef]
WhyNuse
Why do you think Connexions is not (very/at all) useful for someone in your situation?
INTERVIEWER ENTER VERBATIM
Open Question (Maximum of 150 characters)

Compare
And compared to other sorts of advice and assistance you may have received in the past (for example, from teachers, social workers, careers advisers) do you think the support you have had from Connexions is ...
READ OUT...
Better “...better”,
Worse “worse”,
Same “the same”,
Diff “or just different?”
Varied “(Has varied too much to say)”
Youth Cohort Study C11s3

HE CATI Module Questionnaire Documentation

HE Sample
All those who were asked the HE module at C11S2.

Structure of questionnaire:

<table>
<thead>
<tr>
<th>Block</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Introductory questions</td>
</tr>
<tr>
<td>Block A (Route)</td>
<td>Those currently in HE: entry routes and changes of plan since C11S2</td>
</tr>
<tr>
<td>Block B (Exper)</td>
<td>Current experiences / difficulties of HE &amp; information available</td>
</tr>
</tbody>
</table>
| Block C (Fin) | Student Finances
   | Sources and coping strategies                     |
| Block D (Plan) | Career plans and HE                              |
| Block E (Nothe) | Not in HE – Future likelihood and current activities |
| Block F (Gap) | Gap Years                                        |
| Block G (Attitu) | Those not in HE – likelihood of future HE entry and attitudes towards HE |

Block B Route
A - Entry routes and changes of plan since C11S2.
{Ask block if in HE sample and currently in HE (HENOW = yes)}

NB Hearafter ‘All in HE’ refers to ALL in Higher Education

Code
You may remember that, last time we talked, we asked about whether or not you would be applying to Higher Education. We would like to check how what you are doing now compares with what you were thinking of doing then. Firstly, at which university or Higher Education institution are you currently studying?

START TYPING THE NAME OF THE UNIVERSITY OR INSTITUTION. DO NOT TYPE UNIVERSITY OR COLLEGE FIRST. IF THE INSTITUTION DOES NOT COME UP ON THE LIST, TYPE OTHER WHICH WILL SELECT 997 SO THAT YOU CAN ENTER THE NAME YOURSELF.

{If Code = Other (997)}

HEIntro

PLEASE TYPE IN THE NAME OF THE UNIVERSITY OR INSTITUTION
[If did not give a valid response to this question in Core qre {univ, HighEd, FE or Ind at Bfteduc.Instit}]  
Swher  
Is this a …READ OUT?  
INTERVIEWER: If on sandwich course enter study location not workplace.  
(Uni "...University",  
HEC "...Higher Education College",  
FET "...College of Further Education / Tertiary college",  
IND "...Independent / other college",  
OTH "...Somewhere else?")

[If Swher = somewhere else]  
SwherX  
Where are you studying?  
INTERVIEWER ENTER STUDY LOCATION  
Text 1-60

[If did not give a response at equivalent Core qre question {i.e. all those not asked Bfteduc.Sand}]  
Fsand  
Are you doing a Sandwich Course?  
(Yes, No) [No DK, No RF]

Heft  
And are you studying full-time or part-time at (name of institution)?  
(Full-time, Part-time)

[If did not give a valid response at equivalent Core qre question, ask start/end dates of course]  
STMth  
When did you start this course or courses?  
INTERVIEWER ENTER MONTH  
INTERVIEWER ENTER YEAR

Styr  
INTERVIEWER ENTER YEAR

ENDMth  
When do you expect to finish this course or courses?  
INTERVIEWER ENTER MONTH  
PROBE FOR THE BEST ESTIMATE.  
IF STILL DON'T KNOW PRESS <CTRL+K>

ENDyr  
INTERVIEWER ENTER YEAR

Hemeth2  
Did you get your place studying at (name of institution) by…READ…  
CODE ONE ONLY  
(UC … applying through UCAS,  
UCASX applying through UCAS Extra,  
Cle going through clearing,  
Dir applying directly to the university or college or,  
Oth some other way?)
[If did not get place by applying through UCAS]
[If Hemeth2=cle, Dir or OTH]

Ucalso
Did you also apply through UCAS?
(Yes, No)

[If got place by applying through UCAS/UCAS extra or applied through UCAS]
[If Hemeth2 = UC or UCASX or Ucalso=Yes]

UniPref
Thinking back to when you first filled out your UCAS form and the different universities that you applied to. Were there specific universities you particularly hoped would offer you a place, or would you have been equally happy with offers from any of them?
(Pref Specific preferences,
NoPref No preferences)

[If Hemeth2= UCAS and UniPref=pref] or [If Ucalso=Yes and UniPref=pref]

UniOff
Were you offered a place, subject to your A2 (A level) or Edexcel results, at one or more of the universities you particularly liked?
(Yes, No)

[If Hemeth2=UC]

Firmcho
Thinking next only of the universities that offered you a place, subject to your A2 (A level) or Edexcel results. You may remember that you could accept offers from two universities only, one as a firm choice (or your first choice) and one as an insurance choice (or your second choice). Was (name of institution) … READ OUT … INTERVIEWER: IF ONLY APPLIED TO ONE UNIVERSITY, THAT IS THEIR FIRM CHOICE
(Firm “…your firm choice”,
INS “or, your insurance choice?

[If hemeth2=UC or UCASX or Dir]

CondPlac
Was the offer from (name of institution) …READ OUT…
(THERE WILL BE A HELP SCREEN FOR INTERVIEWERS SAYING ‘IF THE RESPONDENT IS CERTAIN THAT THEIR UNIVERSITY GAVE THEM AN OFFER IN GRADES-OR-POINTS, CODE THE GRADES’)
(CondA2 "...conditional on getting a certain number of A2 grades",
CondUC "conditional on getting a certain number of UCAS points",
CondC "conditional on getting a combination of UCAS points and certain grades in some A2 subjects (for example, 150 points including a C in English)",
Uncon "an unconditional offer",
Oth "or another type of offer?

[If CondPlac = other]

ConPIO
Please record details of other type of offer (including grades / points if applicable).
STRING[120]
If particular grades
If CondPlac = CondA2
Grades
What grades did you need to get to study at (*name of institution*)?
WRITE IN GRADES

If particular points
If CondPlac = CondUC
Points
How many points did you need to get to study at (*name of institution*)?
RECORD NUMBER OF POINTS

If combination of grades and points
If CondPlac = CondC
Comb
What combination of grades/UCAS points did you need to get to study at (*name of institution*)?
WRITE IN GRADES AND POINTS VERBATIM

If applied through UCAS and offer was conditional on grades, points or combination
If (Hemeth2 = UC) AND ((CondPlac = CondA2) or (CondPlac = CondUC) or (CondPlac = CondC))
Gradebet
And were the A2 (grades or points) you got ...READ OUT...
INTERVIEWER: FOR OFFERS BASED ON GRADES, ANY ONE GRADE LOWER THAN THE OFFER IS WORSE
... the same as those in your offer from (*name of institution*),
better,
or worse?

If did better and (*name of institution*) was firm choice
If (Gradebet = Better) AND (Firmcho = Firm)
Diffirm
If you had known when you were applying to university that your A2 grades or points would be better than your offer, would you still have chosen the offer made by (*name of institution*) as your firm choice (or first choice)?
(Yes, No)
Thinking about your time at university so far, what, if any, have been the most positive things about this first year?

INTERVIEWER PROBE FULLY AND MULTICODE
(Newt "[Academic Reasons /Learning new things, improving skills]",
Soc "[Social/Lifestyle Reasons] /Social life, meeting new people, having fun",
Leave "Leaving home, leaving area",
Ind "[Other/Personal Reasons]/Made more independent",
Conf "Given more confidence",
None "No advantages",
Other "Other (record)"
)

And what, if any, have been the main problems with your time at university so far?

INTERVIEWER PROBE FULLY AND MULTICODE
(Newt "[Academic Reasons] /Difficulties learning new skills",
NoWork "Haven’t done enough work",
Course "Not enjoying course/disappointed with course",
LotWork "Too much work",
Tutors "Don’t like tutors",
Settle "[Social/Lifestyle Reasons] /Found it hard to settle in",
Friend "Haven’t made any/enough friends",
LiveIn "Living independently/living away from home",
Money "[Financial Reasons] /Money problems",
WkSt "Combining paid work and study",
None "No disadvantages",
Other "Other (record)"
)

And what, if any, have been the most positive things about this first year?

INTERVIEWER PROBE FULLY AND MULTICODE
(Newt "[Academic Reasons /Learning new things, improving skills]",
Soc "[Social/Lifestyle Reasons] /Social life, meeting new people, having fun",
Leave "Leaving home, leaving area",
Ind "[Other/Personal Reasons]/Made more independent",
Conf "Given more confidence",
None "No advantages",
Other "Other (record)"
)

And what, if any, have been the main problems with your time at university so far?

INTERVIEWER PROBE FULLY AND MULTICODE
(Newt "[Academic Reasons] /Difficulties learning new skills",
NoWork "Haven’t done enough work",
Course "Not enjoying course/disappointed with course",
LotWork "Too much work",
Tutors "Don’t like tutors",
Settle "[Social/Lifestyle Reasons] /Found it hard to settle in",
Friend "Haven’t made any/enough friends",
LiveIn "Living independently/living away from home",
Money "[Financial Reasons] /Money problems",
WkSt "Combining paid work and study",
None "No disadvantages",
Other "Other (record)"
)

Would you say it is likely or unlikely that you will complete your course?

PROBE 'Would that be very or fairly likely / unlikely?'

IF NECESSARY ADD 'By course I mean your whole degree or higher education course?'

(Ver "Very likely",
Fai "Fairly likely",
Unl "Fairly unlikely",
Vunl "Very unlikely")

[All unlikely to complete current course]
[If Comp = Unl or Vunl]
Ncomp
Why do you think it is unlikely that you will complete your current course?
INTERVIEWER ENTER VERBATIM
IF COSTS PROMPT: 'Which costs mean that you may not complete your current course?' OPEN [140]

HEben
Please tell me what you think the main benefits will be to you of being in Higher Education?
INTERVIEWER PROBE FULLY AND MULTICODE
Probe: Which others?

Job / Career Reasons
Led "Leads to a good job/ better job",
Pad "Leads to a well paid job",
Opr "Gives you better opportunities in life",
Esn "Is essential for the career I want",
Cer "Shows that you have certain skills",
Del "To delay entering work/ give time to decide on career"
Academic reasons
Car "Wanted to carry on learning/ I am good at subject/ interested in my subject, "

Social / lifestyle reasons
Soc "The social life/ lifestyle / meeting new people / it’s fun, "
Awa "Get away from home / move away from parents, "

Other / personal reasons
Res "People will respect me more",
Con "Gives you more confidence",
Ind "Makes you independent/ maturity / personal development / learning to cope on own"
Oth "Other "
[Multi-code: max 13]

Hewll2
How well do you feel you are doing on your current course.
Would you say that you are doing …READ OUT…
(Very "...very well",
Quite "quite well",
NotVery "not very well",
Notall "or not at all well?")

Difint
I am going to read out a list of things which many students say they can find challenging when they first go to university.
For each one please tell me if you yourself have had any problems of this sort since starting your course. A problem could be something you have found to be either difficult or challenging?
(Continue)
Thinking about the amount of work on your course rather than the academic level of your course, has the amount of work been a problem at all for you or not?

IF PROBLEM PROMPT 'Has this been a big problem or a small problem?
(Big "Big problem",
Sml "Small problem",
No "No problem at all")

Is the amount of work you have to do on your higher education course more, less, or about the same as you expected?
(Mor "More",
Les "less",
Abo "about the same",
No "no expectation")

(Has this been a problem for you or not)
'The academic level of the work on your course, rather than the amount of work?'
IF PROBLEM PROBE WITH 'Has that been a big problem or a small problem?
(Big "Big problem",
Sml "Small problem",
No "No problem at all")

[If level of course is a problem]
[If DifL = Big, sml]

Before you started your course did you expect to have problems with the academic level of work?
(Yes, No)

Would you say you knew enough about the academic level of the work your course would involve before you went to university?
(Yes "Yes",
No "No",
Noe "Didn’t have expectation")

(Has this been a problem for you or not)
'Getting used to the new ways in which you have to study at university – going to seminars and lectures, studying on your own and so on?'
IF PROBLEM PROBE WITH 'Has that been a big problem or a small problem?
(Big "Big problem",
Sml "Small problem",
No "No problem at all")

Since starting your course has your university given you any help or advice to help you get used to the new ways in which you have to study at university?
INTERVIEWER IF YES: 'Would you say that is enough help or not enough help?
(Yes enough, Some but not enough, No)
DifS
(Has this been a problem for you or not)
'Your teachers or tutors not having enough time to help you with specific problems you may have on the course?'
IF PROBLEM PROBE WITH 'Has that been a big problem or a small problem?
(Big "Big problem",
Sml "Small problem",
No "No problem at all")

DifF
(Has this been a problem for you or not)
'Managing your finances since you started university last year. By managing your finances I mean the things you have to do to look after your money and bills rather than just not having enough to get by on?'
IF PROBLEM PROBE WITH 'Has that been a big problem or a small problem?
(Big "Big problem",
Sml "Small problem",
No "No problem at all")

ExpF
Before you went to university did you think you might have problems with managing your finances?
No "No",
Noe "Didn’t have expectation")

SortF
Since starting your higher education course have you asked anyone, either a person or an organisation, for advice about or, help in managing your finances?(Yes, No)

[All who have sought advice about managing their finances]
[If SortF = Yes]
SeekF
Who did you ask for advice about managing your finances?
MULTI-CODE
Prompt: And who else did you ask?
Stu "Student Welfare officer/Student Union/student advice centre",
Uni "University official",
Tut "Tutor (personal or course)",
Fri "Friend",
Par "Parent",
Ban "Bank",
Bro "Brother / sister",
Oth "Other")
{Multi-code: max 8}

SortW
Since you started at university have you ever asked anyone for advice about managing your coursework better?
(Yes, No)
[All who have sought advice about better managing work for their course]
[If SortW = Yes]
SeekW
Who did you ask for advice about managing your coursework?
MULTI-CODE
PROMPT: And who else did you ask?
(Stu "Student Welfare officer/Student Union/student advice centre",
Uni "University official",
Tut "Tutor (personal or course)",
Fri "Friend",
Par "Parent",
Bro "Brother / sister",
Oth "Other")
{Multi-code: max 7}

Decis
Next, thinking about your decision to go into higher education rather than do something else. Looking back over the last year, do you think this was the right or wrong decision?
PROMPT: Would you say this is definitely or probably the right / wrong decision?
(Def "Definitely the right decision",
Prb "Probably the right decision",
Prw "Probably the wrong decision",
Dfw "Definitely the wrong decision")

HEweigh
I’m now going to read out some things people have said about deciding whether to go into higher education rather than to do something else. Please tell me how much you agree or disagree with each of these statements.

‘I carefully weighed up the financial costs against the long-term benefits.’
PROMPT IF NECESSARY: Do you (agree/disagree) or strongly (agree/disagree)?
(SAgr "Strongly agree",
Agr "Agree",
Neith "Neither agree nor disagree",
Dis "Disagree",
SDis "Strongly disagree")

HEother
‘I seriously considered doing something else instead of going into higher education.’
PROMPT IF NECESSARY: Do you (agree/disagree) or strongly (agree/disagree)?
(SAgr "Strongly agree",
Agr "Agree",
Neith "Neither agree nor disagree",
Dis "Disagree",
SDis "Strongly disagree")
HEelse
‘I went to university because I wasn’t sure what else to do’
PROMPT IF NECESSARY: Do you (agree/disagree) or strongly (agree/disagree)?
(SAgr “Strongly agree”,
Agr “Agree”,
Neith “Neither agree nor disagree”,
Dis “Disagree”,
SDis “Strongly disagree”)

Unibet
Thinking now about when you started university and what you thought it would be like. Generally speaking, has university so far been … READ OUT …
(Bet “…better”,
Wor “worse”,
Same "or about the same as you thought?")

Unipict
And, given what you know now, how accurate a picture do you think you had about what university would be like? Was it … READ OUT …
(Acc "… accurate",
FAcc "fairly accurate",
NVAcc "not very accurate",
NAcc "or not at all accurate?")

Advice
Thinking of the people you spoke to about whether or not to go to university, who do you now think gave you the most helpful advice?
(Teac "School/college teachers",
CS "Careers Service/Connexions",
Parent "Parents",
Sib "Siblings",
Rel "Other relatives",
Friend "Friends",
None "[No-one gave advice / no helpful advice"]"
Block BFIN
C. Student Finances – Sources and coping strategies

[Ask All in HE]
[If Henow = yes]

Expen
These days it can be very expensive to go to university and people use many
different ways to help pay for the costs of this. I’d like to ask a few questions about
the ways you might be using to do this?
(Continue)

Slc2
Have you applied for a loan from the Student Loan Company for the current academic
year?
INTERVIEWER: IF UNSURE EXPLAIN THAT THE APPLICATION IS THROUGH
THE LOCAL EDUCATION AUTHORITY (LEA).
(Yes, No)

[IF Slc2=yes]
Maxlo
Did you apply for the maximum student loan you were entitled to from the Student
Loan Company for the current academic year?
(Yes, No)

[If Maxlo=yes]
Haloan
And have you applied for a hardship loan for the current academic year?
(Yes, No)

[If applied for a hardship loan]
[If Haloan= yes]
Slcif2
Was your hardship loan application successful?
(Yes, No, Awaiting a decision)

Tuitfee
Tuition fees are charged by a university to cover course costs but not things like
accommodation. Tuition fees this year are set at £1,125 per student, but some
students get all or some of their tuition fees paid for them by their Local Education
Authority or the government. What about you? Does your LEA or the government
pay-all, some, or none of your tuition fees?
(All "All of your tuition fees",
Some "Some of your tuition fees",
None "None of your tuition fees")

[If Tuitfee = some or none]
Lea2
Do you receive any money in the form of an official grant, bursary or similar award
to help pay for these tuition fees, paid either to you or direct to the university on
your behalf?
EXCLUDE MAINTENANCE GRANT OR MONEY FOR TRAVEL ONLY
(Yes, No)
[If money received in the form of an official grant etc]
[If Lea2 = Yes]
Sou2
Please tell me who pays this money either to you or direct to the university?
MULTICODE
Prompt: Anyone else?
(La "Local Authority",
Col "College / university",
NHS "NHS / Department of health",
Oth "Other")

[If money received in the form of an official grant]
[If Lea2 = Yes]
Pay2
Does the money you receive from this / these source(s) cover the whole cost of your tuition fees or will you or someone else have to make a contribution to the cost?
(Cov "Covers the whole cost of your tuition fees",
Ctr "Respondent / someone else has to make a contribution")

[If respondent or someone else has to make contribution to tuition fees OR no help received]
[If Pay = Ctr Or Lea2 = No]
Loan2
Other than any loans, overdrafts or other sources of money we have talked about so far, who else has paid or will pay money towards the cost of your tuition fees this year?
PROMPT: Who else?
(Par "Parent / step parents",
Own "Self",
Spo "Respondent's spouse/partner",
Fam "other family member/relative",
Emp "Employer",
Oth "Other source"
Nyn "Not yet known")

Evryd
I’d like to ask you a few questions now about your everyday living expenses - things like rent and bills, food, toiletries, clothes, travel, books and course materials as well as going out?
(Continue)

More
Now you are at university have you found you’re spending more on everyday living expenses than you expected to before you started there, less than you expected or about the same?
(Mor "More than expected,"
Less "Less than expected,"
Same "About the same")
[If spending more than expected]
[If more = Mor]
Mores
Please tell me what is the main thing that you are spending more on than you expected?
INTERVIEWER: IF ANSWER IS EVERYTHING PROMPT WITH "Is there one thing more than the rest?"
(Tra "Travel",
Med "Medicines / toiletries",
Clo "Clothes",
Soc "Going out",
Rnt "Rent",
Bok "Books",
Mat "Course materials",
Fod "Food",
Bil "Bills",
Oth "Other",
Evr "Everything")

Evoth
Excluding any bursaries or loans you have already told me about, have you received any money from hardship or access funds at your university?
EXCLUDE HARDSHIP LOANS ALREADY MENTIONED:
(Yes,No)

Gifloa
So far this academic year have you had any financial help from your parents, or from other family members, either as loans or gifts of money, or buying things or paying bills for you?
(Yes, No)

Extloa
Since you started university have you had to take out any loans or overdrafts that you hadn’t originally planned to?
(Yes, No)

Pdwrk
Can I just check, since you started university have you done any paid work during term time?
(Yes, No)

[All in HE who have done paid work during term time]
[If pdwrk = yes]
Wrkreg
Have you been working on a regular basis, that is in most weeks in term or more, or just now and then?
(Reg "Regular basis",
Now "Now and then")
Wrkwhy
And is this work mainly ... READ OUT...
(Money "...to earn some extra money,",
Fut "to help with your degree or any future career,",
Oth "or for some other reason?",
Mix "[SPONTANEOUS CODE: A mixture of these]")

WrkHrs
And in a normal week in term-time for how many hours on average would you be
doing paid work?
(Hrs "Enter number of hours",
Cs "Can’t say")

[If respondent can give answer in hours]
[If wrkhrs = hrs]
HrsNo
INTERVIEWER ENTER NUMBER OF HOURS
(Range = 1-80)
{SOFT CHECK - If Hrs >39 “Can I just check you work (number of hours) hours per
week?”}

[If respondent can’t give number of hours]
[If wrkhrs = Cs]
Avr2
Would you say that on average this is …READ…
(Less "less than 8 hours a week",
Bet between 8 and 16 hours,
Svn between 17 and 30 hours, " or,
Thty "more than 30 hours a week? ”)

[All in HE who have done paid work during term time]
[If pdwrk = yes]
Ptwrk
Have you found that working interferes at all with keeping up with your university
course work?
(Yes, No)

[If part time work interferes with course]
[If Ptwrk = Yes]
Ptinfr
Would you say it interferes…READ....
(Lot "a lot", or
Lit "a little? ”)

Vacwrk3
‘During the summer vacation this year, do you intend to get a paid job for...READ...
(All "...all or most of the time",
Half "about half the time",
Less "less than half the time",
Notat "or not at all?")
[All those intending to work]
[If Vacwrk3 = All or Half or Less]
Vacwhy
And would you mainly be working … READ OUT…
(Money "...to earn some extra money",
Future "to help with your degree or any future career",
Other "or for some other reason?",
Mix "[SPONTANEOUS CODE: A mixture of these]")
Block Bplan
Career plans and HE

[Ask All in HE]
[If Henow = yes]

Carpln
Do you have a particular career in mind for when you leave University?
(Yes, No)

[If career in mind]
[If carpln = yes]
CAREER
What type of career do you have in mind?
ENTER VERBATIM PROBE FULLY
PROMPT: What will this career involve?
Would you be based in an office?
What materials or equipment would you use? OPEN

Decide
When did you first decide that this was the career you wanted? Was this…READ…

(Sin …"since you started at University",
Ear "before that but after you got your A2 results",
Whi "while you were studying for your A2s or AS levels",
Aft "after you got your GCSE results",
Bef "or before then? ")

Carcho
Do you think the course you’re doing will help you get started in this career?
(Yes, No, Maybe)
Block Bnothe
Not in HE – Future likelihood and current activities.

[Ask block if not in HE and not on a gap year]
[Henow <> Yes & Heapp <> Yes]

NewHE
Last time we talked to you we asked you some questions about Higher Education. By Higher Education I mean a degree or HNC, HND or Higher Education Diploma at a university or similar institution. This does not include things like studying for A2s or GNVQs.
Can I just check, have you ever applied for a Higher Education course?
(Yes, No)

[If ever applied for a HE course]
[If NewHE = Yes]
Heapp2
And have you ever been offered a place, either conditional or unconditional, on a Higher Education course?
If No Prompt 'Are you awaiting the result of an application?
(Yes, No, Awaiting result)

[If ever offered a place]
[If Heapp2 = Yes]
Hestar
Did you start a Higher Education course in autumn 2003?
(Yes, No)
[No DK, No RF]

[If took up place but no longer in HE]
[If Hestar = Yes]
NoLnHE
Please tell me why you are no longer doing a Higher Education course?
(Tak "Taking a break (& returning to start in autumn 2004)",
Oth "Other reasons")

[If NoLnHE = Oth]
NoLnX
ENTER REASONS VERBATIM

[If HE application was successful but did NOT start HE course in autumn 2003]
[If Hestar = No]
Hentgo
There are many different reasons why people do not in the end take a course which they might do. Please tell me the reasons why you did not start a Higher Education course last autumn?
PROMPT: What other reasons?
[Multi-code: Max 4]
(Not "Did not get grades or points required for course",
Cha "Changed mind about doing a HE course",
Cou "Could not afford to enter HE",
Oth "Other")
[If other reason]
[If Hentgo = other]
Henoth
ENTER OTHER REASON: STRING: [60]

Costs
Can I just check, was concern about the cost of doing a Higher Education course in any way a reason why you are not currently doing such a course?
(Yes, No)

[If not offered a place on a HE course OR Has a successful HE application and not taking a break from HE]
[If Heapp2 = No OR (Heapp2 = yes AND NoLnHE <> Tak)]
Hefur
Do you think you will apply again in the future for a place on a HE course?
(Yes, No)

[All never applied to HE]
[If NewHe = No]
Helik
How likely is it that you will apply to do a Higher Education course in the future. Would you say that is…READ…(Ver "very likely", Cer "likely", Unc "unlikely", or, Vun "very unlikely? ”)

[If never applied to HE and unlikely or very unlikely to apply in the future]
[If Helik = Unc or Vun]
Everapp
Since you finished your GCSE's have you ever seriously considered applying to do a Higher Education course or have you always thought you would do something else?
(Ser "Seriously considered applying for a HE course", Alw "Always thought would do something else")

[If seriously considered applying to do a HE course]
[If Everapp = Ser]
NotHEc
Please tell me why you have decided not to apply for a HE course in the end?
INTERVIEWER ENTER VERBATIM AND PROBE FULLY

[If always new would not apply to HE]
[If Everapp = Always]
Notres
Please tell me the reasons why you have always thought you will be doing something else other than higher education?
INTERVIEWER ENTER VERBATIM
Block Bgap
Gap Years

[Ask block if taking a gap year]
[If Heappg = yes]

Nowgap
Now that you have decided to take a year off before starting a Higher Education course, please tell me what you’ve been doing so far during your gap year and if this is what you will be doing for the rest of your gap year?
Prompt: Anything else?

(Trav "Travelling",
Wor "Working abroad",
Bri "Working in Britain",
Tra "Training",
Retak "retaking examinations / course",
Oth "other")
{Multi-code: max 6}

[If other activity in gap year]
[If nowgap = other]
GapO
ENTER OTHER ACTIVITY / ACTIVITIES

Gapdec
When did you definitely know you were going to take a gap year? Was it…READ…
INTERVIEWER: 'A2' MEANS ANY POST-GCSE QUALIFICATION
(Bf4 "before your GCSE results",
Aft "after your GCSE results but before your A2 results",
Alv "after your A2 results?")

Gapbal
Looking back, do you think taking a year off before starting your HE course was the right decision or do you think you should have started the course in autumn 2003?
(Gap "Gap year was the right decision"
Wou "Would have preferred to have started the course in autumn 2003")

Gapben
What, if any, have been the main benefits for you from taking a year off?
INTERVIEWER PROBE FULLY AND WRITE IN

Gapprob
And what, if any, have been the main drawbacks for you of taking a year off?
INTERVIEWER PROBE FULLY AND WRITE IN
Block Battitu
G. Likelihood of future HE entry and attitudes towards HE

[Ask if not in HE and not on Gap Year]
[If Henow <> yes AND Heappg <> Yes]

Nextyr
What do you think will be your main activity in 12 months time?
Do you think you will be in full-time education, doing government supported
training, in a full-time job or doing something else?
IF DOING SOMETHING ELSE PROBE FOR ACTIVITY:
(Out "Out of work /unemployed",
Modn "Modern Apprenticeship (foundation or advanced
or other government supported training)",
Ful "Full-time job",
Par "Part-time job",
Stu "Studying for a qualification other than a HE course",
HE "Studying for a HE course"
Loo "Looking after the home / family",
Doin "Doing something else")

[If other likely activity in 12 months time]
[If Nextyr = Do]
NextYro
INTERVIEWER ENTER OTHER MAIN ACTIVITY

Routing condition which applies to the rest of the block:
[Ask if not in HE and not on Gap Year and have never applied to HE]
[If Henow <> Yes AND Heappg <> Yes AND NewHE <> Yes]

NoHEint
Many young people who could go on to university decide that they would prefer to
do something else instead. I’m going to read out some things that young people have
said about studying at university and I’d like you to give me your opinion on how
much you agree or disagree with each of them.
(Continue)

HEfam
Do you agree or disagree that
'My family didn’t want me to apply to university?':
(Agree, Disagree, Neither agree nor disagree)

[If Hefam = Agree]
HEfamSA
Do you agree or agree strongly that
'My family didn’t want me to apply to university?'
(Agree, agree strongly)

[If Hefam = Disagree]
HEfamSD
Do you disagree or disagree strongly that
'My family didn’t want me to apply to university?'
(Disagree, disagree strongly)
HEAlv
Do you agree or disagree that
'When I was doing my AS levels/A2s my teachers encouraged me to think about applying to university?'
INTERVIEWER: 'AS LEVELS/A2s' MEANS ANY POST-GCSE QUALIFICATION (i.e. AGE 17/18). IF NONE TAKEN, CODE 4
(Agree, Disagree, Neither agree nor disagree, [Not applicable - did not study for qualifications post-GCSE])

[If HEAlv = Agree]
HEAlvSA
Do you agree or agree strongly that
'When I was doing my AS levels/A2s my teachers encouraged me to think about applying to university?'
(Agree, agree strongly)

[If HEAlv = Disagree]
HEAlvSD
Do you disagree or disagree strongly that
'When I was doing my AS levels/A2s my teachers encouraged me to think about applying to university?'
(Disagree, disagree strongly)

HEpt
Do you agree or disagree that
'I would have applied to go to university but I didn’t want to have to work part-time at the same time as studying?'
(Agree, Disagree, Neither agree nor disagree)

[If HEpt = Agree]
HEptSA
Do you agree or agree strongly that
'I would have applied to go to university but I didn’t want to have to work part-time at the same time as studying?'
(Agree, agree strongly)

[If HEpt = Disagree]
HEptSD
Do you disagree or disagree strongly that
'I would have applied to go to university but I didn’t want to have to work part-time at the same time as studying?'
(Disagree, Disagree strongly)

HEmon
Do you agree or disagree that
'I didn’t apply to university because I wanted to work and earn money as soon as possible?'
(Agree, Disagree, Neither agree nor disagree)
[If HEmon = Agree]
HEmonSA
Do you agree or agree strongly that
'I didn’t apply to university because I wanted to work and earn money as soon as possible?'
(Agree, agree strongly)

[If HEmon = Disagree]
HEmonSD
Do you disagree or disagree strongly that
'I didn’t apply to university because I wanted to work and earn money as soon as possible?'
(Disagree, Disagree strongly)

HEjob
Do you agree or disagree that
'Going to university usually means you get a better job at the end of your course?'
(Agree, Disagree, Neither agree nor disagree)

[If HEjob = Agree]
HEjobSA
Do you agree or agree strongly that
'Going to university usually means you get a better job at the end of your course?'
(Agree, agree strongly)

[If HEjob = Disagree]
HEjobSD
Do you disagree or disagree strongly that
'Going to university usually means you get a better job at the end of your course?'
(Disagree, disagree strongly)

HEcou
Do you agree or disagree that
'I thought of applying to university but was worried that I wouldn’t be able to keep up with the course
(Agree, Disagree, Neither agree nor disagree)

[If HEcou = Agree]
HEcouSA
Do you agree or agree strongly that
'I thought of applying to university but was worried that I wouldn’t be able to keep up with the course?
(Agree, agree strongly)

[If HEcou = Disagree]
HEcouSD
Do you disagree or disagree strongly that
'I thought of applying to university but was worried that I wouldn’t be able to keep up with the course?'
(Disagree, disagree strongly)
HElon
Do you agree or disagree that
'The main reason I didn’t apply to university was that I did not want to get into debt through having to take out loans to pay for studying there?'
(Agree, Disagree, Neither agree nor disagree)

[If HElon = Agree]
HElonSA
Do you agree or agree strongly that
'The main reason I didn’t apply to university was that I did not want to get into debt through having to take out loans to pay for studying there?'
(Agree, agree strongly)

[If HElon = Disagree]
HElonSD
Do you disagree or disagree strongly that
'The main reason I didn’t apply to university was that I did not want to get into debt through having to take out loans to pay for studying there?'
(Disagree, disagree strongly)

HEeno
Do you agree or disagree that
'When I finished my GCSEs/A2s I felt that I had done enough studying and preferred to start a career?'
(Agree, Disagree, Neither agree nor disagree)

[If HEeno = Agree]
HEenoSA
Do you agree or agree strongly that
'When I did my A2s I felt that I had done enough studying and preferred to start a career?'
(Agree, agree strongly)

[If HEeno = Disagree]
HEenoSD
Do you disagree or disagree strongly that
'When I did my A2s I felt that I had done enough studying and preferred to start a career?'
(Disagree, disagree strongly)

HEaff
Do you agree or disagree that
'I felt I could not afford to go to university?'
(Agree, Disagree, Neither agree nor disagree)

[If HEaff = Agree]
HEaffSA
Do you agree or agree strongly that that
'I felt I could not afford to go to university?'
(Agree, agree strongly)
[If HEaff = Disagree]
HEaffSD
Do you disagree or disagree strongly that that
'I felt I could not afford to go to university?'
(Disagree, disagree strongly)

HEQUA
Do you agree or disagree that
'I don’t need a university qualification to do the job I want to do'
(Agree, Disagree, Neither agree nor disagree)

[If HEQUA = Agree]
HEQUASA
Do you agree or agree strongly that that
'I don’t need a university qualification to do the job I want to do'
(Agree, agree strongly)

[If HEQUA = Disagree]
HEQUASD
Do you disagree or disagree strongly that that
'I don’t need a university qualification to do the job I want to do'
(Disagree, disagree strongly)
Background

'Pathways' is the name by which respondents know the England and Wales Youth Cohort Study (YCS). Each cohort study involves surveying large samples (usually 20 thousand or more) of young people two or three times, usually by means of a postal questionnaire. The survey has been a major source of information for those who make policies for young people and has monitored, for example, the change from GCE/O-levels to GCSE exams, changes in Youth Training Programmes and the introduction of Modern Apprenticeships.

The National Centre has been awarded the contract to carry out the third sweep of the 11th YCS and so this year will be interviewing 18-19 year olds whose compulsory school education ended in summer 2001.

Overview of Pathways 2004

There are three parts to this year’s Pathways study - the main YCS survey, the Connexions study, and the Higher Education study – and a variety of modes of data collection being used.

Main YCS

The main YCS questionnaire is a postal questionnaire for those in the main YCS sample (and a CATI version for those in 2 smaller sub-samples - these are discussed later). There is also a website (www.Pathways2004.com) which people can use to complete a questionnaire on the Internet.

Young people who are part of the main YCS survey sample were sent a pre-notification letter and a postal questionnaire to complete. This is then followed up with up to three reminders (one postcard and two letters with replacement questionnaires) and, if they still have not returned their questionnaire, you and other members of the telephone unit will then phone those for whom we have telephone numbers to try to interview them over the phone.

Connexions

In addition to the main YCS survey there are two other questionnaires. The first of these is a ‘Connexions’ questionnaire, which will be carried out over the telephone (there is no postal version). This will be asked of a subsample of YCS cohort members living in twelve Connexions areas in England.
These areas are:

- Milton Keynes/Oxfordshire/Buckingham
- London North
- London South
- West of England
- Devon/Cornwall
- Black Country
- Coventry/Warwick
- Shropshire
- Lincolnshire/Rutland
- South Yorkshire
- Cheshire/Warrington
- Cumbria

Connexions is a service launched by the government in 2001, which aims to provide young people with guidance, advice and support in their decision-making about the future. The majority of pupils who come into contact with the Connexions Service will use it for careers advice, as it has replaced the old Careers Service in these areas. The first sweep of the 11th YCS collected baseline figures of usage of the Connexions Service, the second sweep looked at how things changed, for example whether awareness of the service has increased, and this third sweep will continue to track this.

Higher Education
The second additional questionnaire is a Higher Education questionnaire. As with the Connexions questionnaire this is carried out over the telephone (there is no postal version). It is designed to look at applications to Higher Education, experiences, views and aspirations towards Higher Education, and various issues surrounding funding. This questionnaire is asked of a subsample of cohort members in England from the first sweep of the 11th YCS who achieved at least 5 GCSEs at grades A*-C or the equivalent in other qualifications. Please note the respondents are not necessarily in Higher Education - and they get asked the HE questionnaire whether or not this is the case.

The Samples
At the start of this Cohort, the Department for Education and Skills (DfES) wrote to every school in England to ask them to supply a list of the names and addresses of those whose compulsory education (Year 11) ended in summer 2001 (that is, who were aged 16 on 31st August 2001) and who were born on three specific dates of any month. Those schools in LEAs with a higher than average proportion of pupils from ethnic minority groups were asked to provide names and addresses of those born on four specific dates of any month in order to produce a boosted ethnic minority sample.

This was a voluntary task and so not all schools responded. From those who did, the DfES compiled a list of 35,000 young people. In the first sweep, we selected 30,000 of these to take part in the YCS. We returned to those who had taken part in the first sweep (2002) again in the second sweep (2003).
In the third sweep (2004), we are going back to all respondents who were interviewed in the second sweep. This year there are around:

- 8,500 respondents in the main (postal) YCS sample, approximately 2,000 of whom we expect to interview over the phone
- 700 cases in the Connexions sample, all of whom will be approached by phone
- 2,300 cases in the Higher Education sample, all of whom will be approached by phone.

The sample is therefore a list of named individuals. You must never substitute one named individual for another, even if they are of a similar age and living in the same household.

**Telephone Interviewing**

As a telephone unit interviewer you will be interviewing a combination of those who are part of the Connexions and Higher Education subsamples and this will be the first contact with these people in this sweep of the survey. In addition, from March you will also be approaching those who are part of the main YCS sample for whom we have a working telephone number but who have not returned their postal questionnaires despite several reminders. The information above is intended to give you an overview of the various different modes in which the questionnaire is being delivered, because it is possible that some members of the Connexions and Higher Education subsamples will know other people in their area who have taken part in the main YCS study (and who may ask why this part of the survey is being carried out in a different way) and vice versa.

You can tell which type of sample the respondent is from from ‘SampType’ on the dial screen (Con = Connexions, HE = Higher Education, Post = main YCS sample). However, you don’t need to know this to carry out the interview.

**The questionnaire**

There are two parts to the telephone questionnaire for those in the Connexions/Higher Education subsamples. Both start with questions that are the same as those being asked on the main (postal) YCS survey, and these are followed by additional questions asking about either Connexions or Higher Education, depending on which sample they belong to. This will not affect how you carry out the study - you will be routed through it as one continuous questionnaire. The CATI program will automatically know whether or not a respondent is part of the Connexions or Higher Education subsamples and will route accordingly. However, some of the questions will seem rather unusual for a CATI survey. This is because the questions need to be as similar as possible to the questions used in the postal questionnaire.

The questionnaire has been fully tested. In October 2003 an expert panel discussed the questions. Then in November there was cognitive testing of some of the new questions on the core, Connexions and Higher Education questionnaires. We held a face-to-face pilot of the postal self-completion questionnaire and finally carried out a CATI pilot of the Core, Connexions and Higher Education questionnaires.
Contacting respondents

Connexions and Higher Education sub-samples
Those in the Connexions and Higher Education subsamples were sent an advance letter on 13th February telling them that an interviewer is going to call and arrange a convenient time to interview them. The advance letter tells them all about the survey and how they were selected. It is double-sided with information from the DfES as well as from NatCen. A copy of the letter is included in this briefing pack. We suggest you refer to this in your first contact (the questionnaire also refers to the letter in the opening questions).

Main YCS sample - telephone enhancement
Those members of the main YCS sample whom we select to contact by telephone should be familiar with the study by the time telephone fieldwork begins, as in preceding weeks they will already have been sent a pre-notification letter, a postal questionnaire and covering letter, a postcard reminder, and up to two follow-up reminder letters (each containing a replacement copy of the questionnaire should they have mislaid/thrown away the first). However, they will not be expecting a telephone call.

For respondents who are part of the main YCS sample we suggest you refer to previous questionnaire mailings when first contacting households. A copy of the letter which accompanied the first questionnaire mailing is included in this briefing pack.

Getting parents on side
Respondents will be aged 18 or 19 during fieldwork for the study. Whilst these people are adults, some parents may still act as a gatekeeper in terms of making contact with the young person by telephone. It is therefore important that you are sensitive to this possibility.

If the respondent answers the telephone there is no need to speak to the parent or to ask if the parent is happy with the interview taking place. However, if the parent answers the telephone it may be useful to explain a little bit more about the study, before asking to speak to the named young person. This will show that you are respecting their position as parents and can be useful in bringing the parent “on side” which in turn may lead them to help encourage their child to participate. Having said that, we do not want parents to make a proxy refusal for their child. It might be worth saying something along the lines of:

“The office has asked us to speak to the young person themselves to see if they want to take part – particularly as they have been happy to be involved in the past.”

When speaking to the young person for the first time, you should answer any questions they might have about the survey with them and check that it is OK with them to carry out the interview.

Tracing new contact details for movers
- If the respondent has left home or the family has moved, try to obtain new contact details from whoever you are speaking to.

- In addition, you may have alternative phone numbers listed on the dial screen which you should attempt to call.
• If you fail to trace new contact details through the current occupants, then try the stable address contact (at least 5 calls) – these details will be listed on the dial screen (there is more about the Stable Address contact on the next page).

• If anyone you speak to is reluctant to pass on new contact information, you can ask them to pass on the helpline number for the study so that the respondent can ring up with their new details themselves. This is **0800 652 9295** (staffed on Monday-Friday from 9:30a.m.-5:30p.m.). In the case of the stable address, we can choose to send out the mailings to the stable address person if they are willing to forward the mailings on to the respondent.

*Students away at University/College*

If you find that the respondent is away at university or college but is planning to return home to the current contact number/address in the Easter holidays, please make an appointment to phone back and interview them then. This is because it can be particularly difficult getting hold of students in halls of residence or student flats. However, if it is not easy to arrange a holiday appointment, or if the student is not likely to return for the holiday, or if the parent is happy to give the term-time phone number (and this is not for a hall of residence) you can try to contact the respondent at their term-time number instead.

*Stable Address*

In some cases you have a 'stable address' - that is an address given by respondents when they filled in the postal questionnaire at the last sweep so that we can get in touch with them if they move. This is displayed at the bottom of the 'dial up' screen. This should only be used if the young person cannot be contacted at the first telephone number you have for them i.e. the number is out of order, or the young person has moved and the new resident has no contact details. However, these numbers are an important source of information and were found to be accurate in many cases in the pilot.

There is a question StabUse at the end of the questionnaire, where you will need to code whether you used the stable address details to get in touch with the young person or not.

*Welsh interviews*

If a Welsh respondent requests that they are interviewed in Welsh, we will arrange for a Welsh-speaking face-to-face interviewer to call them at a later date. We do not expect this to happen but if it does, please refer the case to a supervisor.

**Introducing the survey**

Be positive about the survey and its importance. Saying something like the following may be helpful in selling the survey:

> 'Those who make policies need to know the views and experiences of those who are affected by them. The pathways studies provide a link between young people and those who create policy on their behalf'.

The pilot interviewers reported that the survey was well received and that most young people wanted to take part. In the mainstage it should be easier as the respondents have already agreed to take part twice before, and are familiar with the study.
Very often you will need to arrange contact and appointments through parents.

Some young people might prefer to be interviewed on a mobile phone. If this is the only alternative it is fine, but if possible do try and arrange to phone them when they are on a land line (as trying to interview someone in the shops or on a train is less than ideal!). If you have any particular difficulties speak to your supervisor who can advise you on the best strategies for getting a completed interview.

As this is a panel study it is essential that we get a high response rate, particularly as there is a high chance that a further sweep will take place in the future.

**Interview length**
For those in the main YCS sample, the interview will last about 15 minutes, and for those in the Connexions and Higher Education samples, it will last about 20-25 minutes - though this may vary depending on circumstances. These different interview lengths are programmed into the start of the CATI interview and vary according to sample type.

**The Interview**
As described above, the type of interview respondents take part in depends on whether they are part of the main YCS sample or the Connexions/Higher Education subsamples. Those in the main YCS sample will answer a CATI version of the postal questionnaire, and those in the Connexions and Higher Education subsamples will answer this plus sections of additional questions.

- Generally, the main YCS questionnaire is about what cohort members have been doing since we last contacted them in March 2003. It includes education and employment histories, a small number of attitudinal questions and information about the household.

- The Connexions additional questions cover awareness of the Connexions service, young people’s contact with it since March 2003, and other types of advice they might have received from other sources.

- The Higher Education additional questions covers experiences of HE, reasons for applying or not applying to Higher Education, the advantages and disadvantages of further education, and issues around the costs involved. The questions vary quite a lot according to whether the respondent is currently in higher education or not.
The main questionnaire

Outline of the module

All (Main q’re)
- Views about work and education
- Current activities
- Activity history since March 2003
- Qualifications obtained since March 2003 (vocational and academic)
- Details of any current full-time education course being attended
- Details of any current part-time education course being attended
- Qualifications being studied for now (vocational, Higher Education and academic)
- Jobs and training details
- Household details

Some general points

Likely educational achievements since March 2003
You will be speaking to respondents aged 18/19. If they stayed in post-16 compulsory education, and have academic qualifications we would expect that they would have obtained some A2s and possibly some AS levels since March 2003. It is worth keeping this in mind when interviewing so that if a respondent is talking about obtaining a few AS levels and 9 GCSEs you can check with them that they are only thinking about qualifications obtained since March 2003.

Qualification types/names
Some qualifications (e.g. ‘Edexcel’) are also the name of an awarding body for other qualifications. Thus you can achieve a GCSE through the Edexcel examining board. However, we are interested in the actual qualification obtained – in this case it would be a GCSE.

Question text and question marks
Many of the questions in the main questionnaire have the initial question text followed by a question mark, and then a sentence or two of a note. Unless the note is in capitals, or starts ‘INTERVIEWER’, then it should be read out as standard.

Specific points

BLOCK PASTYR
Activity
Mar03-Feb04 At each of these questions you are asked to record the young person’s usual main economic activity. If someone would normally have been working but takes a holiday for a few weeks they should still be coded as working. Similarly, if a respondent was on their school summer holidays in July and August and returned to school in September, they should still be coded as being in full-time education. A similar rule should be applied if someone was ill and off work or school or college for a short period. If on the other hand someone went travelling for 6 months they should be coded as ‘taking a break from study or work / taking a gap year’.
At the first listing of the code frame (Activity) there is a help screen with additional information. This also applies in the diary question, where the help screen is not available.

Code 2 ‘Modern Apprenticeship (Foundation or Advanced) or other government supported training’ includes schemes called AMA, FMA, NVQ learning and ‘ETE’ - ‘Entry to Employment’. It may be that the respondent is not sure whether the training they are doing fits into this code - so you can use this information to help. However this is not an exhaustive list – these are the four national programmes available.

Code 3 ‘In a full-time job (over 30 hours a week)’ can be used to code 1+ part-time jobs if the total hours are more than 30 hours. However, only use this code where the young person is not in government supported training or full-time education (codes 2 and 5).

**BLOCK BQUALS**

**Vocational quals: Vmar03/ObBTEC/ObCG/ObRSA**

Each time there is a filter question asking if the respondent has obtained any particular qualifications, there is a note which can be used if necessary to explain which kinds of qualifications are included. This should be read out if the respondent is unsure whether their qualifications count as a certain type or not.

**A2mor/ASMor/GCSEmor**

It is possible that in the process of recalling the subjects of their A2s, AS levels and GCSEs that respondents may realise they had forgotten some subjects when telling you the total number at A2Tot/ASTot/GCSETot. These questions allow you to enter more A2, AS levels and GCSEs. If the respondent answers ‘yes’, a warning will appear relating to the total at A2Tot/ASTot/GCSETot. You should select ‘GO TO’ and alter the number of A2s at A2Tot / AS levels at ASTot / GCSEs at GCSETot. This will then open up more loops to record the forgotten qualifications.

**Academic quals /GCSETot**

You will be speaking to respondents aged 18/19. If they stayed in post-16 compulsory education, and have academic qualifications we would expect that they would have obtained some A2s and possibly some AS levels since March 2003. It is likely that they would have completed GCSEs and some AS levels before March 2003 - in which case we do not want to record them here. For this reason there is a check which is triggered if more than 2 GCSEs are reported.

**BLOCK BQUALNOW**

**Vocational quals: SBTEC/SCG/SRSA**

Each time there is a filter question asking if the respondent has obtained these particular qualifications, there is a note which can be used if necessary to explain which kinds of qualifications are
included. This should be read out if the respondent is unsure whether their qualifications count as a certain type or not.

HeNow

“Are you currently studying for a Higher Education qualification, such as a degree, Diploma in Higher Education, Initial Teacher Training, HND or similar? Please do not include taking a break in education such as a gap year.”
INTERVIEWER: IF STUDYING FOR A FOUNDATION DEGREE, CODE YES. IF ON A FOUNDATION COURSE ONLY CODE YES IF THIS IS AT HE LEVEL

Following note applies to HE sample only:
The answer to this question is the key filter for the HE module. Those who say ‘yes’, get the later questions about HE courses. Those who say ‘no’ are asked a separate question to check if they are on a gap year (Heappg). This determines the questions they get for those not in HE. Therefore it is important that the question is answered correctly.

BLOCK BJOBS
HrsWk/ TotHrsWk
(Hours worked). Here the interviewer instruction says for those in full-time education ‘probe to ensure hours are for term-time only’. If a respondent’s job continues throughout school holidays, ignore their holiday hours and just code term-time hours. However, if their current job is only for the vacation (this is possible if you are interviewing in the Easter vacation for example), there is a special code to use here: 96.

THPay/ TotTHPay
(Earnings). Again there is an instruction to probe for earnings in term-time only. You should code term-time earnings if possible. However, if the job is a vacation-only job, you should choose ‘week’ at the first code, and then enter 996 as a special code.
Connexions questionnaire

Outline of the module
This questionnaire is for the sub-sample of young people who live in Connexions areas. They have already been asked questions about Connexions in previous sweeps of Pathways. The questionnaire collects information on young people’s awareness of the Connexions service, their use and evaluation of it, and also other sources of advice and information on a range of topics.

All
- Awareness of Connexions
- Whether any contact with Connexions

Those who have spoken to someone at Connexions since March 2003
- Details of contact with Connexions

Those who have not heard of Connexions
- Details of contact with Careers service

All
- Sources of advice and guidance

Those who have spoken to someone at Connexions
- Assessment of Connexions

Specific points

AwarConx One of the key findings arising from these questions in the first sweep of this YCS was that only a half of respondents who lived in areas of where Connexions was active had heard of the service. This is not a problem in relation to the questionnaire, and you should not prompt respondents. Those who have had contact with Connexions, but who think of it in terms of ‘the Careers Service’ are routed to a specific section of the program in block CONTACT that collects details of their contact with Connexions, but that refers to the service throughout as ‘the Careers Service’.

BADVICE This block contains a series of questions asking respondents whether or not they have received advice since last March on a range of topics. These include education, learning and training, jobs and careers, housing, drugs, alcohol, contraception, pregnancy and sexually transmitted diseases and mental health (AdvEduc, AdvJobs, AdvHouse, AdvDrugs, AdvAlco, AdvSex, AdvMent). Respondents’ answers to these questions then affect the subsequent questions they are asked, in that they are looped round a series of questions about the nature of advice they have received on each topic. However, we realise that if respondents answer ‘yes’ to several types of advice, the loop of questions can become repetitive. As a result, the program has been set up only to ask about a random selection of up to four advice topics, meaning no respondent goes round the loop of questions more than four times.
Higher Education questionnaire

Outline of the module
This module is for those who had achieved at least level 2 qualifications (5 or more GCSEs at grade C or above) when they were interviewed at the first sweep. This section asks about their experiences of the application process and Higher Education (HE) itself, and any plans to apply to Higher Education if they haven’t already.

Those currently in HE
• Entry routes into HE including UCAS process and offers from institutions
• Current experiences and difficulties of HE
• Information available
• Student Finances including student loans, hardship loans and grants, payment of tuition fees, expenditure
• Paid employment during HE course
• Career plans and HE

Those not in HE
• Whether has applied to HE in past
• Reasons for not being in HE
• Future likelihood of going into HE
• Current activities

Those on a gap year
• Activities during gap year
• Assessment of decision to take gap year

Those not in HE (and who have never applied)
• Attitudes towards HE

Some general points

Terminology
The module is about Higher Education, which includes courses with a variety of different names and types which can be studied in a variety of different institutions. It is important to stress that we are interested in all HE courses. Note that in cases where we refer to ‘University’, we generally mean any Higher Education Institution - please reassure respondents about this if it affects them.

We also tend to use ‘A2 (A levels) / AS levels’ to mean post-GCSE qualifications. If the respondent has done vocational qualifications instead, then we would generally include those in these cases. There are often specific notes about this at particular questions.

Pre-codes
If respondents give answers which do not fit into the pre-codes please take full details of these ‘other’ answers. First try to use the existing pre-codes. If the respondent gives a vague answer where the correct pre-code is not clear, probe for more details.
For some of the open questions you can code up to three ‘other’ answers individually. This is because the respondent is then asked which answer is most important and so other answers need to be separate. When you type in the code for ‘other’ a space will come up for you to write in the first other answer, then you will be asked whether there are any more other answers and if yes, a space for the second other answer will come up and so on for up to three other answers. It is important for you to separate the respondent’s other answers if they really are separate.

Specific points

Heintr / Code  
“Firstly, at which university or Higher Education institution are you currently studying?”

This question about which institution they are studying at has a pre-coded list of answers. Start typing in the name of the institution and the best matches will come up for you to choose from. Type in the unique part of the institution’s name, do not type in university or college as it will bring up too many suggested matches.

If the name you type in does not bring up any suggested institutions, check you have typed the name correctly. If there really is no match, type “other” which will bring up code 997. Select this and you will then be able to enter the full name of the institution yourself.

Some institutions have quite similar names, make sure that you do select the right institution. For example “Sheffield” could be University of Sheffield OR Sheffield Hallam University.
“Manchester” could be University of Manchester OR University of Manchester Institute of Science and Technology (UMIST) OR Manchester Metropolitan University.

Gradebet  And were the A2 (grades/points) you got ..READ OUT...
INTERVIEWER: FOR OFFERS BASED ON GRADES, ANY ONE GRADE LOWER THAN THE OFFER IS WORSE ..the same as those in your offer from (University) better, or worse?

In other words, for an offer of A,B,C, if the respondent actually achieved B,B,B this would count as ‘worse’ – as they did not manage to achieve the A grade (it makes no difference that they did better than the C grade in the offer).
Benuni

Thinking about your time at university so far, what, if any, have been the most positive things about this first year?

Probun

And what, if any, have been the main problems with your time at university so far?

Both these questions have ‘headings’ included in the answer codes (e.g. ‘Academic reasons’). The headings are emphasised, but you need to be clear that they are not a specific answer in themselves.

Heben

Please tell me what you think the main benefits will be to you of being in Higher Education?

Note that this question is different to BenUni (above). BenUni asks about the time at university so far in this first year, and HeBen asks about the perceived benefits being in HE generally (i.e. benefits in the future).

Slc2/Maxlo/Haloan

E.g. Have you applied for a loan from the Student Loan Company for the current academic year?

INTERVIEWER: IF UNSURE EXPLAIN THAT THE APPLICATION IS THROUGH THE LOCAL EDUCATION AUTHORITY (LEA).

It is important that in all these questions we are talking about a loan for the current academic year (i.e. not having applied in advance for a loan for next academic year). For student loans, even though the loan is from the SLC, the application is made through the LEA.

Gapdec

When did you definitely know you were going to take a gap year?

Was it ... READ OUT...

INTERVIEWER: ‘A2’ MEANS ANY POST-GCSE QUALIFICATION ...before your GCSE results
...after your GCSE results but before your A2 results
...after your A2 results?

The answer codes here imply that the respondent has taken A2 levels. As the note says, this is meant to refer to any post-GCSE qualification – i.e. when aged 17/18. However, if this does not apply to the respondent, make a note (CTRL + M) and choose the most appropriate code or DK/RF.

HEAlv

Do you agree or disagree that

When I was doing my AS Levels/A2s my teachers encouraged me to think about applying to university?

INTERVIEWER: ‘AS LEVELS/A2s’ MEANS ANY POST-GCSE QUALIFICATION (i.e. AGE 17/18). IF NONE TAKEN, CODE 4:

Code 4: [Not applicable - did not study for qualifications post-GCSE]

As explained in the interviewer note, the question implies that we assume the respondent has taken AS levels / A2s. However, we are really referring to any post-GCSE qualification (that would be when
aged 17/18). Use code 4 if the respondent did not study for any qualifications after their GCSEs.

**HEeno**

Do you agree or disagree that 'When I finished my GCSEs/A2s I felt that I had done enough studying and preferred to start a career?'

Here, the wording has been designed so that it can apply to those respondents who finished their education after GCSEs, and those who carried on to study A2s. We are trying to get at the way they felt after their last course.
Outcome Codes

The outcome codes for this survey are as follows:

Productive (computed automatically)
110 Full Productive Interview
210 Partial Productive Interview completed (Connexions and HE only - once question 'OthLiv' has been answered)

Unproductive codes
300 Cohort member not known at phone number
310 No contact after a minimum of 12 calls, at different times of day and on different days of the week
340 No direct contact with cohort member
380 Cohort member unable to take part on phone, worth trying a postal
410 Office refusal (telephone)
420 Information refused about cohort member (refusal by parent)
430 Personal refusal by cohort member (Include refusal during survey introduction)
440 Refusal during interview (unproductive partial)
450 Broken appointment, no recontact
470 Proxy refusal on behalf of cohort member
500 Anonymous call bar
510 Cohort member is ill at home for the duration of fieldwork
520 Cohort member is away or in hospital for the duration of the fieldwork period
530 Cohort member is physically or mentally unable to take part
540 Language difficulties
560 Cohort member cannot take part for some other reason
650 Cohort member says completed or will complete postal/Internet questionnaire
680 Cohort member moved, no new number, no info from alternative number/stable contact
690 Disconnected or Unobtainable
800 Postal questionnaire received
960 Cohort member died
970 Cohort member emigrated/permanently out of the country

Contacts

If you have any queries or problems with the questionnaire or procedures for this study, check with your supervisor and she will call the researchers if necessary.

If respondents have queries which you cannot answer and they want to speak to someone at DfES please refer them to Tim Thair, who is the DfES project manager, on 0114 259 3305 during office hours.

Thank you for your help with this study.
We hope it all goes well.
INTERNAL MEMO

To        P2360 Helpline
From      Miranda Phillips
cc.       Alison Park, Mark Johnson Chris Massett, Sonia Shirvington
Date      11/02/2004
Subject   P2360 Help Line

Background

"Pathways' is the name by which respondents know the England and Wales Youth Cohort Study (YCS). Each cohort study involves surveying large samples (usually 20 thousand or more) of young people two, three or four times, usually by means of a postal questionnaire. The survey has been a major source of information for those who make policies for young people and has monitored, for example, the change from GCE/O-levels to GCSE exams, changes in Youth Training Programmes and the introduction of Modern Apprenticeships.

The National Centre has been awarded the contract to carry out the third sweep of the 11th YCS and so this year will be interviewing 18-19 year olds whose compulsory school education ended in summer 2001.

In addition to the main YCS questionnaire, there are two other questionnaires. The first of these is a ‘Connexions’ questionnaire, which will be asked of a subsample of YCS cohort members living in the twelve Connexions areas in England. These areas are:

- Milton Keynes/Oxfordshire/Buckingham
- London North
- London South
- West of England
- Devon/Cornwall
- Black Country
- Coventry/Warwick
- Shropshire
- Lincolnshire/Rutland
- South Yorkshire
- Cheshire/Warrington
- Cumbria
Connexions is a service launched by the government in 2001, which aims to provide young people with guidance, advice and support in their decision-making about the future. The majority of pupils who come into contact with the Connexions Service will use it for careers advice, as it has replaced the old Careers Service in these areas. The first sweep of the 11th YCS collected baseline figures of usage of the Connexions Service, the second sweep looked at how things changed, for example whether awareness of the service has increased, and this third sweep will continue to track this.

The second additional questionnaire in 2004 is a Higher Education questionnaire, designed to look at applications to Higher Education, experiences, views and aspirations towards Higher Education, and various issues surrounding funding. It asks about reasons for applying or not applying to Higher Education, the advantages and disadvantages of further education, and information sources about the costs involved. This questionnaire is asked of a subsample of cohort members in England from the first sweep of the 11th YCS who achieved at least 5 GCSEs at grades A*-C or the equivalent in other qualifications. There are 2,300 respondents in the Higher Education sample.

Pathways 2004 – Main, Connexions and Higher Education samples

There are three parts to this year’s Pathways study - the main YCS survey, the Connexions study, and the Higher Education study - and a variety of modes of data collection being used.

Young people who are part of the main YCS survey sample will be sent a pre-notification letter followed by a postal questionnaire to complete. This will be followed up with three reminders (one postcard and two letters including repeat questionnaires) and, if they still have not returned their questionnaire, the telephone unit will then phone those we have telephone numbers for to try to interview them over the phone.

For the Connexions and Higher Education subsamples there is no postal questionnaire, and so sample members will be interviewed over the phone. Respondents in the Connexions and Higher Education subsamples will be asked a telephone version of the main YCS questions followed by an additional module of Connexions/ HE questions at the end.

Internet

There is also a website which members of the main YCS survey sample can use to complete a questionnaire on the Internet (this does not apply to the HE or Connexions sub-samples):


If the cohort member wants to use the website, they will need to use the serial number and password printed by the address on the advance letter to enter the questionnaire. If you need to clarify this for the respondents, the serial number is composed of six digits. The password is 9 characters - a combination of numbers and letters, starting with 2 letters, and it is not case-sensitive.
This year, as in sweep 2, we will contact by email those respondents who gave us their email address in a previous sweep of the survey to tell them about the Internet version of the questionnaire. This email, sent out to the main English sample between 16th - 18th February and the Welsh sample on 4th March, contains a hyperlink to the website itself and a note of respondents’ serial number and password. There will be no reminders via email.

The Mailings

Approximately 8,000 letters were sent out to the main YCS English sample on 12th February and we can expect up to 10% of respondents to call the helpline. Please note that we cannot conduct interviews over the telephone through the helpline. Ask respondents for the main YCS survey to fill in the questionnaire and return it in the reply paid envelope provided.

Additional main YCS Questionnaires

If respondents ask for an additional main YCS questionnaire say that one will be sent to them in a week or two with a reminder and they should wait for this. (There are no paper versions of the Connexions or Higher Education questionnaires.)

The Mailing Schedule

Note that we start mailing different groups of people at slightly different times. The schedule is shown below. Around 8,000 respondents are in the main English YCS sample and 500 are in the Welsh main YCS sample. There are around 700 cases in the Connexions sample and 2,300 in the Higher Education sample.

### MAIN YCS ENGLISH SAMPLE

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/2/2004</td>
<td>Pre-notification letter mailing</td>
</tr>
<tr>
<td>16-18/2/2004</td>
<td>Email sent out to those email addresses about internet version</td>
</tr>
<tr>
<td>19/2/2004</td>
<td>First Questionnaire Mailing</td>
</tr>
<tr>
<td>27/2/2004</td>
<td>Reminder Postcard</td>
</tr>
<tr>
<td>11/3/2004</td>
<td>Letter Reminder 1 (with questionnaire)</td>
</tr>
<tr>
<td>25/3/2004</td>
<td>Letter Reminder 2 (with questionnaire)</td>
</tr>
</tbody>
</table>

### MAIN YCS WELSH SAMPLE

<table>
<thead>
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<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/2/2004</td>
<td>Pre-notification letter mailing</td>
</tr>
<tr>
<td>4/3/2004</td>
<td>Email sent out to those email addresses about internet version</td>
</tr>
<tr>
<td>5/3/2004</td>
<td>First Mailing</td>
</tr>
<tr>
<td>11/3/2004</td>
<td>Reminder Postcard</td>
</tr>
<tr>
<td>25/3/2004</td>
<td>Letter Reminder 1 (with questionnaire)</td>
</tr>
<tr>
<td>8/4/2004</td>
<td>Letter Reminder 2 (with questionnaire)</td>
</tr>
</tbody>
</table>

NB – The pre-notification letter will be sent out in Welsh and English. A Welsh language questionnaire (and letter) is sent with the first mailing only.
Telephone enhancement fieldwork for the main YCS sample (people who have not returned the postal questionnaire) will start on 18th March 2004 for the English sample, with a further English sample released on 1st April 2004, and 15th April 2004 for the Welsh sample.

### CONNEXIONS/HIGHER EDUCATION SAMPLES

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/2/2004</td>
<td>Advance letter (telephone sample) mailed</td>
</tr>
<tr>
<td>18/2/2004</td>
<td>Connexions/HE telephone fieldwork starts</td>
</tr>
</tbody>
</table>

### Letter

Each cohort member has been sent a letter with some information and the helpline phone number (this applies to the main YCS sample, and to the Connexions and HE sub-samples). Note that it is double sided with information from the DfES as well as the National Centre for Social Research. We have provided you with a copy of this and many common questions (such as how was my name selected, confidentiality etc.) can be answered by the information provided on these.

### Logging Calls

All calls to the helpline MUST be logged. Please record the serial number, name and a brief note about the nature of the enquiry. You should also make a brief note of the advice given. Use the call log sheet provided.

### Logging Address/Contact details

If a relative, friend or parent telephones and offers to forward the questionnaire please ask them to do so. In addition you should ask for a new name, address and telephone number for that respondent. Be sure to also record the serial number in each case. This is shown at the top of the pre-notification letter. Use the new address details sheet provided.

It is possible that the respondent may phone to give us their new address or phone number (if they have moved but their parents did not want to give out their new contact information). In this case, please record all details carefully (including telephone number), together with serial number.

### The main YCS Questionnaire (postal self-completion)

The basic rule is to give as little guidance as possible! Reassure the respondent that they should fill it in as they see fit.

Try and encourage them to answer all questions as well as they can. We would rather have more information than less.

The questionnaire collects information about education and employment history. In addition we ask demographic questions.

*You will not need to give advice on the Connexions or Higher Education questionnaires as these will be interviewer-administered by phone.*

### Main YCS Questionnaire Order
Current and past year’s economic activity
Qualifications gained since March 2003
Full Time education
Part Time education
Qualifications being studied for now
Higher Education qualifications
Jobs and training
Attitude questions for those not in education, employment or training
Household questions
Update to address details

Specific Points

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2/Q 4</td>
<td>In each case the respondent is asked to fill in their <strong>main</strong> economic activity. If a respondent was normally working but takes a holiday for a few weeks they should still be coded as working. A similar rule should be applied if someone was ill and off work / school or college for a short period. If on the other hand someone went travelling for 6 months they should be coded as ‘Taking a break from study or work / taking a gap year’.</td>
</tr>
</tbody>
</table>

Queries
Queries should be referred to the research team in London. Please call Miranda Phillips (5115), or Alison Park (5073). Respondents can also be referred to these researchers via their direct outside lines – Miranda Phillips 020 7549 9515 or Alison Park 020 7549 9573. Please do not refer respondents to the DfES contact listed on the letter unless the respondent specifically requests to speak to the government department funding the survey.
APPENDIX E  SWEEP 3 CODEFRAMES

- Qualification type codeframes
- Subject codeframes
- Results and other codeframes
C11s3 qualification codeframe

Band A – Academic Qualifications (see also code 36 – International Baccalaureate)
01 GCSE
02 GCSE SHORT COURSE (SPECIFIC MENTIONS)
03 NCC (NATIONAL CURRICULUM CERTIFICATE)
04 GCE A2 EXAM
05 GCE AS EXAM
06 S LEVEL
07 OTHER ACADEMIC QUALIFICATIONS (EXCLUDING HIGHER EDUCATION) NOT CODES 01-06 ABOVE OXFORD & CAMBRIDGE & SCOTTISH HIGHERS

Band B – GNVQ Subjects
08 GNVQ FOUNDATION
09 GNVQ INTERMEDIATE
10 GNVQ ADVANCED/VOCATIONAL A LEVELS/AVCEs
11 OTHER GNVQ (NOT CODES 08-10)

Band C – NVQ Subjects
12 OCR (RSA) NVQ LEVEL 1/ VOCATIONAL CERTIFICATE
13 OCR (RSA) NVQ LEVEL 2/DIPLOMA
14 OCR (RSA) NVQ LEVEL 3/ADVANCED DIPLOMA/TEACHING CERTIFICATE
15 OCR (RSA) NVQ LEVEL4/HIGHER DIPLOMA/TEACHING DIPLOMA
16 OCR (RSA) DON’T KNOW NVQ LEVEL/OTHER RSA
17 EDEXCEL (BTEC) NVQ LEVEL 1/FIRST/GENERAL CERTIFICATE
18 EDEXCEL (BTEC) NVQ LEVEL 2/FIRST/GENERAL DIPLOMA
19 EDEXCEL (BTEC) NVQ LEVEL 3/NATIONAL CERTIFICATE/DIPLOMA
20 EDEXCEL (BTEC) NVQ LEVEL 4/HIGHER CERTIFICATE/DIPLOMA
21 EDEXCEL (BTEC) DON’T KNOW NVQ LEVEL/OTHER BTEC
22 CITY & GUILDS NVQ LEVEL 1/PART 1
23 CITY & GUILDS NVQ LEVEL 2/PART2/CRAFT/INTERMEDIATE
24 CITY & GUILDS NVQ LEVEL 3/PART 3/FINAL/ADVANCED CRAFT
25 CITY & GUILDS NVQ LEVEL 4/CAREER EXTENSION/FTC
26 CITY & GUILDS DON’T KNOW NVQ LEVEL/OTHER C & G
27 CITY & GUILDS DIPLOMA OR VOCATIONAL EDUCATION (DVE)
<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification Description</th>
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<tr>
<td>28</td>
<td>CITY &amp; GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE)</td>
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<tr>
<td></td>
<td>INTERMEDIATE</td>
</tr>
<tr>
<td>29</td>
<td>CITY &amp; GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE) NOT KNOWN WHETHER NATIONAL OR INTERMEDIATE</td>
</tr>
<tr>
<td>30</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 1</td>
</tr>
<tr>
<td>31</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 2</td>
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<td>32</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) LEVEL 3</td>
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<td>33</td>
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</tr>
<tr>
<td>34</td>
<td>NVQ (NOT RSA BTEC OR C &amp; G) DON'T KNOW LEVEL/OTHER NVQ</td>
</tr>
<tr>
<td>35</td>
<td>CPVE</td>
</tr>
<tr>
<td>36</td>
<td>INTERNATIONAL BACCALAUREATE (BAND A)</td>
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<tr>
<td>37</td>
<td>OND/ONC</td>
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<td>38</td>
<td>HND/HNC</td>
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<td>39</td>
<td>REGIONAL EXAMINING BODIES</td>
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<td>40</td>
<td>PROFESSIONAL QUALIFICATIONS</td>
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<td>42</td>
<td>OTHER BAND C NEC AT NVQ LEVEL 1</td>
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<td>43</td>
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<tr>
<td>44</td>
<td>OTHER BAND C NEC AT NVQ LEVEL 3</td>
</tr>
<tr>
<td>45</td>
<td>OTHER BAND C NEC AT NVQ LEVEL 4</td>
</tr>
<tr>
<td>46</td>
<td>OTHER BAND C NEC NVQ LEVEL NOT STATED (INCLUDE LCCI) &amp; DUKE OF EDINBURGH PITMANS LIFE SAVING AWARDS</td>
</tr>
<tr>
<td>47</td>
<td>KEY SKILLS</td>
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**Other Qualifications (all band D except code 57)**

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<tr>
<th>Code</th>
<th>Qualification Description</th>
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<tbody>
<tr>
<td>50</td>
<td>HIGHER DEGREE OR POSTGRADUATE AWARDS</td>
</tr>
<tr>
<td>51</td>
<td>TEACHER TRAINING</td>
</tr>
<tr>
<td>52</td>
<td>FIRST DEGREE</td>
</tr>
<tr>
<td>53</td>
<td>DIPLOMA OF HIGHER EDUCATION (DIP HE)</td>
</tr>
<tr>
<td>54</td>
<td>OTHER HIGHER EDUCATION DIPLOMA OR CERTIFICATE</td>
</tr>
<tr>
<td>55</td>
<td>PROFESSIONAL QUALIFICATIONS - HIGHER EDUCATION</td>
</tr>
<tr>
<td>56</td>
<td>OTHER HIGHER EDUCATION</td>
</tr>
<tr>
<td>57</td>
<td>OTHER QUALIFICATION BAND NOT KNOWN (use band A, B or C depending on subject match)</td>
</tr>
<tr>
<td>60</td>
<td>FOUNDATION DEGREE</td>
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<tr>
<td>Code</td>
<td>Description</td>
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<tr>
<td>------</td>
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<td>90</td>
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<tr>
<td>96</td>
<td>UNCLEAR</td>
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<tr>
<td>97</td>
<td>OTHER</td>
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<tr>
<td>98</td>
<td>DON’T KNOW</td>
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<tr>
<td>99</td>
<td>NOT ANSWERED (QUALIFICATION NOT STATED)</td>
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### C11s3 subject codeframes

**BAND A - All academic qualifications (1-291)**

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<tr>
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</tr>
<tr>
<td>2</td>
<td>BIOLOGY: HUMAN</td>
</tr>
<tr>
<td>3</td>
<td>BIOLOGY: SOCIAL</td>
</tr>
<tr>
<td>4</td>
<td>BIOLOGY: HUMAN &amp; SOCIAL</td>
</tr>
<tr>
<td>5</td>
<td>CHEMISTRY</td>
</tr>
<tr>
<td>6</td>
<td>PHYSICS</td>
</tr>
<tr>
<td>7</td>
<td>SCIENCE: SINGLE AWARD</td>
</tr>
<tr>
<td>8</td>
<td>SCIENCE: DUAL AWARD (1st GRADE)</td>
</tr>
<tr>
<td>9</td>
<td>SCIENCE: DUAL AWARD (2nd GRADE)</td>
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<td>10</td>
<td>SCIENCE: DOUBLE AWARD (1st GRADE)</td>
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<tr>
<td>11</td>
<td>SCIENCE: DOUBLE AWARD (2nd GRADE)</td>
</tr>
<tr>
<td>12</td>
<td>SCIENCE: BIOLOGY &amp; CHEMISTRY</td>
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56 CDT: BUILDING STUDIES
57 OTHER TECHNOLOGY SYLLABUSES
58 DESIGN (BUT NOT ART & DESIGN)
59 CONTROL TECHNOLOGY
60 ENGINEERING
61 ENGINEERING WORKSHOP THEORY & PRACTICE
62 GEOMETRICAL & TECHNICAL DRAWING
63 GRAPHICS/GRAPHIC DESIGN
64 METALWORK
65 MOTOR VEHICLE STUDIES
66 SOUND RECORDING
67 WOODWORK
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69 BUSINESS STUDIES
70 BUSINESS STUDIES & ECONOMICS
71 BUSINESS & INFORMATION STUDIES (1st GRADE)
72 BUSINESS & INFORMATION STUDIES (2nd GRADE)
73 HOME ECONOMICS
74 HOME ECONOMICS: CONSUMER STUDIES
75 HOME ECONOMICS: CHILD DEVELOPMENT
76 HOME ECONOMICS: FOOD
77 HOME ECONOMICS: TEXTILES
78 HOME ECONOMICS: HOME & FAMILY
79 ART & DESIGN
80 ART & DESIGN (DRAWING & PAINTING)
81 ART AND DESIGN (GRAPHICS)
82 ART AND DESIGN (PHOTOGRAPHY)
83 ART AND DESIGN (POTTERY)
84 ART AND DESIGN (PRINTING)
85 ART AND DESIGN (TEXTILES)
86 ART AND DESIGN (3-D STUDIES)
87 ART AND DESIGN (CRITICAL STUDIES)
88 FINE ART
89 CRAFT
90 ART
91 ART WITH ART HISTORY
92 HISTORY OF ART
93 GEOGRAPHY
94 ENVIRONMENTAL STUDIES SINGLE
95 ENVIRONMENTAL STUDIES DUAL AWARD (1ST GRADE)
96 ENVIRONMENTAL STUDIES DUAL AWARD (2ND GRADE)
97 HISTORY/MEDIEVAL HISTORY
98 AMERICAN STUDIES
99 ASIAN STUDIES
100 EUROPEAN STUDIES
101 FRENCH STUDIES
102 MUSEUM STUDIES
103 RUSSIAN STUDIES
104 SPANISH STUDIES
105 WELSH STUDIES
106 GERMAN STUDIES
107 ECONOMICS
108 ECONOMICS AND BUSINESS STUDIES
109 HUMANITIES SINGLE
110 INTEGRATED HUMANITIES SINGLE
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112 INTEGRATED HUMANITIES DUAL AWARD (2ND GRADE)
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173 LATIN/ROMAN CIVILISATION/LATIN LITERATURE
174 OTHER CLASSICAL LANGUAGES
175 CREATIVE ARTS
176 DRESS
177 JEWELLERY
178 MUSIC
179 MUSIC: PRACTICAL
180 HISTORY OF MUSIC
181 MUSIC TECHNOLOGY
182 SPORT/PHYSICAL EDUCATION STUDIES
183 DANCE
184 OUTDOOR PURSUITS
185 ACCOUNTING/FINANCE
186 CATERING STUDIES
187 COMMERCE/OFFICE STUDIES
188 OFFICE TECHNOLOGY
189 INDUSTRIAL STUDIES
190 KEYBOARDING APPLICATIONS
191 LIBRARY STUDIES
192 MONEY MANAGEMENT
193 NAUTICAL STUDIES
194 NAVIGATION/MARINE NAVIGATION
195 PHOTOGRAPHY
196 ROAD SAFETY
197 SURVEYING
198 TEXTILE/FASHION STUDIES
199 TOURISM
200 MARKETING
201 NURSING/HEALTH AND SOCIAL CARE
202 FARM STUDIES
203 GENERAL STUDIES
204 DESIGN AND TECHNOLOGY
205 DESIGN/TECH & ART
206 DESIGN/TECH & AUTOMATION
207 DESIGN/TECH AUTOMOTIVE ENGINEERING
208 DESIGN/TECH & THE BUILT ENVIRONMENT
209 DESIGN/TECH & BUSINESS STUDIES
210 DESIGN/TECH & CATERING
211 DESIGN/TECH & CONSTRUCTION
212 DESIGN/TECH & DRAMA
213 DESIGN/TECH & ECONOMICS
214 DESIGN/TECH & ELECTRONICS
215 DESIGN/TECH & FASHION
216 DESIGN/TECH & FOOD INDUSTRY
217 DESIGN/TECH & HEALTH
218 DESIGN/TECH & INDUSTRY
219 DESIGN/TECH & MUSIC
220 DESIGN/TECH & PRODUCT DESIGN
221 DESIGN/TECH & TRANSPORT
222 DESIGN/TECH & CHILD DEVELOPMENT
223 DESIGN/TECH & INFORMATION TECHNOLOGY
224 INFORMATION SYSTEMS
225 IT & ART
226 IT & AUTOMOTIVE ENGINEERING
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233 IT & FASHION
234 IT & FOOD INDUSTRIES
235 IT & HEALTH
236 IT & INDUSTRY
237 IT & MUSIC
238 IT & TRANSPORT
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241 DESIGN/TECH & B. STD
242 DESIGN/TECH & GRAPH PROD & B STD
243 DESIGN/TECH & RES. MA & B STD
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245 TECH & ART
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260 WELSH & BUSINESS STUDIES
261 WELSH & DRAMA
262 WELSH & INFORMATION TECHNOLOGY
263 WELSH & RELIGIOUS STUDIES
264 FRENCH & BUSINESS STUDIES
265 GERMAN AND BUSINESS STUDIES
266 SPANISH & BUSINESS STUDIES
267 GEOGRAPHY & BUSINESS STUDIES
268 GEOGRAPHY & HISTORY
269 DESIGN/TECH & TEX TECH & B STD
270 DESIGN/TECH & ELECTRONICS PRODS
271 DESIGN/TECH & FOOD TECHNOLOGY
272 DESIGN/TECH & GRAPHIC PRODS
273 DESIGN/TECH & RESIST. MATERIALS
274 DESIGN/TECH & TEXTILES TECHNOLOGY
275 DESIGN/TECH & SYSTEMS
276 DESIGN/TECH & ENGINEERING
277 DESIGN/TECH & PRODUCTION DESIGN
278 PERSIAN
279 WORLD DEVELOPMENT
280 CRITICAL THINKING
281 APPLIED BUSINESS (Vocational GCSE)
282 APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY (Vocational GCSE)
283 APPLIED SCIENCE (Vocational GCSE)
284 HEALTH & SOCIAL CARE (Vocational GCSE)
285 LEISURE & TOURISM (Vocational GCSE)
286 MANUFACTURING (Vocational GCSE)
287 APPLIED ART AND DESIGN (Vocational GCSE)
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290 Anatomy
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449 CARRER CHANGE/ACCESS
450 CONTINUING EDUCATION (BASIC SKILLS)
451 PERSONAL FINANCE/CONSUMERISM/RIGHTS
452 PARENTING/CAREERS
453 DISABLED PEOPLE: SKILLS/FACILITIES
454 CRISIS/ILLNESS/SELF HELP
455 PERSONAL HEALTH/FITNESS/APPEARANCE
456 THERAPEUTIC PERSONAL CARE/HOLISTIC THERAPY/HYPNOTHERAPY
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458 ART STUDIES/FINE ARTS
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465 FASHION/TEXTILES/CLOTHING (CRAFT)
466 FABRIC CRAFTS/SOFT FURNISHINGS
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469 COMMUNICATION/MEDIA (GENERAL)
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477 PERFORMING ARTS
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479 THEATRE & DRAMATIC ARTS
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481 THEATRE PRODUCTION
482 MUSIC HISTORY/THEORY
483 MUSIC OF SPECIFIC KINDS/CULTURES
484 MUSIC PERFORMANCE
485 MUSICAL INSTRUMENT TECHNOLOGY
486 SPORTS STUDIES/COMBINES SPORTS
487 AIR SPORTS
488 WATER SPORTS
489 ATHLETICS GYMNASICS & COMBINED SPORTS
490 WHEELED SPORTS
491 WINTER SPORTS
492 BALL & RELATED GAMES
493 COUNTRY/ANIMAL SPORTS/BHS
494 INDOOR GAMES
495 HOTEL/CATERING (GENERAL)
496 FOOD/DRINK SERVICES
497 CATERING SERVICES
498 HOSPITALITY SERVICES
499 BAKING/DAIRY/FOOD & DRINK PROCESSING
500 COOKERY/CAKE DECORATING
501 HOME ECONOMICS
502 FOOD SCIENCE/TECHNOLOGY/FOOD HYGIENE/PREPARATION
503 TOURISM & TRAVEL
504 LEISURE/SPORTS FACILITIES WORK/LIFEGUARD/SWIMMING POOL
505 COUNTRY LEISURE FACILITIES WORK
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563 PURCHASING/PROCUREMENT & SOURCING
564 QUALITY & RELIABILITY MANAGEMENT
565 INDUSTRIAL CONTROL/MONITORING
566 INDUSTRIAL DESIGN/RESEARCH & DEVELOPMENT
567 ENGINEERING SERVICES
568 MANUFACTURING (GENERAL)
569 MANUFACTURING/ASSEMBLY
570 INSTRUMENT MAKING/REPAIR
571 TESTING MEASUREMENT & INSPECTION
572 CHEMICAL PRODUCTS
573 GLASS/CERAMICS/CONCRETES MANUFACTURE
574 POLYMER PROCESSING
575 TEXTILES/FABRICS (INDUSTRIAL)
576 LEATHER FOOTWEAR & FUR
577 WOODWORKING/FURNITURE MANUFACTURING
578 PAPER MANUFACTURE
579 FOOD/DRINK/TOBACCO (INDUSTRIAL)
580 ENGINEERING/TECHNOLOGY (GENERAL)
581 METALS WORKING/FINISHING
582 WELDING/JOINING
583 TOOLS/MACHINING
584 MECHANICAL ENGINEERING
585 ELECTRICAL ENGINEERING
586 POWER/ENERGY ENGINEERING
587 ELECTRONIC ENGINEERING
588 TELECOMMUNICATIONS
589 ELECTRICAL/ELECTRONIC SERVICING
590 AEROSPACE/DEFENCE ENGINEERING/AVIATION AERONAUTICAL
591 SHIP & BOAT BUILDING/MARINE/OFFSHORE ENGINEERING
592 ROAD VEHICLE ENGINEERING/MOTOR MECHANICS
593 VEHICLE MAINTENANCE/REPAIR
594 RAIL VEHICLE ENGINEERING
595 MINING/QUARRYING/EXTRACTION
595 OIL & GAS OPERATIONS
597 CHEMICALS/MATERIALS ENGINEERING
598 METALLURGY/METAL PRODUCTION
599 POLYMER SCIENCE/TECHNOLOGY
600 TRANSPORT (GENERAL)
601 FREIGHT HANDLING
602 AVIATION
603 MARINE TRANSPORT
604 RAIL TRANSPORT
605 DRIVING/ROAD SAFETY
606 ROAD TRANSPORT OPERATION
607 MOTOR TRADE OPERATIONS
608 ART & DESIGN
609 BUSINESS
610 HEALTH & SOCIAL CARE
611 LEISURE & TOURISM
612 MANUFACTURING
614 HOSPITALITY & CATERING/HOSPITALITY & BUSINESS MANAGEMENT
615 SCIENCE
616 ENGINEERING/HYDRAULICS/PNEUMATIC
617 INFORMATION TECHNOLOGY
618 MANAGEMENT STUDIES
619 MEDIA: COMMUNICATION & PRODUCTION
620 RETAIL & DISTRIBUTION
621 LAND & ENVIRONMENT
623 FRENCH
624 GERMAN
625 SPANISH
626 Application of Number
627 Working with Others
628 Improving own learning and performance
629 Problem solving
630 Biology
631 Criminology
632 Nutrition
633 Insurance
634 Football coaching
635 Radio broadcasting
636 Web design
901 first/only 'other' subject to appear
902 second 'other' subject
903 Third other subject
904 Fourth other subject
905 Fifth other subject
906 Sixth other subject
907 Seventh other subject
908 Eighth other subject
909 Subject was unclear
995 Temporary query code

CTRL & K Don't know
CTRL & R Not Answered
# BAND D - Degree Subjects (701-835)

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752 OTHER TECHNOLOGIES
753 ARCHITECTURE
754 BUILDING / CONSTRUCTION
755 ENVIRONMENTAL TECHNOLOGIES
756 TOWN & COUNTRY PLANNING
757 OTHER ARCHITECTURAL STUDIES
758 ECONOMICS
759 SOCIOLOGY
760 SOCIAL POLICY & ADMINISTRATION
761 APPLIED SOCIAL WORK / CARING & WELFARE
762 ANTHROPOLOGY
763 PSYCHOLOGY WITHOUT SIGNIFICANT BIOLOGICAL SCIENCE
764 GEOGRAPHY UNLESS SOLELY AS A PHYSICAL SCIENCE
765 POLITICS
766 LAW / BUSINESS LAW
767 OTHER SOCIAL STUDIES/SOCIAL SCIENCE
768 BUSINESS & MANAGEMENT STUDIES / TYPING / S'HAND / WP / COMP
769 OPERATIONAL RESEARCH
770 FINANCIAL MANAGEMENT
771 ACCOUNTANCY
772 MARKETING & MARKET RESEARCH / RETAIL/PR WITH MARKETING
773 INDUSTRIAL RELATIONS
774 HOTEL / CATERING / INSTITUTIONAL MANAGEMENT / TOURISM
775 LAND AND PROPERTY MANAGEMENT
776 TRANSPORT & OTHER BUSINESS & ADMIN STUDIES
777 LIBRARIANSHIP/INFORMATION SERVICES
778 INFORMATION SCIENCE
779 COMMUNICATION STUDIES/COMMUNICATION DESIGN
780 MEDIA STUDIES
781 PUBLISHING
782 JOURNALISM
783 OTHER MASS COMMUNICATION & DOCUMENTATION STUDIES
784 LINGUISTICS
785 COMPARATIVE LITERATURE
786 ENGLISH/ENGLISH LITERATURE
787 AMERICAN STUDIES
788 CELTIC LANGUAGES
789 CLASSICS
790 OTHER ANCIENT LANGUAGES
791 FRENCH
792 GERMAN
793 ITALIAN
794 SPANISH
795 PORTUGUESE
796 LATIN AMERICAN LANGUAGES
797 SCANDINAVIAN LANGUAGES
798 RUSSIAN
799 SLAVONIC & EASTERN EUROPEAN LANGUAGES
800 OTHER GENERAL EUROPEAN LANGUAGES
801 CHINESE
802 JAPANESE
803 OTHER ASIAN LANGUAGES
804 MODERN MIDDLE EASTERN LANGUAGES
805 AFRICAN LANGUAGES
806 OTHER LANGUAGE STUDIES/FRENCH & LATIN
807 OTHER OR UNSPECIFIED OR GENERAL MODERN LANGUAGES
808 HISTORY/MEDIEVAL HISTORY
809 ECONOMIC & SOCIAL HISTORY
810 HISTORY OF ART
811 ARCHAEOLOGY
812 PHILOSOPHY
813 THEOLOGY & RELIGIOUS STUDIES
814 FINE ART
815 DESIGN STUDIES / PHOTOGRAPHY/3D DESIGN
816 DRAMA/THEATRE STUDIES
817 CINEMATICS
818 CRAFTS / FLOWER ARRANGING / UPHOLSTERY
819 BEAUTY & HAIRDRESSING
820 ART & DESIGN, OTHER
821 MUSIC
822 PHYSICAL EDUCATION/SPORTS SCIENCE
823 ACADEMIC STUDIES IN EDUCATION
824 TECHNIQUES IN TEACHING CHILDREN
825 TECHNIQUES IN TEACHING ADULTS
826 EDUCATION FOR THOSE WITH SPECIAL NEEDS
827 TECHNOLOGY IN EDUCATION
828 MANAGEMENT & ORGANISATION IN EDUCATION
829 OTHER TOPICS IN EDUCATION
830 COMBINED OR GENERAL SCIENCE
831 COMBINED OR GENERAL ARTS
832 OTHER COMBINED OR GENERAL COURSES
833 COMBINED GENERAL & LEISURE STUDIES NOT ELSEWHERE/SPORTS MANAGEMENT
834 TRIPLE COMBINATIONS
835 OTHER COURSES NOT ELSEWHERE CLASSIFIED, INC. CHILDHOOD STUDIES/DENTAL TECHNOLOGY
901 first/only 'other' subject to appear
902 second 'other' subject
903 Third other subject
904 Fourth other subject
905 Fifth other subject
906 Sixth other subject
907 Seventh other subject
908 Eighth other subject
909 Subject was unclear
995 Temporary query code

CTRL & K DON'T KNOW, INCLUDING IF 2 DEGREES GIVEN
CTRL & R REFUSED
C11s3 result and other core codeframes

RESULT CODES – 2 digits

01  A*
02  A
03  B
04  C
05  D
06  E
07  F
08  G
09  N
10  U
11  PASS
12  FAIL
13  DISTINCTION
14  PENDING
15  MERIT
16  CREDIT
17  AA
18  AB
19  BB
20  BC
21  CC
22  CD
23  DD
24  DE
25  EE
96  Others (DfES Code 99)
98  DON'T KNOW
99  Not Answered (DfES Code 96 - Nothing)
Q2 - Activity

01 Looking for work or unemployed
02 Modern Apprenticeship (Foundation or Advanced) or other government supported training
03 In a full time job (over 30 hours a week)
04 In a part time job (if this is your main activity)
05 In full time education at university, college or school
06 Taking a break from study or work / taking a gap year
07 Looking after the home or family
08 Doing something else/other
09 Pt education
10 Pt job if not main activity
11 Temporary/casual work
12 Abroad (holiday and/or work abroad)
13 Voluntary work
14 Illness/accident
15 Waiting to start job/government sponsored training/training course
16 Pregnant/just had baby
17 Training for job/trainee
18 Joined armed forces/waiting to go into armed forces
19 Been ill/sick/in hospital
97 Others
98 Don't know
99 Not answered

Q25 – HE qualification

1 DEGREE
2 DIPLOMA IN HIGHER EDUCATION
3 INITIAL TEACHER TRAINING
4 HND
5 OTHER
6 NURSING QUALIFICATION
7 FOUNDATION DEGREE
8 OTHER FOUNDATION COURSE (NOT FOUNDATION DEGREE)
   include Diploma in Art Foundation Studies
9 OTHER QUALIFICATION BAND NOT KNOWN
Q43 – Training

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<tr>
<td>2</td>
<td>Foundation Modern Apprenticeship</td>
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<tr>
<td>3</td>
<td>Modern Apprenticeship, but not sure which</td>
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<tr>
<td>4</td>
<td>Work based training through New Deal</td>
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<tr>
<td>5</td>
<td>Other government supported training</td>
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<tr>
<td>6</td>
<td>None of these are part of my job/training</td>
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<tr>
<td>8</td>
<td>Not Sure</td>
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<td>10</td>
<td>Other NVQ training</td>
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<td>11</td>
<td>Learning Gateway</td>
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<td>12</td>
<td>Lifeskills</td>
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Q47 – No Education/Training/Employment – Main Reason Additional Codes

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<td>1</td>
<td>I am currently having a break from study.</td>
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<tr>
<td>2</td>
<td>I need more qualifications and skills to get a job or education or training place.</td>
</tr>
<tr>
<td>3</td>
<td>I am currently looking after the home or children.</td>
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<tr>
<td>4</td>
<td>I am currently looking after other family members such as a parent or other relative.</td>
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<tr>
<td>5</td>
<td>I have poor health or a disability.</td>
</tr>
<tr>
<td>6</td>
<td>I have housing problems.</td>
</tr>
<tr>
<td>7</td>
<td>I have family problems.</td>
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<tr>
<td>8</td>
<td>I would find it difficult to travel to work or college because of poor transport where I live.</td>
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<tr>
<td>9</td>
<td>I would be worse off financially in work or on a course.</td>
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<tr>
<td>10</td>
<td>There are no decent jobs or courses available where I live.</td>
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<tr>
<td>11</td>
<td>I have not yet decided what sort of job or course I want to do.</td>
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<tr>
<td>12</td>
<td>I have not found a suitable job or course.</td>
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<td>Other</td>
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<td>Drugs/Alcohol Problems</td>
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<td>15</td>
<td>Criminal Record</td>
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<td>16</td>
<td>Have not decided what job or course to do</td>
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<td>17</td>
<td>Having a break from study</td>
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<td>18</td>
<td>Just finished exams / studies</td>
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<tr>
<td>19</td>
<td>Already have university or college course / training ready to start</td>
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SWEEP 4 APPENDICES
### APPENDIX F  SWEEP 4 DERIVED VARIABLES

**Youth Cohort Study Cohort 11 Sweep 4**  
**DfES derived variables**

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<tr>
<th>Variable</th>
<th>Description</th>
<th>Codes</th>
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| s4disab  | Health Problem or Disability at sweep 4 | -9.00  Not answered  
1.00  Yes  
2.00  No |
| s4live   | living arrangements at sweep 4 | -9.00  Not answered  
1.00  Father only  
2.00  Mother only  
3.00  Neither Parent  
4.00  Both parents |
| s4livep  | Live with partner at sweep 4 | -9.00  Not answered  
1.00  Yes  
2.00  No |
| s4livech | Living with own children at sweep 4 | -9.00  Not answered  
1.00  Yes  
2.00  No |
| s4lonep  | Lone parent (single and living with child) at sweep 4 | -9.00  Not answered  
1.00  Yes  
2.00  No |
| s4als    | Number of A2/AS levels being studied at sweep 4 | 1.00  2 or more  
2.00  1  
3.00  None |
| s4gcse   | Number of GCSEs studied at sweep 4 | 1.00  5 or more  
2.00  1 to 4  
3.00  None |
| s4acqno  | Highest Academic Qualification studied at sweep 4 | 1.00  Degree  
2.00  HND  
3.00  Dip HE  
4.00  Other HE  
5.00  2+ A/AS  
6.00  1 A/AS  
7.00  5+ GCSE  
8.00  1-4 GCSE  
9.00  Other  
10.00  No detail  
11.00  No academic study aim |
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<th>Description</th>
<th>Options</th>
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<td>s4gnvqf</td>
<td>Highest Full GNVQ studied at sweep 4</td>
<td>1.00: Intermediate, 2.00: Foundation, 3.00: Not sure, 4.00: None</td>
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<td>Highest GNVQ studied regardless of whether full/part 1 only at sweep 4</td>
<td>1.00: Intermediate, 2.00: Foundation, 3.00: Not sure, 4.00: None</td>
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<td>s4gnvqp</td>
<td>Highest part 1 GNVQ studied at sweep 4</td>
<td>1.00: Intermediate, 2.00: Foundation, 3.00: Not sure, 4.00: None</td>
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<td>s4avce</td>
<td>AVCEs studied for at sweep 4</td>
<td>1.00: Double award, 2.00: 6 unit AVCE, 3.00: 3 unit AVCE, 4.00: None</td>
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<tr>
<td>s4nvq</td>
<td>Highest NVQ studied regardless of whether full/certain units only at sweep 4</td>
<td>1.00: Level 4, 2.00: Level 3, 3.00: Level 2, 4.00: Level 1, 5.00: Not sure, 6.00: None</td>
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<tr>
<td>s4nvqf</td>
<td>Highest full NVQ studied at sweep 4</td>
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<td>Highest part NVQ studied at sweep 4</td>
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<tr>
<td>s4nvqu</td>
<td>Highest NVQ studied when number of units not known at sweep 4</td>
<td>1.00: Level 4, 2.00: Level 3, 3.00: Level 2, 4.00: Level 1, 5.00: Not sure, 6.00: None</td>
</tr>
</tbody>
</table>
### s4othvoq  Highest other vocational qualification studied at sweep 4
1.00  Level 4
2.00  Level 3
3.00  Level 2
4.00  Level 1
5.00  Not sure
6.00  None

### s4voqno  Level of highest full vocational qualification studied at sweep 4
1.00  Level 4
2.00  Level 3
3.00  Level 2
4.00  Level 1
5.00  Not Sure
6.00  No detail
7.00  None

### s4voqnox  Level of highest vocational qualification studied regardless of whether full/part/units at sweep 4
1.00  Level 4
2.00  Level 3
3.00  Level 2
4.00  Level 1
5.00  Not Sure
6.00  No detail
7.00  None

### s4aim  Main study aim at sweep 4
1.00  Degree
2.00  HND
3.00  Dip HE
4.00  Other HE
5.00  NVQ 3
6.00  AVCE
7.00  A/AS
8.00  Other level 3
9.00  NVQ 2
10.00  Intermediate GNVQ
11.00  Other level 2
12.00  GCSE
13.00  NVQ 1
14.00  Foundation
15.00  Other level 1
16.00  Other
17.00  No detail
18.00  Not studying

### s4act1  Main activity at sweep 4
-9.00  Not answered
1.00  GST
2.00  FT Education
3.00  FT job
4.00  Part-time job
5.00  Looking after home or family
6.00  Looking for work/ Unemployed
7.00  Taking a break
8.00  Doing something else
<table>
<thead>
<tr>
<th>s4ed_tr</th>
<th>education and training (sweep 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>Full time education</td>
</tr>
<tr>
<td>2.00</td>
<td>Employed with training</td>
</tr>
<tr>
<td>3.00</td>
<td>Employed without training</td>
</tr>
<tr>
<td>4.00</td>
<td>Other education and training</td>
</tr>
<tr>
<td>5.00</td>
<td>GST</td>
</tr>
<tr>
<td>6.00</td>
<td>Education/Training</td>
</tr>
<tr>
<td>7.00</td>
<td>Not in Education/Training</td>
</tr>
<tr>
<td>8.00</td>
<td>Education/Employment/Training</td>
</tr>
<tr>
<td>9.00</td>
<td>NEET</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>s4gst</th>
<th>Government supported training type (sweep 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>Advanced Apprenticeship</td>
</tr>
<tr>
<td>2.00</td>
<td>Apprenticeship [at level 2]</td>
</tr>
<tr>
<td>3.00</td>
<td>Apprenticeship [level not known]</td>
</tr>
<tr>
<td>4.00</td>
<td>Other GST</td>
</tr>
<tr>
<td>5.00</td>
<td>Not in GST</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>s4wkpay</th>
<th>Average weekly pay in £s from all jobs (sweep 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-999600</td>
<td>CATI code - student only works in vacation</td>
</tr>
<tr>
<td>-96.00</td>
<td>CATI code - student only works in vacation</td>
</tr>
<tr>
<td>-9.00</td>
<td>Not answered</td>
</tr>
<tr>
<td>-8.00</td>
<td>Not known</td>
</tr>
<tr>
<td>-1.00</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>s4wkpay1</th>
<th>Average weekly pay in £s from main job (sweep 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-999600</td>
<td>CATI code - student only works in vacation</td>
</tr>
<tr>
<td>-96.00</td>
<td>CATI code - student only works in vacation</td>
</tr>
<tr>
<td>-9.00</td>
<td>Not answered</td>
</tr>
<tr>
<td>-8.00</td>
<td>Not known</td>
</tr>
<tr>
<td>-1.00</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>s4hrpay</th>
<th>Average hourly pay in £s from all jobs (sweep 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-999600</td>
<td>CATI code - student only works in vacation</td>
</tr>
<tr>
<td>-96.00</td>
<td>CATI code - student only works in vacation</td>
</tr>
<tr>
<td>-9.00</td>
<td>Not answered</td>
</tr>
<tr>
<td>-8.00</td>
<td>Not known</td>
</tr>
<tr>
<td>-1.00</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>s4hrpay1</th>
<th>Average hourly pay in £s from main job (sweep 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-999600</td>
<td>CATI code - student only works in vacation</td>
</tr>
<tr>
<td>-96.00</td>
<td>CATI code - student only works in vacation</td>
</tr>
<tr>
<td>-9.00</td>
<td>Not answered</td>
</tr>
<tr>
<td>-8.00</td>
<td>Not known</td>
</tr>
<tr>
<td>-1.00</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>s4asub1-7</th>
<th>Subjects of A2 levels gained cumulative to s4</th>
</tr>
</thead>
<tbody>
<tr>
<td>s4agrad1-7</td>
<td>Grades of A2 levels gained cumulative to s4</td>
</tr>
<tr>
<td>s4assub1-7</td>
<td>Subjects of AS levels achieved cumulative to s4</td>
</tr>
<tr>
<td>s4asgrd1-7</td>
<td>Grades of AS level achieved cumulative to s4</td>
</tr>
<tr>
<td>s4anum</td>
<td>Number of A2s cumulative to sweep 4</td>
</tr>
<tr>
<td>s4asnum</td>
<td>Number of AS levels (not &quot;converted&quot; to A2) acheived by sweep 4</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>s4alnum</td>
<td>Number of A2/AS levels cumulative to sweep 4</td>
</tr>
<tr>
<td>s4apts</td>
<td>Number of A2 level points cumulative to sweep 4 - old system (a=10, b=8, c=6, d=4, e=2)</td>
</tr>
<tr>
<td>s4aspts</td>
<td>Number of AS level points cumulative to sweep 4 - old system (a=5, b=4, c=3, d=2, e=1)</td>
</tr>
<tr>
<td>s4aaspts</td>
<td>Number of A2/AS level points cumulative to sweep 4 - old system</td>
</tr>
<tr>
<td>s4aalev</td>
<td>Number of A2 A grades at sweep 4</td>
</tr>
<tr>
<td>s4apts1</td>
<td>Number of A2 level points cumulative to sweep 4 - new system (a=120, b=100, c=80, d=60, e=40)</td>
</tr>
<tr>
<td>s4aspts1</td>
<td>Number of AS level points cumulative to sweep 4 - new system (a=60, b=50, c=40, d=30, e=20)</td>
</tr>
<tr>
<td>s4aaspt1</td>
<td>Number of A2/AS level points cumulative to sweep 4 - new system</td>
</tr>
<tr>
<td>s4ac_c</td>
<td>5+ GCSEs at A*-C achieved by end of sweep 4</td>
</tr>
<tr>
<td></td>
<td>.00 no</td>
</tr>
<tr>
<td></td>
<td>1.00 yes</td>
</tr>
<tr>
<td>s4avce3a</td>
<td>Number of 3 unit AVCEs achieved by end of sweep 4 (duplicates removed)</td>
</tr>
<tr>
<td>s4avce6a</td>
<td>Number of 6 unit AVCEs achieved by end of sweep 4 (duplicates removed)</td>
</tr>
<tr>
<td>s4davcea</td>
<td>Number of 12 unit (double award) AVCEs achieved by end of sweep 4 (duplicates removed)</td>
</tr>
<tr>
<td>s4avcel3</td>
<td>Proportion of a full level 3 achieved through AVCEs by end of sweep 4</td>
</tr>
<tr>
<td>s4acqu</td>
<td>highest academic qualification held at sweep 4</td>
</tr>
<tr>
<td></td>
<td>1.00 2+ A/AS levels</td>
</tr>
<tr>
<td></td>
<td>2.00 1-1.5 A/AS levels</td>
</tr>
<tr>
<td></td>
<td>3.00 5+ GCSE A*-Cs</td>
</tr>
<tr>
<td></td>
<td>4.00 &lt;5 GCSE A*-C</td>
</tr>
<tr>
<td>s4gnvqfa</td>
<td>highest full GNVQ achieved by sweep 4</td>
</tr>
<tr>
<td></td>
<td>1.00 Intermediate</td>
</tr>
<tr>
<td></td>
<td>2.00 Foundation</td>
</tr>
<tr>
<td></td>
<td>3.00 Not known</td>
</tr>
<tr>
<td></td>
<td>4.00 None</td>
</tr>
<tr>
<td>s4gnvqpa</td>
<td>Highest part GNVQ achieved by sweep 4</td>
</tr>
<tr>
<td></td>
<td>1.00 Intermediate</td>
</tr>
<tr>
<td></td>
<td>2.00 Foundation</td>
</tr>
<tr>
<td></td>
<td>3.00 Not known</td>
</tr>
<tr>
<td></td>
<td>4.00 None</td>
</tr>
<tr>
<td>s4nvqfa</td>
<td>Highest full NVQ achieved by sweep 4</td>
</tr>
<tr>
<td></td>
<td>1.00 level 4</td>
</tr>
<tr>
<td></td>
<td>2.00 level 3</td>
</tr>
<tr>
<td></td>
<td>3.00 level 2</td>
</tr>
<tr>
<td></td>
<td>4.00 level 1</td>
</tr>
<tr>
<td></td>
<td>5.00 level not known</td>
</tr>
<tr>
<td></td>
<td>6.00 None</td>
</tr>
<tr>
<td>Variable</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td><code>s4nvqpa</code></td>
<td>Highest part NVQ achieved by sweep 4</td>
</tr>
<tr>
<td>1.00</td>
<td>level 4</td>
</tr>
<tr>
<td>2.00</td>
<td>level 3</td>
</tr>
<tr>
<td>3.00</td>
<td>level 2</td>
</tr>
<tr>
<td>4.00</td>
<td>level 1</td>
</tr>
<tr>
<td>5.00</td>
<td>level not known</td>
</tr>
<tr>
<td>6.00</td>
<td>None</td>
</tr>
</tbody>
</table>

| `s4nvqeo` | Highest other full vocational qualification |
| 1.00     | level 4     |
| 2.00     | level 3     |
| 3.00     | level 2     |
| 4.00     | level 1     |
| 5.00     | level not known |
| 6.00     | None        |

| `s4nvqea` | Highest full NVQ or equivalent achieved by sweep 4 |
| 1.00     | level 4     |
| 2.00     | level 3     |
| 3.00     | level 2     |
| 4.00     | level 1     |
| 5.00     | level not known |
| 6.00     | None        |

| `s4voqu`  | Highest vocational qualification held at sweep 4 |
| 2.00     | level 3 or above |
| 3.00     | level 2         |
| 4.00     | level 1         |
| 5.00     | level not known |
| 6.00     | None            |

| `s4hiqua` | Highest qualification held at sweep 4 |
| 1.00     | Level 3 academic only |
| 2.00     | level 3 vocational only |
| 3.00     | level 3 academic and vocational |
| 4.00     | level 2 academic only |
| 5.00     | level 2 vocational only |
| 6.00     | level 2 academic and vocational |
| 7.00     | Below level 2/level not known/none |

| `s4targs1` | highest qualification held at sweep 4: level 3 + |
| `s4targs2` | highest qualification held at sweep 4: level 3 A/AS levels |
| `s4targs3` | highest qualification held at sweep 4: level 3 AVCE |
| `s4targs4` | highest qualification held at sweep 4: level 3 NVQ or equiv |
| `s4targs5` | highest qualification held at sweep 4: level 2 + |
| `s4targs6` | highest qualification held at sweep 4: level 2 A/AS/GCSE |
| `s4targs7` | highest qualification held at sweep 4: level 2 + GNVQ/AVCE |
| `s4targs8` | highest qualification held at sweep 4: level 2 + NVQ or equiv |
| `s4targs9` | highest qualification held at sweep 4: Below level 2 |

<p>| <code>heat18</code> | In HE at age 18 (studying a level 4 aim) |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ftheat18</td>
<td>In full time higher education at age 18</td>
</tr>
<tr>
<td>heat19</td>
<td>In HE at age 19 (studying a level 4 aim)</td>
</tr>
<tr>
<td>ftheat19</td>
<td>In full time higher education at age 19</td>
</tr>
<tr>
<td>heby19</td>
<td>In HE by age 19 (studying a level 4 aim)</td>
</tr>
<tr>
<td>ftheby19</td>
<td>In full time HE by age 19</td>
</tr>
</tbody>
</table>
APPENDIX G  SWEEP 4 PILOT DOCUMENTS

• Face to face pilot report
• CATI pilot report
Findings from the YCS C11S4 face to face pilot – December 2004

Overview
Four interviewers working in Essex, West London (inner-city), Blackpool and Hull (city and rural location) achieved a total of 19 interviews. Interviewers used a variety of methods to recruit respondents, including approaching colleges directly to recruit students, asking in workplaces and door-knocking. The majority of the interviews were conducted with respondents in full-time education. The full breakdown of economic activity is as follows:

- 13 in full-time higher education at university or college,
- 3 in full-time education at FE, private or other type of college,
- 1 in full-time work (in addition 5 of the students were working part time),
- 1 unemployed and looking for work, and
- 1 looking after the home or family.

There was a fairly good mix by gender (8 male and 11 female). All were in the correct age range for this sweep (19/20).

A summary of pilot findings and recommendations where relevant follows.

General

*Length:* this was not reported as a problem for respondents; the questionnaire took between 10 and 25 minutes to complete. The maximum time is longer than we would want, but the overall questionnaire length is fairly similar to previous sweeps. However, it does suggest that we should not increase the length any further.

*Muti-coding:* The approach used in YCS (to ask respondents to code ‘yes’ or ‘no’ for each option in the code frame) was not necessarily completed fully by respondents. In general they tended to tick ‘yes’ as required, but not to tick ‘no’ for the other codes. This is not a new finding, and is something that can be dealt with at the edit stage. We wouldn’t recommend changing the approach to a ‘tick all that apply’ instruction, as this may be less successful at encouraging respondents to read the whole list of options.

*Layout:* As has been found in previous YCS pilots, the qualification grid pages of the questionnaire were a little daunting / overwhelming for some respondents. However we have little room for manoeuvre with these questions, and panel YCS respondents will be familiar with the layout and questions.

Interviewers felt that the booklet design used for the mainstage (two staples on the spine of A3 pages) works well (and better than the pilot format – A4 pages with single staple in top left corner). It was also felt that the designed, colour version of the questionnaire helped with the clarity of instructions, fonts and bold text.

*Routing:* This proved to be more problematic that in previous sweeps, partly as the routing has become more frequent and more complex. In particular, many respondents did not correctly follow the routing for questions 25 – 30.
Recommendations
There are certain improvements that can be made throughout the questionnaire, namely ensuring that all ‘Go to’ instructions are in the same font, format and emboldened, and to make sure that all routing instructions consistently follow the same approach (using text / arrows).

However, we want to reiterate concerns about the increased use and complexity of routing for sweep 4 – the best approach in self-completion questionnaires is to minimise routing and to keep it as simple as possible. Note that there are implications for a heavier edit when respondents do not understand or follow routing correctly.

Instruction page
Some respondents read this page and some did not. It was felt that the booklet format would be more likely to encourage respondents to look at the information than the questionnaire format used in the pilot. In addition, as the panel are used to filling in Pathways questionnaires, the instructions are not so important for them at the mainstage.

Q1
With regard to the question text there was concern from one interviewer that ‘since March 2004’ may be overlooked or respondents may automatically think in terms of ‘since the start of the academic year’. The interviewer felt this may be true of all references to ‘since March 2004’ throughout the questionnaire. This should be less of an issue for the main stage because respondents will be used to that time reference and will be aware that it refers to the last time they were contacted. It will also refer back 12 months at the time of the main stage.

Q2/3
Generally these questions worked very well, though not all respondents had a job or career in mind and therefore didn’t answer Q3. One respondent was slightly slow in finding their career area because they were looking for a particular job (police officer). It was felt that there were no problems with respondents already in work and that it was understood that the question was asking about future career.

Q4
The main problem encountered with this question was the task that the respondents were being asked to do. While a majority of respondents completed the task correctly, a number did not. Some didn’t read the instructions, and simply ticked all factors important in a job in the first column. Of these, while a couple realised their mistake when they reached the second column (and went back to cross out answers in column one), others did not and the interviewer intervened. A different respondent asked the interviewer to explain what he should do at this question. And finally, one respondent assumed that the two columns for this question were ‘important’ and ‘not important’. This mistake may be more likely for YCS panel members as we use this kind of oppositional format throughout the YCS questionnaire (i.e. yes vs. no or agree vs. disagree).

Few problems were found with the question text or answer codes; one respondent commented that it was a hard question, as the answer would vary rapidly over time depending on circumstances and changing situations.
Recommendations:

Although some respondents were able to complete the question properly, we feel the confusion felt by others means that we need to revise the format for the mainstage. NB It will also be useful to hear findings from the C12s2 pilot of this question.

NatCen have previously reviewed other potential formats for this topic (see earlier document ‘New Questions’). While DfES favour an approach which gives relative priority/importance of different job factors, we wouldn’t recommend trying a ranking exercise (i.e. rank factors from 1 – 5 in order of importance) without piloting it, as this is format is very different to the rest of the YCS questionnaire, and is a fairly difficult conceptual task which respondents won’t be familiar with.

As we now do not have time to pilot a new format, we recommend using the tried and tested four-point importance scale (Very important – Not at all important) for each factor which has successfully been used on British Social Attitudes. An extract from this is shown below. Note that while this doesn’t explicitly give relative importance, our experience from using this format with adults is that they don’t simply tick ‘very important’ for all options, meaning that there are still considerable possibilities for analysis.

If DfES agrees on this question format, we should then finalise the list of factors – we suggest this should be limited to around 5 factors as each one constitutes a separate question / keying task. To help with this choice, we have given the frequencies of each factor from the pilot questionnaires below.

The following options were ticked (in either column):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Job security</td>
</tr>
<tr>
<td>2</td>
<td>Good starting pay</td>
</tr>
<tr>
<td>2</td>
<td>high income in the long-term</td>
</tr>
<tr>
<td>4</td>
<td>good promotion prospects</td>
</tr>
<tr>
<td>3</td>
<td>being my own boss</td>
</tr>
<tr>
<td>14</td>
<td>interesting work</td>
</tr>
<tr>
<td>2</td>
<td>a job that is useful to society</td>
</tr>
<tr>
<td>5</td>
<td>good work-life balance</td>
</tr>
</tbody>
</table>

From the following list, please tick one box for each item to show how important you personally think this is in a job:

Please tick one

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOX ON EACH LINE</td>
<td>important</td>
<td>important</td>
<td>important</td>
</tr>
</tbody>
</table>

- a. ... job security?
- b. ... high income?
- c. ... an interesting job?

Q6/7

Issue with date as mentioned above. One interviewer suggested the ‘yes/no’ routing was being missed by one or two of their respondents throughout the questionnaire, although they were still answering the correct questions. This should be less of a problem for the main stage because of the professional design.
Recommendations:
See earlier comments re improving the routing design throughout the questionnaire.

Q8/9
No problems reported with the new layout of these questions. One respondent wrote in their foundation degree as an other qualification.

Q11
One respondent currently doing nursing spent half her time studying and half working in a hospital and was unsure which option to tick at this question. One respondent asked what a sandwich course was. There is little we can do about respondents not knowing whether their own course is a sandwich course/work placement – generally we would hope that those students will be aware of their course status.

Q16
Most of the grants that were received by the respondents were LEA grants. The HE grants were not mentioned (the additional code this year) and neither were student loans by the respondents. The understanding of bursaries in contrast to grants was raised. The multi-coding (in particular, ticking ‘no’ where relevant) was missed by respondents.

Q19
One interviewer discovered situations where sometimes travel costs were paid and sometimes they weren’t; there was also a respondent who wasn’t sure whether to include travel costs that were paid by the NHS but reimbursed by the university. Unusual situations like this are hard to account for with a simple question, and we would prefer to keep the question straightforward (as it is currently) so that the majority of respondents understand it easily.

Q26-30
The layout of this page was reported to be confusing, and a number said the page looked messy. Many didn’t follow the routing instructions. Some of those who should have gone to Q31 after answering the HE questions (up to Q27) simply carried on to the section for those not in HE (Q28). More critically, some of those who should have answered the section starting at Q28 (those who said ‘no’ at Q25) simply turned over the page and went to Q31. In addition, some who said ‘no’ at Q28 and should have gone to Q31 missed this routing instruction and carried on to Q29.

In terms of the new questions Q28 – 30, very few respondents answered these so the wording wasn’t well tested. However, one respondent said he didn’t know what was being asked at Q28, and queried if future HE courses were included. No-one answered Q30.

Recommendations:
- We want to reiterate our advice that a postal self-completion q’re should aim to keep all routing simple. However, as DfES have advised that they want to keep the new questions 28-30, some complicated routing is required.
- Add ‘Go to 28’ after the no option at q25. Make the routing arrow from this question more obvious and end it in the right hand side of the shaded box.
• Add ‘on the next page’ to the instruction ‘Now go to 31’, and move this instruction to the left hand side, where respondents will be looking for the next question text.
• Possibly add instructions at the top of each of the boxes stating who should be answering the questions.
• Add a note at Q28 which gives examples of what HE courses are.

Q31/32
No problems were reported with these questions. When asked, interviewers had was a slight preference for the layout at Q32 compared to Q9.

Q41
Some respondents (students doing part-time jobs alongside full-time study) weren’t sure whether to say their jobs were permanent or temporary. The wording hasn’t changed since previous sweeps, but it does seem ambiguous – particularly for those who are doing short-term jobs or vacation jobs which aren’t technically ‘temporary’ contracts, yet do not appear to respondents to be ‘permanent’.

Recommendations
• DfES to check whether this question is actually used in analysis – may be a potential cut.
• If it is a potential cut, NatCen to check if it is important in SOC/SIC coding.
• If it stays in the questionnaire, NatCen to check whether there is alternative harmonised/tested wording.

Q47 (gst)
This question wasn’t answered by many respondents. Those who did answer it mainly ticked ‘none of these’ meaning the amended answer codes weren’t really tested. One respondent ticked ‘not sure’ as her job involved a lot of training, but she didn’t think it was an apprenticeship. One wrote ‘voluntary work’ in the ‘other gst’ code, which shouldn’t have been included here.

Recommendations:
Although the pilot didn’t yield many findings, the research team and sponsors feel the answer codes still need to be revised:
• The additional note ‘(leading to a level 2/3 qualification)’ was felt to be too much detail in the answer code, and we suggest dropping this.
• The code ‘Other apprenticeship (not government supported) is a possible cut – while it was added to address the problem that non-gst apprenticeships may be included in the gst codes, the wording does not adequately distinguish between the different apprenticeship codes. Also, removing this code means we have comparability with previous sweeps.

Q50
A few respondents didn’t read the question correctly, or failed to follow the right routing at this question. However, as this hasn’t been amended since C11s3 and we have edit procedures which can correct these mistakes, we don’t recommend any changes.

Q53
As reported earlier, the format of multi-coded response used at this question (tick yes or no for each option) wasn’t filled in correctly by all respondents – they tended to
tick yes where appropriate, but not to bother filling in the ‘no’ codes. As earlier however, we don’t recommend changing this to a ‘tick all that apply’.

One respondent said the answer options were oddly worded – something which we have found in previous pilots. However, we have used this question in its current format for some time now and don’t recommend changing it for the fourth sweep.
Findings from the YCS C11S4 CATI pilot – January 2005

The CATI program was tested by four interviewers in NatCen’s Telephone Unit. Thirty-one interviews were achieved. Half of the achieved interviews were with respondents in full-time education (15) and the majority of respondents had a full or part-time job (20).

Overview
The pilot went well, with respondents being co-operative and the number of achieved interviews exceeding the target number of productives. There were no substantial problems found with the CATI questionnaire. Interviewers felt that the CATI instrument worked and flowed well. The length was as expected – around 10-15 minutes on average. Feedback largely related to the layout of screens and interviewer notes. However, a few specific comments were raised which are discussed below.

Documents and briefing
Interviewers found the survey documents clear and easy to understand, and had no suggestions for improving them. They found it helpful to have a document giving brief details about the different types of qualifications. However, it was noted that we should stress these are for information only – they are not intended to be an aid during the interview.

The careers question has a separate sheet on paper for reference. It was suggested that this should be on card for the mainstage.

The briefing was well-received. It was felt that more time spent explaining the funding question (re grants / loans / tuition fees) would be helpful for interviewers as this is a complex issue.

Action
- Stress qualification information is for interviewer-use only
- Print careers question information onto card
- Discuss the grants/loans question in more detail at the briefing

Making contact / Response
The pilot was not directly comparable to the mainstage in terms of making contact and response rates, as the sample had not been involved in YCS previously. However, there are still issues which came up which may have a bearing on mainstage procedures.

New contact details
We lost potential respondents through an unwillingness to give out new contact details such as phone number in cases where the young person had left home. This was an issue at the CATI pilot for C11s3 too, when we suggested briefing interviewers on this issue and offering the freephone helpline number to the parent, which they could then pass on to the young person and let them decide whether to get in touch with us or not. We suggest doing the same at the mainstage. In addition, it was mentioned that some parents felt the young person would be too busy with their studies to be disrupted. We suggest briefing interviewers that they should reassure parents that any appointment would be made at a convenient time.
Action
• Instruct interviewers on this at the mainstage briefing

CATI questionnaire

Q2/3 – careers/job
This question worked well, and the CATI format of the postal question was successful. Where respondents said they had a good idea of their preferred job or career (20 out of 31), their specific answer was generally coded easily by interviewers. Interviewers felt the separate list on paper giving example jobs was useful, so we will supply this at the mainstage (on card). As might be expected, some responses were coded ‘other specify’. We plan to cover this question in more detail at the briefing to clarify that we don’t need interviewers to record a specific job title – we want the interviewers to try to find the appropriate code rather than record the specific information verbatim.

Action
• Supply list of codes in hard copy for mainstage
• Cover this question in more detail at briefing, and carry out example coding exercises

Q4/5 Important factors in a job
These question were unproblematic, with almost all respondents able to give two different answers. NB ‘Interesting work’ came out as a very popular ‘most important’ factor (21 out of 31 choosing this). No-one was coded as ‘[SPONTANEOUS CODE] None of these’.

No action required (though add a check that second answer should be different to first)

Q10 – GCSEs
The interviewers didn’t have any respondents who had done a course worth 2 GCSEs, so hadn’t had to use the notes on screen regarding these. However, they said that different studies have different rules for these qualifications, so it is important that the notes are there to remind them what to do for YCS.

No action required

Q11 – full-time education
One respondent who was in a full-time job answered yes to this question. The interviewer may query this if they remember the respondent’s main activity from an earlier question, but this relies on interviewer memory. Suggest we could add an interviewer check if someone in a full-time job answers yes to this question (training as part of a job is not meant to be included).

Action
• Suggest we add a check to this effect. DfES to advise whether they want to take this approach.
Q17 – grants/bursaries
Do you receive any money in the form of an official grant, a maintenance grant or allow ance, a bursary or similar award while you’re taking this course. **Do not** include grants covering tuition fees or travel costs only, or loans from the Student Loan Company, or other loans such as those from banks or relatives. **Do include** the Higher Education Maintenance Grant received via the Student Loan Company?

This is a long read out for the interviewers, but they felt it was important that the notes about what to include/exclude were read out rather than simply being interviewer notes. One respondent appeared to be confused, and reported a student loan here. Suggest that we should brief interviewers to read this question/note text out slowly, and also that we should explain clearly the inclusions and exclusions so that interviewers are clear what is wanted. Also, to make the text clearer, we could leave a line between the different sentences where space allows, though we would then need to be very clear that the whole text was to be read out. Suggestion was also to embolden ‘tuition fees’ and we could check whether other text could also be highlighted.

Finally, as the main item that is likely to be erroneously reported here is student loans, it would be possible add a check if the ‘standard’ student loan amount is reported at subsequent questions. DfES to advise whether this is appropriate or desirable, and if so, to advise on the amount of money. The disadvantage is that this is likely to have been a problem in the past so there will be discontinuity in the data collected, and we won’t be able to check for this in the postal/internet modes.

*Action*
- Brief clearly about inclusions and exclusions at this question
- Brief interviewers to read text out slowly, and improve layout as specified above
- Suggest could add a check (as specified above) – DfES to advise.

Q25/27 – recording of HE level vocational quals
One respondent was confused about where to report the HND being currently studied – at ‘Other vocational qualifications’ or at the ‘HE’ question? This has been queried with DfES, and it has been agreed to change the wording of the note at Q25: adding ‘such as degrees, HNDs or similar’ after ‘Higher Education qualifications’ in the note at Other vocational or professional qualifications.

NB Level 4 qualifications which are not HNDs are meant to be recorded in the ‘Vocational or Professional Qualifications’ section.

*Action:*
- Wording of note to be changed as above – NB affects postal, internet and CATI

Q29-31 – intention to start HE course in 2004
While no respondents had a problem understanding this question, we had a discussion re the wording of Q29 amongst interviewers and supervisors at the debrief. This has been raised with DfES and it has been agreed no change is required.

NB No-one filtered to Q31, so as in the face-to-face pilot this question hasn’t been fully tested.

*No action required*
Q40 Whether employee/self-employed
The new wording here was understood and caused no difficulties. All respondents routed to this question were coded as ‘employee’ – meaning the follow-up probe for those who are ‘self-employed’ was not used (or tested).

No action required

Q54 – household
One interviewer mentioned the fact that the wording of codes 1, 2 and 4 was a little confusing. This has come up in pilots in previous sweeps, and no changes were made then as it is a longstanding question – we’d advise keeping the wording as it is.

No action required

Consistency checks
At the moment, the YCS CATI questionnaire has just a few interviewer checks (these are usually at questions where a keying or typing error may have occurred, such as pay and hours of job). There is the potential to add more checks if wanted, but this is clearly a different approach compared to the postal and internet modes. The argument for adding checks is that data quality should improve, and an interviewer is in a better position than an editor to clear up queries – by the edit stage it is hard to know how to resolve most inconsistencies. Examples of possible additional checks are checks against the ‘Activity’ question – e.g. if respondent’s current activity is ‘Full-time education’, then we could have a check if they say they are not in f/t education at Q11.

Action
• DfES have raised this as a discussion point – DfES to advise on their preference, and the approach taken in previous sweeps & Cohort 12.
APPENDIX H   SWEEP 4 POSTAL FIELDWORK DOCUMENTS

- Letters
- The postal questionnaire
Dear “First Name” “Surname”

PATHWAYS 2005
A National Study of 16 to 21 Year Olds

I would like to thank you for your help with the third part of the Pathways study, which you took part in last year.

Pathways is an important study which helps us to plan different services for young people that make it easier for them to find jobs, training or qualifications. We are about to start the next stage of the research and in a few days’ time will send you a short booklet to fill out. It will not take you very long and is easy to do. We very much hope that you will help us again. Your contribution has already helped to make the study a success and we really value your involvement again this year.

If you prefer, you can take part online at www.pathways2005.com. You will need to fill in the personal serial number and password printed at the top of this letter before you can start answering the questions.

All the answers you give will be treated in the strictest confidence and no personal information will be passed to the Department for Education and Skills (DfES). Only the National Centre for Social Research (NatCen) or another independent research organisation appointed by the department in the future will see what you have written.

Thank you very much for your help.

Yours sincerely

Julian Austin
Department for Education and Skills,
Room W609, Moorfoot, Sheffield, S1 4PQ
Tel: 0114 259 3583
From: Pathways <Pathways@natcen.ac.uk>
Email subject: PATHWAYS 2005: A National Study of 16 to 21 Year Olds

We sent a letter to you in the post a couple of days ago about the Pathways 2005 study.

We would to thank you for your assistance last year with the Pathways survey. Your answers were really useful in helping the Department for Education and Skills understand some of the decisions young people have to make.

We are writing now to provide you with a link to our website for completing the Internet questionnaire for the Pathways 2005 study:

www.pathways2005.com

The website will ask you to fill in your personal serial number and password before you can start answering the questions. These are:

Serial number =
Password =

All the answers you give will be treated in the strictest confidence and no personal information will be passed to the Department for Education and Skills (DfES). Only the National Centre for Social Research (NatCen) or another independent research organisation appointed by the department in the future will see what you have written.

If you prefer you can complete the paper questionnaire which will be sent to your address in the next few days.

Thank you again for your help.
Yours sincerely

Miranda Phillips
Project manager

"NatCen is the UK's largest independent social research organisation. We design, carry out and analyse research studies in the field of social and public policy"
www.natcen.ac.uk
View our email policy www.natcen.ac.uk/email.htm
Company limited by guarantee. Reg No: 4392418
Charity No: 1091768
Dear “First Name” “Surname”

PATHWAYS 2005
A National Study of 16 to 21 Year Olds

Last year you were kind enough to help us with the third part of the Pathways study and I would be very grateful if you could help us once again by filling in this booklet. Your answers are very important as the experience and opinions you tell us about will help us improve education and training services for young people like you. By taking part again this year, you are adding considerable value to this study.

The questionnaire will not take you very long and is easy to do. Most of the questions are answered by ticking a box. If you prefer, you can fill in the questionnaire on the Internet (www.pathways2005.com), you will need to use the serial number and password at the top of this letter to enter the information. Whichever way you take part, we hope you will find it interesting.

All the answers you give will be treated in the strictest confidence and no personal information will be passed to the Department for Education and Skills (DfES). Only the National Centre for Social Research (NatCen) or another independent research organisation appointed by the department in the future will see what you have written.

NatCen has explained more about the study on the back of this letter. If you have already responded to Pathways 2005 via the internet, please ignore this letter, and accept my thanks for your quick response.

Thank you very much for helping.

Yours sincerely

Julian Austin
Department for Education and Skills
PATHWAYS 2005

A national study of the experiences and opinions of 16 to 21 year olds

We hope that the following points answer any questions you may have.

- **How was my name selected?** Your name, along with all the others who are taking part in the study, was chosen at random from a list of people when they were in Year 11 (the 5th form) at school.

- **What is the National Centre for Social Research?** The National Centre for Social Research (NatCen) is a non-profit organisation, independent of government, which specialises in social surveys.

- **What will happen to the answers I give?** They will be used, in the form of statistical tables and reports, by those who make policy for education and training. Your answers will be completely confidential and when the results of the study are published it will not be possible to tell which person gave which answer.

- **Will my name be passed on to anyone else?** Your name and address details will be stored confidentially and will only be used for any subsequent research projects such as further follow ups to this study. These will be carried out by NatCen or another independent research organisation appointed by DfES. Your details will not be passed to DfES or any other non-research organisation.

- **Why should I take part?** Those who make policies need to know the views and experiences of people who are affected by them. The Pathways studies provide a direct and important channel between young people and those who create policy on their behalf.

We hope you enjoy taking part in the Pathways study and are very grateful for your help. If you have any queries about how to complete the booklet or any other matters please do not hesitate to call the helpline on 0800 652 0501 (this line is open Monday-Friday from 9:30am-5:30pm). If you have any questions about the research that cannot be answered by the helpline you can call Julian Austin at the DfES on 0114 259 3583.

Thank you

Miranda Phillips
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex  CM14 4LX

*The letter on the other side of this page tells you more about this study.*
Pathways 2005
A national survey of the opinions and experiences of young people

Recently we sent you, on behalf of the DfES, a booklet asking about your opinions and experiences. **Your views are very important and we would like to hear from you.**

If you have already returned your booklet please accept our thanks. If you have not done this yet please complete the booklet and return it to us as soon as possible. The envelope we gave you does not need a stamp.

Thank you for your help.

Miranda Phillips
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX

Pathways FREE TELEPHONE HELPLINE: 0800 652 0501 (weekdays 9:30am-5:30pm)
PATHWAYS 2005
A national survey of the opinions and experiences of young people

In the last few weeks we have tried to contact you, on behalf of the Department for Education and Skills, to find out about your views and experiences. So far we have not received a reply.

Here is another copy of the booklet and a reply paid envelope. We would be very grateful if you would fill in your answers and send the booklet back to us as soon as you can. It will not take long to do. Or, if you prefer, you can still fill in the questionnaire on the Internet (www.pathways2005.com). You will need to use the serial number and password at the top of this letter to complete the questionnaire.

We are interested in your opinions, and without them we cannot get a true picture of the views of people your age. Your answers will be used to help improve services for young people. Even though you have already helped us in the past it is very important that we hear from you again to ensure a fuller understanding of your circumstances.

There is a free telephone helpline in case you have any problems answering the questions. The number is 0800 652 0501 and is open Monday-Friday from 9:30am-5:30pm. Our staff will be glad to help you.

When you have completed the booklet, please return it to us in the envelope we have provided. It does not need a stamp.

If you have already returned your booklet, please accept our thanks and ignore this letter.

Thank you very much for your help.

Yours sincerely

Miranda Phillips
Project Manager
Dear [1stname] [2ndname]

PATHWAYS 2005
A National Study of 16 to 21 Year Olds

We have written to you recently asking for your help in completing a booklet for the Department for Education and Skills. The study is a follow-up to one you took part in last year. We now want to find out about your opinions and experiences since last spring.

According to our records, you have not returned the booklet we sent you. We would be very grateful if you could fill in one of the booklets and post it back.

If you would prefer it, we could interview you by telephone. To arrange this, just call us on freephone 0800 652 0501 and tell us your serial number (above) and your telephone number. An interviewer will then phone you to arrange a convenient time to talk to you. This freephone helpline is open Monday-Friday from 9:30a.m. to 5:30p.m.

We look forward to hearing from you.

Thank you for your help

Miranda Phillips
Project Manager

National Centre for Social Research
100 Kings Road, Brentwood
Essex CM14 4LX
Pathways 2005
An important national survey of the opinions and experiences of 16-21 year olds

What are you doing now?

NatCen
National Centre for Social Research
This booklet is about what you may be doing now whether it is work, education or training or something else.

It will not take long to fill in since not all the questions will apply to you. Please follow the arrows to see where to go.

Some instructions on how to complete this booklet are given below. Everything you say will be treated in complete confidence.

Thank you for your help.

Yours sincerely

Miranda Phillips
National Centre for Social Research
100 Kings Road
Brentwood
Essex CM14 4LX

How to complete this booklet

Most of the questions have boxes beside them and you will give your answer like this:

Yes ☑️ No □

In other cases we might ask you to write in a box like this:

Subject: History

Sometimes we might ask you to write a date. For example you would write March 2005 like this:

Enter month and year (e.g. Jan=01, Feb=02)

Month Year

0 3 2 0 0 5
Here are some things people have said about work and education. Please say whether you agree or disagree for each one.

Since March 2004, the courses, jobs or training I have done have generally worked out well for me

I know how to find out about future work, education or training opportunities

I want to do more training or education in the future

I have got all the qualifications I need for the job or course I want to do

Do you have a good idea about the sort of job or career you would like to have in the future?

Yes [ ] No [ ] Go to [ ]

Which of these categories best describes the sort of job or career you would like?

Tick one box

Administration, Human Resources, Information Services/Technology
(such as: secretary, personnel officer, software/web designer, computer programmer, librarian, museum curator)

Retail, Advertising, Publishing, Media & Arts
(such as: shop assistant, retail manager, market researcher, public relations officer, journalist, theatre technician, musician, TV presenter, graphic/fashion designer)

Education, Community work & Emergency services / Armed forces
(such as: teacher, child minder, classroom assistant, counsellor, careers adviser, social worker, police/fire officer)

Engineering, Manufacturing & Property, Construction & Environment
(such as: builder, plumber, engineer, forensic scientist, laboratory assistant, architect, town planner, estate agent, environmental officer)

Finance & Law
(such as: bank clerk, investment banker, tax/pensions adviser, accountant, actuary, solicitor, lawyer, legal clerk)

Health Care, Medicine & Animal care, Agriculture
(such as: doctor, nurse, dentist, optician, psychologist, physiotherapist, vet, stable/kennel assistant, farmer, gardener)

Leisure, Hotel, Catering & Transport
(such as: leisure centre staff, sports instructor, chef, tour guide, air cabin crew member, warehouse manager, driver)

Other (Please write in below)
Here are some aspects of a job that people say are important. Please tick one box to show which one of these is the most important to you about a job.

**Most important**

*Tick one box*

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job security</td>
<td></td>
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<tr>
<td>Good starting pay</td>
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<tr>
<td>High income in the long-term</td>
<td></td>
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<tr>
<td>Being my own boss</td>
<td></td>
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<tr>
<td>Interesting work</td>
<td></td>
</tr>
<tr>
<td>Good work-life balance</td>
<td></td>
</tr>
</tbody>
</table>

And now please tick one box to show which one of these is the second most important to you about a job.

**Second most important**

*Tick one box*

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Box</th>
</tr>
</thead>
<tbody>
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<td>Job security</td>
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<tr>
<td>Good starting pay</td>
<td></td>
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<tr>
<td>High income in the long-term</td>
<td></td>
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<tr>
<td>Being my own boss</td>
<td></td>
</tr>
<tr>
<td>Interesting work</td>
<td></td>
</tr>
<tr>
<td>Good work-life balance</td>
<td></td>
</tr>
</tbody>
</table>

We would like to know what you are doing at the moment. Please tick one box to show us what your main activity is.

If you are temporarily sick or on holiday please tick your usual activity.

If you are currently on a work placement as part of a full-time education course, tick 'In full-time education at university, college or school'.

**WHAT ARE YOU DOING NOW?**

*Tick one box*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking for work or unemployed</td>
<td></td>
</tr>
<tr>
<td>(Modern) Apprenticeship (Foundation or Advanced)</td>
<td></td>
</tr>
<tr>
<td>or other government supported training</td>
<td></td>
</tr>
<tr>
<td>In a full-time job (over 30 hours a week)</td>
<td></td>
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<tr>
<td>In a part-time job (if this is your main activity)</td>
<td></td>
</tr>
<tr>
<td>In full-time education at university, college or school</td>
<td></td>
</tr>
<tr>
<td>Taking a break from study or work / taking a gap year</td>
<td></td>
</tr>
<tr>
<td>Looking after the home or family</td>
<td></td>
</tr>
<tr>
<td>Doing something else <em>(Please write in below)</em></td>
<td></td>
</tr>
</tbody>
</table>
Since 1st March 2004, when we last contacted you, have you obtained any vocational or professional qualifications, such as NVQs or AVCEs (Vocational A levels) including any units you have been awarded? Do not include any academic qualifications such as A2s, AS levels or GCSEs (including vocational GCSEs) on this page. We ask about them at question 9.

Yes [ ] No [ ] Go to 9

Please tell us more about these qualifications you obtained below. First tick the appropriate box under (i) for each qualification, then write the subject under (ii) and, if appropriate, tick a box under (iii).

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>(i) Achieved</th>
<th>Main subject(s)</th>
<th>(ii) NVQ level</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick)</td>
<td>(Please write in below)</td>
<td>(Tick)</td>
<td>1</td>
</tr>
<tr>
<td>Full Award</td>
<td>Certain units only</td>
<td></td>
<td></td>
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<tr>
<td>NVQ</td>
<td>or 1</td>
<td>[ ]</td>
<td>1</td>
</tr>
<tr>
<td>or 2</td>
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<td>EDEXCEL</td>
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<tr>
<td>(BTEC/LQL)</td>
<td>First Certificate (Level 1)</td>
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<td></td>
<td>First / General Diploma (Level 2)</td>
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<tr>
<td></td>
<td>National Certificate / Diploma (Level 3)</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Other Edexcel (BTEC) (Give NVQ level)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>CITY &amp; GUILDS</td>
<td>Level 1 / Part 1</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td></td>
<td>Level 2 / Part 2 / Craft / Intermediate</td>
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<td>[ ]</td>
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<td></td>
<td>Level 3 / Part 3 / Final / Advanced Craft</td>
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<td>[ ]</td>
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<tr>
<td>Other City &amp; Guilds (Give NVQ level)</td>
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<td>[ ]</td>
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<tr>
<td>OCR (RSA)</td>
<td>Vocational Certificate (Level 1)</td>
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<tr>
<td></td>
<td>Diploma (Level 2)</td>
<td>[ ]</td>
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</tr>
<tr>
<td></td>
<td>Advanced Diploma / Certificate (Level 3)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other OCR (RSA) (Give NVQ level)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Award</th>
<th>Part 1 only</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNVQ</td>
<td>Foundation GNVQ</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>or 1</td>
<td>Intermediate GNVQ</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>or 2</td>
<td>6 units (A level)</td>
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<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3 units (AS level)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>AVCE</td>
<td>AVCE / Vocational A level</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>or 1</td>
<td>12 units</td>
<td>[ ]</td>
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<td>or 2</td>
<td>Or AVCE Double Award</td>
<td>AA</td>
<td>AB</td>
<td>BB</td>
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</tbody>
</table>

Other vocational or professional qualifications. Please do not include academic qualifications such as A2s, AS levels, GCSEs, Key Skills or Higher Education qualifications as these are asked about at later questions.

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Main subject(s)</th>
<th>Qualification level</th>
<th>Results</th>
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</table>
Since 1st March 2004, when we last contacted you, have you obtained any A2s (A levels), AS levels, GCSEs (including vocational GCSEs) or other academic qualifications?
We asked about Vocational A levels at question 7.

Yes [ ]      No [ ]  Go to 11 below

Since 1st March 2004, which qualifications have you obtained?
Please fill out one line for each qualification.

<table>
<thead>
<tr>
<th>Type of qualification</th>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick)</td>
<td>(Please write in below)</td>
<td>(Write in below)</td>
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</tbody>
</table>

(A level) level or or or or or or or or

Other academic qualifications. Please enter qualification name, such as short course GCSEs, Key Skills or International Baccalaureate, subject, level and results.

<table>
<thead>
<tr>
<th>Qualification name (e.g. short course GCSEs, Key Skills)</th>
<th>Main subject(s) (Please write in below)</th>
<th>Qualification level (e.g. Level 1-3) if applicable</th>
<th>Results (e.g. grade, merit, pass)</th>
</tr>
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At present, are you studying full-time for any qualifications, either vocational or academic?
If you are enrolled on a sandwich course tick ‘yes’, including if you are currently on your work placement. If you are working and only get day or block release to study, tick ‘no’.
Do not include courses which are part of a full-time job or training course – these will be covered later. Please do include correspondence courses and open learning courses.

Yes [ ]      No [ ]  Go to 22

Is this a sandwich course?

Tick one box

Yes, and I am currently on a work placement [ ]
Yes, and I am not currently on a work placement [ ]
No [ ]
13. **Where are you studying?**  
*If on sandwich course tick study location (not workplace).*  
*Tick one box.*

- University
- Higher Education college
- Further Education college
- Independent / Other college
- Private Training centre
- Other *(Please write in below)*

14. **When did you start this course or courses?**

 Enter month and year *(e.g. Jan=01, Feb=02)*

15. **When do you expect to finish this course or courses?**

 Please give your best estimate

 Enter month and year *(e.g. Jan=01, Feb=02)*

16. **Do you receive any money in the form of an official grant, a maintenance grant or allowance, a bursary or similar award while you’re taking this course?**

*Do not include grants covering tuition fees only or travel costs only.*  
*Do not include loans from the Student Loan Company or other loans such as those from banks or relatives.*  
*Do include the Higher Education (Maintenance) Grant (received via the Student Loan Company).*

17. **What type(s)?**  
*Tick one box on each line*

- A grant from a University or college
- A grant from the NHS or Department of Health
- A grant from the Local Education Authority
- A Higher Education (Maintenance) Grant
- Another grant or allowance *(Please write in below)*

18. **How much do you receive?**

*Please give the total amount of all grants and allowances received.*  
*Exclude help with travel costs.*

Write in: £ _____ _____ :: _____ p
19. What period does this cover?

Tick one box

- Week
- Month
- Term
- Year

Other period (Please write in below)

20. Do you receive any help with travel costs from your university, college or Local Education Authority?

Yes [ ]
No [ ]

21. Do you have a paid job?

*Do include casual work and part-time work.*

*Do not include work placements that are part of a sandwich course.*

Tick one box

- No [ ]
- Yes, term time only [ ]
- Yes, vacation only [ ]
- Yes, term time and vacation [ ]

22. Are you enrolled on a part-time course of education, excluding leisure courses?

*Do not include courses which are part of a full-time job or training course – these will be covered later.*

*But please do include correspondence courses and open learning courses.*

Tick one box

- Yes [ ]
- No [ ] → Go to 24

23. Where are you mainly taking your present part-time course?

*If you are taking more than one part-time course, give details of the main one.*

Tick one box

- Further Education college [ ]
- University / Higher Education college [ ]
- Private training college or centre [ ]
- Training centre run by your employer [ ]
- Work [ ]
- Studying from home [ ]
- Somewhere else (Please write in below) [ ]
At present are you studying or training for any NVQs or any other vocational or professional qualifications, including GNVQs, Edexcel (BTEC/LQL), City and Guilds or OCR (RSA) qualifications? Do not include any academic qualifications such as A2s, AS levels or GCSEs (including vocational GCSEs) on this page – these are asked about at later questions.

Yes ☐ No ☐ Go to 26

Please tell us about these qualifications you are studying for below. First tick the appropriate box under (i) for each qualification, then write the subject(s) under (ii) and, if appropriate, tick a box under (iii).

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Studying / Training for (Tick)</th>
<th>Main subject(s) (Please write in below)</th>
<th>NVQ level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i)</td>
<td>(ii)</td>
<td>(iii)</td>
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<tr>
<td><strong>Full Award</strong></td>
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<tr>
<td><strong>Certain units only</strong></td>
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</table>

**NVQ**

- 1 or 2

**EDEXCEL**

- Studying / Training for (Tick)

- Main subject(s) (Please write in below)

- NVQ level equivalent (Tick)

**CITY & GUILDS**

- Level 1 / Part 1

- Level 2 / Part 2 / Craft / Intermediate

- Level 3 / Part 3 / Final / Advanced Craft

- Other City & Guilds (Give NVQ level)

**OCR (RSA)**

- Vocational Certificate (Level 1)

- Diploma (Level 2)

- Advanced Diploma / Certificate (Level 3)

- Other OCR (RSA) (Give NVQ level)

**GNVQ**

- Foundation GNVQ

- Intermediate GNVQ

- 6 units (A level)

- 3 units (AS level)

**AVCE**

- AVCE / Vocational A level

- 12 units

**Other vocational or professional qualifications. Please give details here of similar vocational or professional qualifications you are currently studying for. Please do not include academic qualifications or Higher Education qualifications such as degrees, HNDs or similar as these are asked about at later questions.**

<table>
<thead>
<tr>
<th>Qualification name (Please write in below)</th>
<th>Main subject(s) (Please write in below)</th>
<th>Qualification level (e.g. Level 1, Foundation) if applicable</th>
<th>NVQ level equivalent (Tick)</th>
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</table>
26 Are you currently studying for a Higher Education qualification, such as a degree, Diploma in Higher Education, Initial Teacher Training, HND or similar?
If you are on the work placement part of a sandwich course, tick ‘yes’.
If taking a break in education such as a gap year, tick ‘no’.

27 Which of these are you studying for?  
Tick one box
- Degree
- Diploma in Higher Education
- Initial Teacher Training
- HND
- Other (Please write in below)

28 What is the name of this qualification, including the subject?  
Please write in the box below, eg BSc Biology or BA (Joint Hons) French and European Studies or BEd Primary Education.

29 Did you ever intend to start a Higher Education course in autumn 2004?
Include courses leading to a degree, Diploma in HE, Initial Teacher Training, HND or similar.

30 Did you take a gap year (a year off) between summer 2003 and summer 2004?

31 What is the main reason why you did not start a Higher Education course in autumn 2004 as planned?  
Tick one box
- Prefer to work/earn money
- Do not need a degree or HE qualification for chosen career/job
- Do not have the grades or points required for the course
- Do not want to go back to studying
- Do not want to get into debt / can’t afford to go to HE
- Want to take more time off before starting HE course
- Ill health
- Personal reasons
- Other reason (Please write in below)
Are you studying for any A2s (A levels), AS levels, GCSEs (including vocational GCSEs) or other academic qualifications?

We asked about GNVQs and AVCEs / Vocational A levels at question 24.
We asked about Degrees, Diplomas, Teacher Training and HNDs at question 26.

Please tell us which types of qualifications you are studying for, the number of each type you are studying for, and the subject(s).

### A2s (A levels)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Go to 34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

**Main subject(s)**

**Qualification name**

**Qualification level**

### AS levels?

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<th>Yes</th>
<th>No</th>
<th>Go to 34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

**Main subject(s)**

**Qualification name**

**Qualification level**

### GCSEs?

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<tr>
<th>Yes</th>
<th>No</th>
<th>Go to 34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

**Main subject(s)**

**Qualification name**

**Qualification level**

### Other academic qualifications?

*Please write in below*

- GCSEs, Key Skills, International Baccalaureate, etc.
34 Are you currently in a full-time or part-time job or on a (Modern) Apprenticeship or in other government supported training? Include casual work or the New Deal.

Yes [ ]

No [2] Go to 51

Please answer these next questions thinking about your current job or training. If you have more than one job/training, answer about the one with the most hours.

35 When did you start this job or training?
Enter month and year (e.g. Jan=01, Feb=02)

36 What is the name of your job / the work you are being trained to do?

Please write in your job / training title (we do not need the name of the company):

37 What work do you mainly do there?

Please write in:

38 How many people work for your employer at the place where you work?

Tick one box

1-24 [1]

25-499 [2]

500 or more [3]

39 What does the firm or organisation, where you work or receive your training, make or do?

If you are self-employed, please tell us what you make or do.

Please write in:

40 Are you working as an employee or are you self-employed?

Tick one box

Employee [1] Go to 41

Self-employed (no employees) [2] Go to 43

Self-employed (with employees) [3] Go to 43
41. Do you have formal responsibility for supervising the work of other employees?  
*Do not include children, animals or buildings.*

Yes [ ]  
No [ ]

42. Have you been taken on permanently, or is the job temporary?  
*Tick one box*  
Permanent [ ]  
Temporary [ ]  
Not sure [ ]

43. How much money do you usually take home each week or each month from this job or training, after deductions but including bonuses or overtime?  
*For training, please do not count any travel or lodging allowance you receive. If you are still in full-time education, please tell us about your usual earnings during term time only.*

Please write in amount:  
Each week £ [ ] : [ ] p  
OR  
Each month £ [ ] : [ ] p

44. How many hours do you usually work each week in this job or training, including overtime?  
*If you are still in full-time education, please tell us about the hours you work during term time.*

Please write in: [ ] Hours per week

45. Do you currently have …  
*Tick one box*  
One job or training place [ ]  
Go to 48  
More than one job or training place [ ]

46. How much money do you usually take home each week or each month in total, from all your jobs and training, after deductions but including bonuses or overtime?  
*For training, please do not count any travel or lodging allowance you receive. If you are still in full-time education, please tell us about your earnings during term time only.*

Please write in amount:  
Each week £ [ ] : [ ] p  
OR  
Each month £ [ ] : [ ] p

47. How many hours do you usually work each week in total, from all your jobs and training?  
*If you are still in full-time education, please tell us about the hours you work during term time.*

Please write in: [ ] Hours per week

48. Is this job or training any of the following?  
*Tick one box*  
Advanced (Modern) Apprenticeship [ ]  
Foundation (Modern) Apprenticeship [ ]  
(Modern) Apprenticeship, but not sure which [ ]  
Work-based training through New Deal [ ]  
Other government supported training *(Please give details below)* [ ]  
None of these are part of my job / training [ ]  
Not sure [ ]
49 In the last four weeks, have you received any on-the-job training, that is, training in the course of your usual work?

Yes [ ] No [ ]

50 In the last four weeks, have you received any off-the-job training, that is, training away from your usual place of work?

Yes [ ] No [ ]

YOUR CURRENT SITUATION

51 Are you currently in employment or doing any education or training?

Yes [ ] Go to 53 No [ ]

52 For many people there are things outside their control which make it difficult for them to be in education, training or employment. Others choose not to be in these because they want to do something else. For each of the statements listed below please tick one box to indicate whether or not this applies to you.

Tick one box on each line

<table>
<thead>
<tr>
<th>Applies to me</th>
<th>Doesn’t apply to me</th>
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</thead>
<tbody>
<tr>
<td>I am currently having a break from study</td>
<td>1</td>
</tr>
<tr>
<td>I need more qualifications and skills to get a job or education or training place</td>
<td>1</td>
</tr>
<tr>
<td>I am currently looking after the home or children</td>
<td>1</td>
</tr>
<tr>
<td>I am currently looking after other family members such as a parent or other relative</td>
<td>1</td>
</tr>
<tr>
<td>I have poor health or a disability</td>
<td>1</td>
</tr>
<tr>
<td>I have housing problems</td>
<td>1</td>
</tr>
<tr>
<td>I have family problems</td>
<td>1</td>
</tr>
<tr>
<td>I (would) find it difficult to travel to work or college because of poor transport where I live</td>
<td>1</td>
</tr>
<tr>
<td>I would be worse off financially in work or on a course</td>
<td>1</td>
</tr>
<tr>
<td>There are no decent jobs or courses available where I live</td>
<td>1</td>
</tr>
<tr>
<td>I have not yet decided what sort of job or course I want to do</td>
<td>1</td>
</tr>
<tr>
<td>I have not found a suitable job or course</td>
<td>1</td>
</tr>
<tr>
<td>I have other reasons (Please write in below)</td>
<td>1</td>
</tr>
</tbody>
</table>

53 Go to
53 Are you a student who lives away from your usual home during term-time?
   Yes ☐ No ☐

54 Do you live with any of the following people?
   If you are a student please answer this question about the people you live with during term-time.
   Tick one box on each line
   Yes ☐ No ☐
   Father/Stepfather (including mother’s partner)? ☐ ☐
   Mother/Stepmother (including father’s partner)? ☐ ☐
   Brothers or sisters? ☐ ☐
   Husband, wife or partner (including boyfriend or girlfriend)? ☐ ☐
   Your own child/children? ☐ ☐
   Any other relatives? ☐ ☐
   Friends? ☐ ☐
   Anyone else who you have not told us about already? ☐ ☐
   (Please write in their relationship to you below)

55 Do you have any long-standing illness, disability or infirmity? By long-standing we mean anything that has troubled you over a period of time or that is likely to affect you over a period of time.
   Yes ☐ No ☐ Go to 57

56 Does this illness or disability limit your activities in any way?
   Yes ☐ No ☐

57 If there is anything else you would like to tell us about what you have done in the period since March 2004, please write and use additional paper if you need to.
If you have an email address, please write it in BLOCK CAPITALS below:

Email

Please write your telephone number below:

Telephone

If the address on the accompanying letter is wrong, please print your full name and address below:

First name
Last name
Address
Postcode

In case we should have difficulty getting post to you if you move, please PRINT the name, address and telephone number of someone (with a different address from your own) who will know where to reach you (such as an aunt or uncle, older brother, sister or a close friend).

Mr/Mrs/Ms/Miss
First name
Last name
Address
Postcode
Telephone

THANK YOU FOR YOUR HELP
Now please post this back in the envelope provided. It does not need a stamp.

Please do not write in this space
APPENDIX I  SWEEP 4 TELEPHONE FIELDWORK DOCUMENTS

- Project instructions
- Helpline memo
PATHWAYS 2005
(YOUTH COHORT STUDY)
INSTRUCTIONS FOR TELEPHONE INTERVIEWS

Background

'Pathways' is the name by which respondents know the England and Wales Youth Cohort Study (YCS). Each cohort study involves surveying large samples (usually 20 thousand or more) of young people two or three times, usually by means of a postal questionnaire. The survey has been a major source of information for those who make policies for young people and has monitored, for example, the change from GCE/O-levels to GCSE exams, changes in Youth Training Programmes and the introduction of Modern Apprenticeships.

The National Centre has been awarded the contract to carry out the fourth sweep of the 11th YCS and so this year will be interviewing 19-20 year olds whose compulsory school education ended in summer 2001. NatCen have conducted all the previous sweeps of the 11th cohort study.

Unlike previous sweeps, this year there are no additional questionnaires asked of subgroups of the sample (e.g. Connexions and Higher Education in sweep 3). Instead, all sample members are eligible for the same questionnaire.

Overview of Pathways 2005

The main data collection method for Pathways 2005 is a postal questionnaire. There is also a website (www.Pathways2005.com) which people can use to complete a questionnaire on the Internet.

The young people who are part of the Pathways 2005 sample have been sent a pre-notification letter and this was followed by a postal questionnaire with a covering letter. All sample members who had not returned the postal questionnaire or completed the questionnaire online then received a postcard reminder. The young people who had still not responded were then divided and approximately half were sent a replacement questionnaire. The names of the remaining half have been sent to the telephone unit and we would like you to try and interview them over the phone. The names of any final non-responding sample members, for whom we have a telephone number, will then be sent to the telephone unit a couple of weeks later.

Included with these instructions are:
- A copy of the Pathways 2005 postal questionnaire
- A copy of the pre-notification letter
- A copy of the first mailing letter
- A copy of the reminder postcard
• A copy of the reminder letter
• A card with the careers codeframe and example careers (please see ‘careers question codeframe’ below under the section about the main questionnaire for guidance on how to use this card)
• Details of the different types of qualification that the respondents may have obtained or be studying for (this is just for your information and should not be used as an aid during the interview)

The Samples
At the start of this Cohort, the Department for Education and Skills (DfES) wrote to every school in England to ask them to supply a list of the names and addresses of those whose compulsory education (Year 11) ended in summer 2001 (that is, who were aged 16 on 31st August 2001) and who were born on three specific dates of any month. Those schools in LEAs with a higher than average proportion of pupils from ethnic minority groups were asked to provide names and addresses of those born on four specific dates of any month in order to produce a boosted ethnic minority sample.

This was a voluntary task and so not all schools responded. From those who did, the DfES compiled a list of 35,000 young people. In the first sweep, we selected 30,000 of these to take part in the YCS. We returned to those who had taken part in the first sweep (2002) again in the second sweep (2003). Those who took part in the second sweep were contacted for the third sweep (2004).

In the fourth sweep (2005), we are going back to all respondents who were interviewed in the third sweep. This year there are around 7,800 respondents in the main (postal) YCS sample.

The sample is therefore a list of named individuals. You must never substitute one named individual for another, even if they are of a similar age and living in the same household.

As this is a panel study it is essential that we get a high response rate. Last year we achieved an excellent response rate overall – approximately 75%, showing that the panel members were still happy to take part after three years of the study.

The questionnaire
The questionnaire has been fully tested. In October 2004 an expert panel discussed the questions. Then in November, we held a face-to-face pilot of the postal self-completion questionnaire. We carried out a CATI pilot in January 2005. The content of the questionnaire is outlined below.

Contacting respondents
You will be interviewing sample members for whom we have a working telephone number but who have not returned their postal questionnaires despite one or two reminders. The sample members should be familiar with the study by the time telephone fieldwork begins because this is the fourth time they will have taken part in the study. In preceding weeks, they will have also been sent a pre-notification letter, a postal questionnaire and covering letter, a postcard reminder, and possibly a replacement questionnaire. However, they will not be expecting a telephone call.
We suggest you refer to previous questionnaire mailings when first contacting households. A copy of the letter which accompanied the first questionnaire mailing is included in this briefing pack. This letter also includes some frequently asked questions which, although respondent’s will have received the letter, they may still ask you.

**Getting parents on side**

Respondents will be aged 19 or 20 during fieldwork for the study. Whilst these people are adults, some parents may still act as a gatekeeper in terms of making contact with the young person by telephone. It is therefore important that you are sensitive to this possibility.

If the respondent answers the telephone there is no need to speak to the parent or to ask if the parent is happy with the interview taking place. However, if the parent answers the telephone it may be useful to explain a little bit more about the study, before asking to speak to the named young person. This will show that you are respecting their position as parents and can be useful in bringing the parent “on side” which in turn may lead them to help encourage their child to participate. Having said that, we do not want parents to make a proxy refusal for their child. It might be worth saying something along the lines of:

"The office has asked us to speak to the young person themselves to see if they want to take part – particularly as they have been happy to be involved in the past."

When speaking to the young person for the first time, you should answer any questions they might have about the survey with them and check that it is OK with them to carry out the interview.

**Tracing new contact details for movers**

- If the respondent has left home or the family has moved, try to obtain new contact details from whoever you are speaking to.

- In addition, you may have alternative phone numbers listed on the dial screen which you should attempt to call.

- If you fail to trace new contact details through the current occupants, then try the stable address contact (at least 5 calls) – these details will be listed on the dial screen (there is more about the Stable Address contact below).

- If anyone you speak to is reluctant to pass on new contact information, you can ask them to pass on the helpline number for the study so that the respondent can ring up with their new details themselves. This is **0800 652 0501** (open Monday-Friday from 9:30a.m.-5:30p.m.). In the case of the stable address, we can choose to send out the mailings to the stable address person if they are willing to forward the mailings on to the respondent.

**Students away at University/College**

If you find that the respondent is away at university or college but is planning to return home to the current contact number/address in the Easter holidays, please make an appointment to phone back and interview them then. This is because it can be particularly difficult getting hold of students in halls of residence or student flats. However, if it is not easy to arrange a holiday appointment, or if the student is not likely to return for the holiday, or if the parent is happy to give the term-time phone
number (and this is not for a hall of residence) you can try to contact the respondent at their term-time number instead.

**Stable Address**
In some cases you have a 'stable address' - that is an address given by respondents when they filled in the postal questionnaire at the last sweep so that we can get in touch with them if they move. This is displayed at the bottom of the 'dial up' screen. This should only be used if the young person cannot be contacted at the first telephone number you have for them i.e. the number is out of order, or the young person has moved and the new resident has no contact details.

There is a question StabUse at the end of the questionnaire, where you will need to code whether you used the stable address details to get in touch with the young person or not.

**Welsh interviews**
If a Welsh respondent requests that they are interviewed in Welsh, we will arrange for a Welsh-speaking face-to-face interviewer to call them at a later date. We do not expect this to happen but if it does, please refer the case to a supervisor.

**Introducing the survey**
Be positive about the survey and its importance. Saying something like the following may be helpful in selling the survey:

> 'Those who make policies need to know the views and experiences of those who are affected by them. The pathways studies provide a link between young people and those who create policy on their behalf'.

The pilot interviewers reported that the survey was well received and that most young people wanted to take part. In the mainstage it should be easier as the respondents have already agreed to take part three times before, and are familiar with the study.

Very often you will need to arrange contact and appointments through parents.

Some young people might prefer to be interviewed on a mobile phone. If this is the only alternative it is fine, but if possible do try and arrange to phone them when they are on a land line (as trying to interview someone in the shops or on a train is less than ideal!). If you have any particular difficulties speak to your supervisor who can advise you on the best strategies for getting a completed interview.

**Interview length**
The interview will last about 15 minutes depending on the young person’s circumstances. In particular, it may vary according to whether they have gained qualifications since they were last contacted and depending on what they are doing now.

**The Interview**
Generally, the questionnaire is about what cohort members have been doing since we last contacted them in March 2004. It includes education and employment details, a small number of attitudinal questions and information about the household. Some of the questions will seem rather unusual for a CATI survey. This is because the
questions need to be as similar as possible to the questions used in the postal questionnaire.

The main questionnaire

- Views about work and education
- Current activity
- Qualifications obtained since March 2004 (vocational and academic)
- Details of any current full-time education course being attended
- Details of any current part-time education course being attended
- Qualifications being studied for now (vocational, Higher Education and academic)
- Jobs and training details
- Household details

Some general points

Likely educational achievements since March 2004
You will be speaking to respondents aged 19/20. We would expect the respondents to be in higher education or working. They may have gained some academic qualifications since March 2004 but it is worth bearing in mind that if a respondent is talking about obtaining 9 GCSEs you should check with them that they are only thinking about qualifications obtained since March 2004.

Qualification types/names
Some qualifications (e.g. ‘Edexcel’) are also the name of an awarding body for other qualifications. Thus you can achieve a GCSE through the Edexcel examining board. However, we are interested in the actual qualification obtained – in this case it would be a GCSE.

Question text and question marks
Many of the questions in the main questionnaire have the initial question text followed by a question mark, and then a sentence or two of a note. Unless the note is in capitals, or starts ‘INTERVIEWER’, then it should be read out as standard.

Documents
You have been given various documents for the survey – these have different purposes:
- When making contact: some documents may be useful to refer to when making initial contact and encouraging respondents to take part – letters, FAQs and so on
- While interviewing: the careers code frame with example job titles is designed for you to use at question ‘JobTyp’ (as we could not fit this amount of information on screen)
- For your information only: the document giving information about qualifications is intended for your information only, and should not be used to help the respondent work out what type of qualification they have done.
Specific points

JOBINTRO

JobTyp

These questions ask if the respondents have a good idea about their future job or career and, if they do, we ask ‘what sort of job or career would you like?’. For the postal questionnaire, we have provided example careers for each career category. It is not possible for you to read out every example over the telephone and there are too many examples to include them on screen. We have, therefore, produced a card with the career categories and examples listed. We would like you to just read out the question and then, where possible, code the answer you have been given into one of the categories. The card has been provided as an aide to help describe each of the career categories - it does not include an exhaustive list of career examples. Most careers should fit within the codeframe but there is a ‘write in’ option if necessary.

PASTYR

Activity

You are asked to record the young person’s usual main economic activity. If someone has a full-time job but is on leave when you interview them they should still be coded as working. Similarly, if a respondent is a full-time student but is on their Easter holidays they should be coded as being in full-time education. A similar rule should be applied if someone is ill and off work or school or college for a short period. If on the other hand someone is having a gap year from education, intending to return in a few months they should be coded as ‘taking a break from study or work / taking a gap year’.

At Activity there is a help screen with additional information.

Code 2 ‘(Modern) Apprenticeship (Advanced or Foundation) or other government supported training’ includes schemes called AMA, FMA, NVQ learning and ‘ETE’ - ‘Entry to Employment’. It may be that the respondent is not sure whether the training they are doing fits into this code - so you can use this information to help. However this is not an exhaustive list - these are the four national programmes available. (Advanced and Foundation Apprenticeships are no longer referred to as Modern Apprenticeships which is why ‘Modern’ above is in brackets. Please see ‘ModApp’ and WhModApp’ note below for further details.)

Code 3 ‘In a full-time job (over 30 hours a week)’ can be used to code 1+ part-time jobs if the total hours are more than 30 hours. However, only use this code where the young person is not in government supported training or full-time education (codes 2 and 5).

BQUALS

Vocational quals: Vmar04/ObBTEC/ObCG/ObRSA

Each time there is a filter question asking if the respondent has obtained any particular qualifications, there is a note which can be used if necessary to explain which kinds of qualifications are
included. This should be read out if the respondent is unsure whether their qualifications count as a certain type or not.

**A2mor/ASMor/GCSEmor**

It is possible that in the process of recalling the subjects of their A2s, AS levels and GCSEs that respondents may realise they had forgotten some subjects when telling you the total number at A2Tot/ASTot/GCSETot. These questions allow you to enter more A2, AS levels and GCSEs. If the respondent answers ‘yes’, a warning will appear relating to the total at A2Tot/ASTot/GCSETot. You should select ‘GO TO’ and alter the number of A2s at A2Tot / AS levels at ASTot / GCSEs at GCSETot. This will then open up more loops to record the forgotten qualifications.

**Academic quals /GCSETot**

You will be speaking to respondents aged 19/20. If they stayed in post-16 compulsory education, and have academic qualifications they may have obtained some A2s and possibly some AS levels since March 2004. It is more likely however that they would have completed A2s, AS levels and GCSEs before March 2004 - in which case we do not want to record them here. Please be aware of this. In addition there is a check which is triggered if more than 2 GCSEs are reported.

**GCSE/GCSETot**

Some respondents may report that they have obtained a GCSE that is actually worth two GCSEs. If this is the case, we have included implicit instructions on screen to explain how we would like you to record these GCSEs. Please count them as one GCSE when recording the total number of GCSEs obtained. With the exception of double award science, record the double GCSE as ‘other’ at the subject question and then write in the subject of the double GCSE at the next question including a clear note to say that it is worth 2 GCSEs. A double GCSE result will always be two grades that are the same (for example AA or CC) therefore, you can record the result as just a single grade.

**BLOCK BQUALNOW**

**Vocational quals: SBTEC/SCG/SRSA**

Each time there is a filter question asking if the respondent has obtained these particular qualifications, there is a note which can be used if necessary to explain which kinds of qualifications are included. This should be read out if the respondent is unsure whether their qualifications count as a certain type or not.

**SGCSE/SGCSEN0**

(As, with GCSEs that have been obtained, above) some respondents may report that they are studying for a GCSE that is actually worth two GCSEs. If this is the case, we have included implicit instructions on screen to explain how we would like you to record these GCSEs. Please count them as one GCSE when recording the total number of GCSEs being studied for. With the exception of double award science, record the double GCSE as ‘other’ at the
subject question and then write in the subject of the double GCSE at the next question including a clear note to say that it is worth 2 GCSEs.

**BLOCK FTEDUC**

**Grant**

This question asks about money (grants, allowances, bursaries etc). It is important that respondents don’t report certain grants or loans here, and do include others. This is all clearly stated in the question text, but it means the question is a very long read out. Please read it slowly so respondents can take all the information in. The main confusion is likely to be over student loans – these should not be included.

**BLOCK BJOBS**

**HrsWk/ TotHrsWk**

(Hours worked). Here the interviewer instruction says for those in full-time education ‘probe to ensure hours are for term-time only’. If a respondent’s job continues throughout school holidays, ignore their holiday hours and just code term-time hours. However, if their current job is only for the vacation (this is possible if you are interviewing in the Easter vacation for example), there is a special code to use here: 96.

**THPay/ TotTHPay**

(Earnings). Again there is an instruction to probe for earnings in term-time only. You should code term-time earnings if possible. However, if the job is a vacation-only job, you should choose ‘week’ at the first code, and then enter 996 as a special code.

**ModApp/WhModApp**

Apprenticeships (Foundation and Advanced) were previously called Modern Apprenticeships but this is no longer the case. More often than not, respondents undertaking an Apprenticeship of this type will still be familiar with the name Modern Apprenticeship and therefore we have retained ‘Modern’ in the question text and answer codes. In the postal questionnaire ‘Modern’ has been put in brackets to indicate this change in terminology. However, as we would still like you to read out the word ‘Modern’ during the telephone interviews, we have not included brackets but you should be aware of this change in terminology in case it confuses respondents.

**BLOCK BADSTUFF**

**RAdd1-5/RAddPC/RTelNum/Email**

If we do not have accurate contact details for the respondent we would like you to collect their correct address, telephone number and e-mail address. Please take care that numbers, street names, post-codes and symbols used in e-mail addresses are properly recorded. Particularly for e-mail addresses, the address should appear as it would be to send an e-mail, for example, there shouldn’t be any spaces and underscore (_) and other symbols should appear as the actual symbol.
Outcome Codes

The outcome codes for this survey are as follows:

Productive (computed automatically)
111 Full Productive Interview
210 Partial Productive Interview completed

Unproductive codes
300 Cohort member not known at phone number
310 No contact after a minimum of 12 calls, at different times of day and on different days of the week
341 No direct contact with cohort member
381 Cohort member unable to take part on phone, worth trying a postal
410 Office refusal (telephone)
420 Information refused about cohort member (refusal by parent)
430 Personal refusal by cohort member (Include refusal during survey introduction)
440 Refusal during interview (unproductive partial)
450 Broken appointment, no recontact
470 Proxy refusal on behalf of cohort member
500 Anonymous call bar
510 Cohort member is ill at home for the duration of fieldwork
520 Cohort member is away or in hospital for the duration of the fieldwork period
530 Cohort member is physically or mentally unable to take part
540 Language difficulties
560 Cohort member cannot take part for some other reason
651 Cohort member says completed or will complete postal/Internet questionnaire
681 Cohort member moved, no new number, no info from alternative number/stable contact
690 Disconnected or Unobtainable
800 Postal questionnaire received
960 Cohort member died
970 Cohort member emigrated/permanently out of the country

Contacts

If you have any queries or problems with the questionnaire or procedures for this study, check with your supervisor and she will call the researchers if necessary.

If respondents have queries which you cannot answer and they want to speak to someone at DfES please refer them to Julian Austin, who is the DfES project manager, on 0114 259 3583 during office hours.

Thank you for your help with this study.
We hope it all goes well.
INTERNAL MEMO

To P2454 Helpline

From Miranda Phillips

cc. Chloe Robinson, Chris Massett, Sonia Shirvington, Sandra Laver

Date 10/02/2005

Subject P2454 Help Line

Background

"Pathways' is the name by which respondents know the England and Wales Youth Cohort Study (YCS). Each cohort study involves surveying large samples (usually 20 thousand or more) of young people two, three or four times, usually by means of a postal questionnaire. The survey has been a major source of information for those who make policies for young people and has monitored, for example, the change from GCE/O-levels to GCSE exams, changes in Youth Training Programmes and the introduction of Modern Apprenticeships.

The National Centre has been awarded the contract to carry out the fourth sweep of the 11th YCS and so this year will be interviewing 19-20 year olds whose compulsory school education ended in summer 2001.

The young people who are part of the survey sample will be sent a pre-notification letter followed by a postal questionnaire to complete. This will be followed up with a postcard reminder, and then while some young people will be sent a further letter reminder including a repeat questionnaire others will be transferred to the telephone unit to try to interview them over the phone. At a later date, all remaining young people that have not completed a postal questionnaire, and that we have telephone numbers for will be transferred to the telephone unit for a CATI interview.
Internet

There is also a website which members of the sample can use to complete a questionnaire on the Internet:

www.pathways2005.com

If the cohort member wants to use the website, they will need to use the serial number and password printed by the address on the pre-notification or the initial mailing letter to enter the questionnaire. If you need to clarify this for the respondents, the serial number is composed of six digits. The password is 9 characters – a combination of numbers and letters, starting with 2 letters, and it is not case-sensitive.

We will also contact by email those respondents who gave us their email address in a previous sweep of the survey to tell them about the Internet version of the questionnaire. This email, sent out to the main English sample on 14th February and the Welsh sample on 2nd March, contains a hyperlink to the website itself and a note of respondents’ serial number and password. There will be no reminders via email.

The Mailings

Approximately 7,400 letters were sent out to the English sample on 10th February and we can expect up to 10% of respondents to call the helpline. Please note that we cannot conduct interviews over the telephone through the helpline. Ask respondents to fill in the postal questionnaire and return it in the reply paid envelope provided.

Additional main YCS Questionnaires

If respondents ask for an additional main YCS questionnaire say that we will be contacting them again in a week or two and they should wait for this. Note: some of the sample will be sent a reminder questionnaire, others will be contacted by telephone.

The Mailing Schedule

Note that we start mailing different groups of people at slightly different times. The schedule is shown below. Around 7,400 respondents are in the English sample and 400 are in the Welsh sample.

ENGLISH SAMPLE

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2/2005</td>
<td>Pre- notification letter mailing</td>
</tr>
<tr>
<td>14/2/2005</td>
<td>Email sent out to those email addresses about internet version</td>
</tr>
<tr>
<td>17/2/2005</td>
<td>First Questionnaire Mailing (includes initial letter)</td>
</tr>
<tr>
<td>24/2/2005</td>
<td>Reminder Postcard</td>
</tr>
<tr>
<td>10/3/2005</td>
<td>Letter Reminder (with questionnaire) for some of the sample. NB others are transferred to the Telephone Unit at this time and will not receive the reminder mailing.</td>
</tr>
</tbody>
</table>

NB others are transferred to the Telephone Unit at this time and will not receive the reminder mailing.
NB – The pre-notification letter and the initial letter will be sent out in Welsh and English. A Welsh language questionnaire and an English questionnaire is sent with the first and reminder mailings.

Telephone enhancement fieldwork (people who have neither returned the postal questionnaire nor completed the internet questionnaire) will start on 10th March 2005 for the English sample, with a further English sample released on 24th March 2005, and 7th April 2005 for the Welsh sample.

Letter

Each cohort member will be sent two different letters (pre-notification and initial) with some information. The second letter includes the helpline phone number. Note that it is double sided with information from the DfES as well as the National Centre for Social Research. We have provided you with a copy of this and many common questions (such as how was my name selected, confidentiality etc.) can be answered by the information provided on these.

Logging Calls

All calls to the helpline MUST be logged. Please record the serial number, name and a brief note about the nature of the enquiry. You should also make a brief note of the advice given. Use the call log sheet provided.

Logging Address/Contact details

If a relative, friend or parent telephones and offers to forward the questionnaire please ask them to do so. In addition you should ask for a new name, address and telephone number for that respondent. Be sure to also record the serial number in each case. This is shown at the top of the letters. Use the new address details sheet provided.

It is possible that the respondent may phone to give us their new address or phone number (if they have moved but their parents did not want to give out their new contact information). In this case, please record all details carefully (including telephone number), together with serial number.

Please give completed new address details sheets to a supervisor so that these details can be forwarded to the Operations team (Pink).
The YCS Questionnaire (postal self-completion/internet)

The basic rule is to give as little guidance as possible! Reassure the respondent that they should fill it in as they see fit.

Try and encourage them to answer all questions as well as they can. We would rather have more information than less.

The questionnaire collects information about education and employment. In addition we ask demographic questions. We will arrange for copies of the questionnaire to be sent to the Telephone Unit for reference.

**YCS Questionnaire Order**
- Views about work and education
- Current economic activity
- Qualifications gained since March 2004
- Full Time education
- Part Time education
- Qualifications being studied for now
- Higher Education qualifications
- Jobs and training
- Attitude questions for those not in education, employment or training
- Household questions
- Update to address details

**Specific Points**

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6</td>
<td>In each case the respondent is asked to fill in their <em>main</em> economic activity. If a respondent was normally working but takes a holiday for a few weeks they should still be coded as working. A similar rule should be applied if someone was ill and off work / school or college for a short period. If on the other hand someone went travelling for 6 months they should be coded as 'Taking a break from study or work / taking a gap year'.</td>
</tr>
</tbody>
</table>

**Queries**

Queries should be referred to the research team in London. Please call Miranda Phillips (5115), or Chloe Robinson (5118). Respondents can also be referred to these researchers via their direct outside lines – Miranda Phillips 020 7549 9515 or Chloe Robinson 020 7549 9518. Please do not refer respondents to the DfES contact listed on the letter unless the respondent specifically requests to speak to the government department funding the survey.
APPENDIX E - SWEEP 4 CODEFRAMES

- Qualification type codeframes
- Subject codeframes
- Result and other codeframes
C11s4 Qualification type codeframes

QUALIFICATION CODES– 2 digits

Band A – Academic Qualifications
1. GCSE
2. GCSE SHORT COURSE (SPECIFIC MENTIONS)
3. NCC (NATIONAL CURRICULUM CERTIFICATE)
4. GCE A2 EXAM
5. GCE AS EXAM
6. S LEVEL
7. OTHER ACADEMIC QUALIFICATIONS (EXCLUDING HIGHER EDUCATION) NOT CODES 01-06 ABOVE OXFORD & CAMBRIDGE & SCOTTISH HIGHERS
8. INTERNATIONAL BACCALAUREATE

Band B – GNVQs & AVCEs
9. GNVQ FOUNDATION (Full but also use this code if not clear whether full or part)
10. GNVQ FOUNDATION (Part)
11. GNVQ INTERMEDIATE (Full but also use this code if not clear whether full or part)
12. GNVQ INTERMEDIATE (Part)
13. Other GNVQ (not codes 9-12 ie not clear whether Foundation or Intermediate)
14. VOCATIONAL A LEVELS/AVCE AS level (3 units)
15. VOCATIONAL A LEVELS/AVCE A level (6 units)
16. VOCATIONAL A LEVELS/AVCE Double Award (12 units)
17. VOCATIONAL A LEVELS/AVCE unknown

Band C – NVQ Subjects
18. OCR (RSA) NVQ LEVEL 1/ VOCATIONAL CERTIFICATE
19. OCR (RSA) NVQ LEVEL 2/DIPLOMA
20. OCR (RSA) NVQ LEVEL 3/ADVANCED DIPLOMA/TEACHING CERTIFICATE
21. OCR (RSA) NVQ LEVEL 4/HIGHER DIPLOMA/TEACHING DIPLOMA
22. OCR (RSA) DON’T KNOW NVQ LEVEL/OTHER RSA
23. EDEXCEL (BTEC) NVQ LEVEL 1/ FIRST/GENERAL CERTIFICATE
24. EDEXCEL (BTEC) NVQ LEVEL 2/ FIRST/GENERAL DIPLOMA
25. EDEXCEL (BTEC) NVQ LEVEL 3/ NATIONAL CERTIFICATE/DIPLOMA
26. EDEXCEL (BTEC) NVQ LEVEL 4/ HIGHER CERTIFICATE/DIPLOMA
27. EDEXCEL (BTEC) DON’T KNOW NVQ LEVEL/OTHER BTEC
28. CITY & GUILDS NVQ LEVEL 1/ PART 1
29. CITY & GUILDS NVQ LEVEL 2/PART 2/CRAFT/INTERMEDIATE
30. CITY & GUILDS NVQ LEVEL 3/PART 3/FINAL/ADVANCED CRAFT
31. CITY & GUILDS NVQ LEVEL 4/CAREER EXTENSION/FTC
32. CITY & GUILDS DON’T KNOW NVQ LEVEL/OTHER C & G
33. CITY & GUILDS DIPLOMA OR VOCATIONAL EDUCATION (DVE) NATIONAL
34. CITY & GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE) INTERMEDIATE
35. CITY & GUILDS DIPLOMA OF VOCATIONAL EDUCATION (DVE) NOT
KNOWN WHETHER NATIONAL OR INTERMEDIATE
36 NVQ (NOT RSA BTEC OR C & G) LEVEL 1
37 NVQ (NOT RSA BTEC OR C & G) LEVEL 2
38 NVQ (NOT RSA BTEC OR C & G) LEVEL 3
39 NVQ (NOT RSA BTEC OR C & G) LEVEL 4
40 NVQ (NOT RSA BTEC OR C & G) DON'T KNOW LEVEL/OTHER NVQ
41 CPVE
42 OND/ONC
43 HND/HNC
44 REGIONAL EXAMINING BODIES
45 PROFESSIONAL QUALIFICATIONS
46 OTHER BAND C NEC AT NVQ LEVEL 1
47 OTHER BAND C NEC AT NVQ LEVEL 2
48 OTHER BAND C NEC AT NVQ LEVEL 3
49 OTHER BAND C NEC AT NVQ LEVEL 4
50 OTHER BAND C NEC NVQ LEVEL NOT STATED (INCLUDE LCCI) & DUKE OF EDINBURGH PITMANS LIFE SAVING AWARDS
51 KEY SKILLS - Level 1
52 KEY SKILLS - Level 2
53 KEY SKILLS - Level 3
54 BLANK CODE NOT AVAILABLE FOR USE

Other Qualifications (all band D except code 63)
55 HIGHER DEGREE OR POSTGRADUATE AWARDS
56 TEACHER TRAINING
57 FIRST DEGREE
58 DIPLOMA OF HIGHER EDUCATION (DIP HE)
59 OTHER HIGHER EDUCATION DIPLOMA OR CERTIFICATE
60 PROFESSIONAL QUALIFICATIONS - HIGHER EDUCATION
61 FOUNDATION DEGREE
62 OTHER HIGHER EDUCATION
63 OTHER QUALIFICATION BAND NOT KNOWN

Not Coded
90 NO MORE TO CODE
96 Unclear
97 OTHER
98 DON'T KNOW
99 NOT ANSWERED (QUALIFICATION NOT STATED)
### C11s4 subject codeframes

#### BAND A - All academic qualifications (1-291)

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<thead>
<tr>
<th>Code</th>
<th>Subject</th>
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<td>3</td>
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<tr>
<td>4</td>
<td>BIOLOGY: HUMAN &amp; SOCIAL</td>
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<tr>
<td>5</td>
<td>CHEMISTRY</td>
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<td>PHYSICS</td>
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<td>7</td>
<td>SCIENCE: SINGLE AWARD</td>
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<td>8</td>
<td>SCIENCE: DUAL AWARD (1st GRADE)</td>
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<td>SCIENCE: DUAL AWARD (2nd GRADE)</td>
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<td>SCIENCE: DOUBLE AWARD (1st GRADE)</td>
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<td>26</td>
<td>ROBOTICS</td>
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<tr>
<td>27</td>
<td>SCIENCE: RURAL</td>
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<tr>
<td>28</td>
<td>SCIENCE IN SOCIETY/SCIENCE FOR PUBLIC UNDERSTANDING</td>
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55 CDT: DESIGN & TECHNOLOGY
56 CDT: BUILDING STUDIES
57 OTHER TECHNOLOGY SYLLABUSES
58 DESIGN (BUT NOT ART & DESIGN)
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61 ENGINEERING WORKSHOP THEORY & PRACTICE
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74 HOME ECONOMICS: CONSUMER STUDIES
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95 ENVIRONMENTAL STUDIES DUAL AWARD (1ST GRADE)
96 ENVIRONMENTAL STUDIES DUAL AWARD (2ND GRADE)
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214 DESIGN/TECH & ELECTRONICS
215 DESIGN/TECH & FASHION
216 DESIGN/TECH & FOOD INDUSTRY
217 DESIGN/TECH & HEALTH
218 DESIGN/TECH & INDUSTRY
219 DESIGN/TECH & MUSIC
220 DESIGN/TECH & PRODUCT DESIGN
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235 IT & HEALTH
236 IT & INDUSTRY
237 IT & MUSIC
238 IT & TRANSPORT
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240 DESIGN/TECH & ELEC. PROD & B STD
241 DESIGN/TECH & B. STD
242 DESIGN/TECH & GRAPH PROD & B STD
243 DESIGN/TECH & RES. MA & B STD
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245 TECH & ART
246 TECH & AUTOMOTIVE ENGINEERING
247 TECH & BUILDING STUDIES
248 TECH AND BUSINESS STUDIES
249 TECH & CATERING
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254 TECH & FASHION
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275 DESIGN/TECH & SYSTEMS
276 DESIGN/TECH & ENGINEERING
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282 APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY (Vocational GCSE)
283 APPLIED SCIENCE (Vocational GCSE)
284 HEALTH & SOCIAL CARE (Vocational GCSE)
285 LEISURE & TOURISM (Vocational GCSE)
286 MANUFACTURING (Vocational GCSE)
287 APPLIED ART AND DESIGN (Vocational GCSE)
288 ENGINEERING (Vocational GCSE)
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571 TESTING MEASUREMENT & INSPECTION
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575 TEXTILES/FABRICS (INDUSTRIAL)
576 LEATHER FOOTWEAR & FUR
577 WOODWORKING/FURNITURE MANUFACTURING
578 PAPER MANUFACTURE
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589 ELECTRICAL/ELECTRONIC SERVICING
590 AEROSPACE/DEFENCE ENGINEERING/AVIATION AERONAUTICAL
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599 POLYMER SCIENCE/TECHNOLOGY
600 TRANSPORT (GENERAL)
601 FREIGHT HANDLING
602 AVIATION
603 MARINE TRANSPORT
604 RAIL TRANSPORT
605 DRIVING/ROAD SAFETY
606 ROAD TRANSPORT OPERATION
607 MOTOR TRADE OPERATIONS
608 ART & DESIGN
609 BUSINESS
610 HEALTH & SOCIAL CARE
611 LEISURE & TOURISM
612 MANUFACTURING
614 HOSPITALITY & CATERING/HOSPITALITY & BUSINESS MANAGEMENT
615 SCIENCE
616 ENGINEERING/HYDRAULICS/PNEUMATIC
617 INFORMATION TECHNOLOGY
618 MANAGEMENT STUDIES
619 MEDIA: COMMUNICATION & PRODUCTION
620 RETAIL & DISTRIBUTION
621 LAND & ENVIRONMENT
623 FRENCH
624 GERMAN
625 SPANISH
626 Application of Number
627 Working with Others
628 Improving own learning and performance
629 Problem solving
630 Biology
631 Criminology
632 Nutrition
633 Insurance
634 Football coaching
635 Radio broadcasting
636 Web design
901 first/only 'other' subject to appear
902 second 'other' subject
903 Third other subject
904 Fourth other subject
905 Fifth other subject
906 Sixth other subject
907 Seventh other subject
908 Eighth other subject
909 Subject was unclear
995 Temporary query code
CTRL & K  Don’t know
CTRL & R  Not Answered
### BAND D - Degree Subjects (701-835)

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<tr>
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811 ARCHAEOLOGY
812 PHILOSOPHY
813 THEOLOGY & RELIGIOUS STUDIES
814 FINE ART
815 DESIGN STUDIES / PHOTOGRAPHY/3D DESIGN
816 DRAMA/THEATRE STUDIES
817 CINEMATICS
818 CRAFTS / FLOWER ARRANGING / UPHOLSTERY
819 BEAUTY & HAIRDRESSING
820 ART & DESIGN, OTHER
821 MUSIC
822 PHYSICAL EDUCATION/SPORTS SCIENCE
823 ACADEMIC STUDIES IN EDUCATION
824 TECHNIQUES IN TEACHING CHILDREN
825 TECHNIQUES IN TEACHING ADULTS
826 EDUCATION FOR THOSE WITH SPECIAL NEEDS
827 TECHNOLOGY IN EDUCATION
828 MANAGEMENT & ORGANISATION IN EDUCATION
829 OTHER TOPICS IN EDUCATION
830 COMBINED OR GENERAL SCIENCE
831 COMBINED OR GENERAL ARTS
832 OTHER COMBINED OR GENERAL COURSES
833 COMBINED GENERAL & LEISURE STUDIES NOT ELSEWHERE/SPORTS
MANAGEMENT
834 TRIPLE COMBINATIONS
835 OTHER COURSES NOT ELSEWHERE CLASSIFIED, INC. CHILDHOOD
STUDIES/DENTAL TECHNOLOGY
901 first/only 'other' subject to appear
902 second 'other' subject
903 Third other subject
904 Fourth other subject
905 Fifth other subject
906 Sixth other subject
907 Seventh other subject
908 Eighth other subject
909 Subject was unclear
995 Temporary query code
CTRL & K DON'T KNOW, INCLUDING IF 2 DEGREES GIVEN
CTRL & R REFUSED
**C11s4 result and other codeframes**

**RESULT CODES – 2 digits**

1. A*
2. A
3. B
4. C
5. D
6. E
7. F
8. G
9. N
10. U
11. PASS
12. FAIL
13. DISTINCTION
14. PENDING
15. MERIT
16. CREDIT
17. AA
18. AB
19. BB
20. BC
21. CC
22. CD
23. DD
24. DE
25. EE

(DfES 26) 96 Other
(DfES 27) 98 Don't know
(DfES 28) 99 Not answered
### Q6 - Activity

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<tr>
<td>1</td>
<td>Looking for work or unemployed</td>
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<tr>
<td>2</td>
<td>Modern Apprenticeship (Foundation or Advanced) or other government supported training</td>
</tr>
<tr>
<td>3</td>
<td>In a full time job (over 30 hours a week)</td>
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<tr>
<td>4</td>
<td>In a part time job (if this is your main activity)</td>
</tr>
<tr>
<td>5</td>
<td>In full time education at university, college or school</td>
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<tr>
<td>6</td>
<td>Taking a break from study or work / taking a gap year</td>
</tr>
<tr>
<td>7</td>
<td>Looking after the home or family</td>
</tr>
<tr>
<td>8</td>
<td>Doing something else/other</td>
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<td>9</td>
<td>Pt education</td>
</tr>
<tr>
<td>10</td>
<td>Pt job if not main activity</td>
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<td>Temporary/casual work</td>
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<td>Abroad (holiday and/or work abroad)</td>
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<td>Voluntary work</td>
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<td>Illness/accident</td>
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<td>15</td>
<td>Waiting to start job/government sponsored training/training course</td>
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<td>Pregnant/just had baby</td>
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<td>17</td>
<td>Training for job/trainee</td>
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<td>18</td>
<td>Joined armed forces/waiting to go into armed forces</td>
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<tr>
<td>19</td>
<td>Been ill/sick/in hospital</td>
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<td>97</td>
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### Q27 – HE qualification

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<td>3</td>
<td>INITIAL TEACHER TRAINING</td>
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<td>4</td>
<td>HND</td>
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<td>OTHER</td>
</tr>
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<td>6</td>
<td>NURSING QUALIFICATION</td>
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<tr>
<td>7</td>
<td>FOUNDATION DEGREE</td>
</tr>
<tr>
<td>8</td>
<td>OTHER FOUNDATION COURSE (NOT FOUNDATION DEGREE)</td>
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<td></td>
<td><em>include Diploma in Art Foundation Studies</em></td>
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<tr>
<td>9</td>
<td>OTHER QUALIFICATION BAND NOT KNOWN</td>
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</table>
Q48 – Training

1. Advanced Modern Apprenticeship
2. Foundation Modern Apprenticeship
3. Modern Apprenticeship, but not sure which
4. Work based training through New Deal
5. Other government supported training
6. None of these are part of my job/training
8. Not Sure
10. Other NVQ training
11. Learning Gateway
15. Lifeskills
16. New Deal
17. Entry to Employment (ETE)

Q52 – No Education/Training/Employment – Main Reason Additional Codes

1. I am currently having a break from study.
2. I need more qualifications and skills to get a job or education or training place.
3. I am currently looking after the home or children.
4. I am currently looking after other family members such as a parent or other relative.
5. I have poor health or a disability.
6. I have housing problems.
7. I have family problems.
8. I would find it difficult to travel to work or college because of poor transport where I live.
9. I would be worse off financially in work or on a course.
10. There are no decent jobs or courses available where I live.
11. I have not yet decided what sort of job or course I want to do.
12. I have not found a suitable job or course.
13. Other
14. Drugs/Alcohol Problems
15. Criminal Record
16. Have not decided what job or course to do
17. Having a break from study
18. Just finished exams / studies
19. Already have university or college course / training ready to start
Structure and use of the Youth Cohort Study Cohort 11 Dataset

This dataset includes all the publicly available variables for cohort 11 of the Youth Cohort Study – all core questionnaire variables and those derived from them plus all those from the Connexions and Higher Education telephone modules. All together there are over 2,800 variables. The following notes give examples of how to reduce the number of variables according to your requirements and the second page sets out the basic structure of the dataset. This should make analysis of the dataset a little less daunting than might otherwise be the case.

In many instances you may find using the whole file rather unwieldy and may not actually want all of the variables available. For example, you might rarely want to access the Connexions or HE module variables. To create a version of the dataset which excludes these variables you could use the following syntax:

```
SAVE OUTFILE='D:\YCSCohorts\cohort 11\temp\C11s1234 excluding module variables.sav'
/keep=sn to s1saim2 s2q1a to s2targs9 s3q1a to s3saim s4q1a to ftheby19 /COMPRESSED.
```

You can amend this syntax with whatever runs of variables you want and you also need to amend the path and filename according to your own set up and requirements.

You can also of course just select on the cases you are interested – eg if you only want to analyse those responding to all four sweep and don’t want the rest of the cases in the dataset you can delete non-respondents to sweep 4 with:

```
FILTER OFF.
USE ALL.
SELECT IF(s4weight > 0).
EXECUTE .
```
The order of the variables in the YCS c11 dataset is as follows:

Serial number
    sn

Weighting variables
    s1weight to s4he_wt

Sweep 1 core questionnaire variables
    s1q1a to s1q95

Sweep 1 core derived variables and sample and response variables
    s1mode to s1saim2

Sweep 1 Connexions module variables
    s1awrcnx to s1compare

Sweep 2 core questionnaire variables
    S2q1a to s2q47h

Sweep 2 core derived variables and response variables
    s2mode to s2targs9

Sweep 2 Connexions module variables
    s2awrcnx to s2compare

Sweep 2 Higher Education module variables
    heapply1 to mates

Sweep 3 core questionnaire variables
    s3q1a to s3q51

Sweep 3 core derived variables and response variables
    s3soc2k to s2saim

Sweep 3 Connexions module variables
    s3awrcnx to s3compare

Sweep 3 Higher Education module variables
    s3heinst to hequasd

Sweep 4 core questionnaire variables
    s4q1a to s4q56

Sweep 4 core derived variables and response variables
    S4soc2k to s4targs9

Core HE participation variables
    heat18 to ftheby19
Which Cohort 11 weight should I use?

When using YCS datasets it is important to use the correct weight. For cohort 11 there are 11 weights altogether. One for all the core questionnaire variables for each sweep, one for each telephone module conducted on a sub-sample and also one each for specific analyses of the HE telephone module and Connexions telephone module respondents who participated in sweep 4. These are summarised in the table below. For details of the methodology employed users are referred to the relevant technical report for the sweep concerned. If you have any queries about which weights to use or any other aspect of YCS datasets please contact tim.thair@dfes.gsi.gov.uk (0114 259 1386) or james.halse@dfes.gsi.gov.uk (0114 259 3868).

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<td>sweep 1 Connexions module</td>
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<tr>
<td>s2weight</td>
<td>sweep 2 (17) core questionnaire and derived variables</td>
</tr>
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<td>s2cnx_wt</td>
<td>sweep 2 Connexions module</td>
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<tr>
<td>s2he_wt</td>
<td>sweep 2 HE module</td>
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<td>s3weight</td>
<td>sweep 3 (18) core questionnaire and derived variables</td>
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<td>s4weight</td>
<td>sweep 4 (19) core questionnaire and derived variables</td>
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<td>any sweep 4 variables combined with Connexions variables from earlier sweeps</td>
</tr>
<tr>
<td>s4he_wt</td>
<td>any sweep 4 variables combined with HE CATI survey variables from earlier sweeps</td>
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Derived Variables, Youth Cohort Study, Cohort 11

Sweep 1

s1mode  Data collection mode
  -9  Not answered (9)
  -1  Item not applicable
  1   CAPI
  2   CATI
  3   Postal
  4   Internet

s1resp  Sweep 1 response type
  1   Q1
  2   Q2
  3   Q3
  4   Tel
  5   Tel CX
  6   CX F2F
  7   Internet

s1sic  Standard Industrial Classification of Respondent

s1soc2k Respondents SOC 2000
nssec1 NS-SEC - Respondent

-9.0 Not answered (9999)
-8.0 Refusal (9998)
-1.0 Item not applicable
1.0 Employers in large organisations
2.0 Higher managerial occupations
3.1 Higher professional (traditional) - employees
3.2 Higher professional (new) - employees
3.3 Higher professional (traditional) - self-employed
3.4 Higher professional (new) - self-employed
4.1 Lower professional & higher technical (traditional) - employ
4.2 Lower professional & higher technical (new) - employees
4.3 Lower professional & higher technical (traditional) - self-e
4.4 Lower professional & higher technical (new) - self-employed
5.0 Lower managerial
6.0 Higher supervisory
7.1 Intermediate clerical and administrative
7.2 Intermediate sales and service
7.3 Intermediate technical and auxiliary
7.4 Intermediate engineering
8.1 Employers (small organisations, non-professional)
8.2 Employers (small - agriculture)
9.1 Own account workers (non-professional)
9.2 Own account workers (agriculture)
10.0 Lower supervisory occupations
11.1 Lower technical craft occupations
11.2 Lower technical process operative occupations
12.1 Semi routine - sales
12.2 Semi routine - service
12.3 Semi routine - technical
12.4 Semi routine - operative
12.5 Semi routine - agricultural
12.6 Semi routine - clerical
12.7 Semi routine - childcare
13.1 Routine - sales and service
13.2 Routine - production
13.3 Routine - technical
13.4 Routine - operative
13.5 Routine - agricultural
14.1 Never worked
14.2 Long-term unemployed
15.0 Full-time students
16.0 Occupations not stated or inadequately described
17.0 Not classifiable for other reason
**nssec2 NS-SEC - Respondent**
- 9  No information (99)
- 8  Refusal (98)
- 1  Item not applicable
  1  Employers in large organisations
  2  Higher managerial occupations
  3  Higher professional occupations
  4  Lower professional and higher technical occupations
  5  Lower managerial occupations
  6  Higher supervisory occupations
  7  Intermediate occupations
  8  Small employers
  9  Own account workers
  10 Lower supervisory occupations
  11 Lower technical occupations
  12 Semi-routine occupations
  13 Routine occupations
  14 Never worked or long-term unemployed
  15 Full-time students
  16 Occupations not stated or inadequately described
  17 Not classifiable for other reasons

**nssec3 NS-SEC Major group - Respondent**
- 9  Not answered (9)
- 1  Item not applicable
  1  Higher managerial & professional occupations
  2  Lower managerial & professional occupations
  3  Intermediate occupations
  4  Small employers and own account workers
  5  Lower supervisory and technical occupations
  6  Semi-routine occupations
  7  Routine occupations
  8  Not classified
-9.0  Not answered (99.0)
-1.0  Item not applicable
1.0  Employers in large organisations
2.0  Higher managerial occupations
3.1  Higher professional (traditional) - employees
3.2  Higher professional (new) - employees
3.3  Higher professional (traditional) - self-employed
3.4  Higher professional (new) - self-employed
4.1  Lower professional & higher technical (traditional) - employ
4.2  Lower professional & higher technical (new) - employees
4.3  Lower professional & higher technical (traditional) - self-e
4.4  Lower professional & higher technical (new) - self-employed
5.0  Lower managerial
6.0  Higher supervisory
7.1  Intermediate clerical and administrative
7.2  Intermediate sales and service
7.3  Intermediate technical and auxiliary
7.4  Intermediate engineering
8.1  Employers (small organisations, non-professional)
8.2  Employers (small - agriculture)
9.1  Own account workers (non-professional)
9.2  Own account workers (agriculture)
10.0  Lower supervisory occupations
11.1  Lower technical craft occupations
11.2  Lower technical process operative occupations
12.1  Semi routine - sales
12.2  Semi routine - service
12.3  Semi routine - technical
12.4  Semi routine - operative
12.5  Semi routine - agricultural
12.6  Semi routine - clerical
12.7  Semi routine - childcare
13.1  Routine - sales and service
13.2  Routine - production
13.3  Routine - technical
13.4  Routine - operative
13.5  Routine - agricultural
14.1  Never worked
14.2  Long-term unemployed
15.0  Full-time students
16.0  Occupations not stated or inadequately described
17.0  Not classifiable for other reason
nssec7 NS-SEC - Mother

-9.0 Not answered (99.0)
-1.0 Item not applicable
1.0 Employers in large organisations
2.0 Higher managerial occupations
3.1 Higher professional (traditional) - employees
3.2 Higher professional (new) - employees
3.3 Higher professional (traditional) - self-employed
3.4 Higher professional (new) - self-employed
4.1 Lower professional & higher technical (traditional) - employ
4.2 Lower professional & higher technical (new) - employees
4.3 Lower professional & higher technical (traditional) - self-e
4.4 Lower professional & higher technical (new) - self-employed
5.0 Lower managerial
6.0 Higher supervisory
7.1 Intermediate clerical and administrative
7.2 Intermediate sales and service
7.3 Intermediate technical and auxiliary
7.4 Intermediate engineering
8.1 Employers (small organisations, non-professional)
8.2 Employers (small - agriculture)
9.1 Own account workers (non-professional)
9.2 Own account workers (agriculture)
10.0 Lower supervisory occupations
11.0 Lower technical craft occupations
11.1 Lower technical process operative occupations
12.1 Semi routine - sales
12.2 Semi routine - service
12.3 Semi routine - technical
12.4 Semi routine - operative
12.5 Semi routine - agricultural
12.6 Semi routine - clerical
12.7 Semi routine - childcare
13.1 Routine - sales and service
13.2 Routine - production
13.3 Routine - technical
13.4 Routine - operative
13.5 Routine - agricultural
14.1 Never worked
14.2 Long-term unemployed
15.0 Full-time students
16.0 Occupations not stated or inadequately described
17.0 Not classifiable for other reason
s1nssecf Father's ns-sec category using SOC 2000
   -1 Item not applicable
   1 Employers in large organisations
   2 Higher managerial occupations
   3 Higher professional occupations
   4 Lower professional and higher technical occupations
   5 Lower managerial occupations
   6 Higher supervisory occupations
   7 Intermediate occupations
   8 Small employers
   9 Own account workers
   10 Lower supervisory occupations
   11 Lower technical occupations
   12 Semi-routine occupations
   13 Routine occupations
   14 Never worked or long-term unemployed
   15 Full-time students
   16 Occupations not stated or inadequately described
   17 Not classifiable for other reasons

s1nssecm Mother's ns-sec category using SOC 2000
   -1 Item not applicable
   1 Employers in large organisations
   2 Higher managerial occupations
   3 Higher professional occupations
   4 Lower professional and higher technical occupations
   5 Lower managerial occupations
   6 Higher supervisory occupations
   7 Intermediate occupations
   8 Small employers
   9 Own account workers
   10 Lower supervisory occupations
   11 Lower technical occupations
   12 Semi-routine occupations
   13 Routine occupations
   14 Never worked or long-term unemployed
   15 Full-time students
   16 Occupations not stated or inadequately described
   17 Not classifiable for other reasons

dadsec Father's grouped ns-sec
   1 Large employers and higher professionals
   2 Lower professional and higher technical occupations
   3 Intermediate
   4 Lower supervisory occupations
   5 Semi routine and routine occupations
   6 Other
momsec Mother's grouped ns-sec
  1 Large employers and higher professionals
  2 Lower professional and higher technical occupations
  3 Intermediate occupations
  4 Lower supervisory occupations
  5 Semi routine and routine occupations
  6 Other

famsec family grouped ns-sec
  1 Large employers and higher professionals
  2 Lower professional and higher technical occupations
  3 Intermediate
  4 Lower supervisory occupations
  5 Semi routine and routine occupations
  6 Other

soc2 Father's SOC2K

soc3 Mother's SOC2K

sic2 Father's SIC 90

sic3 Mother's SIC90

s1pared Parent's education
  1 At least one parent with degree
  2 At least one parent with A level
  3 Neither parent with A level

s1pemp Parents employment
  0 Neither parent employed
  1 Mother only
  2 Father only
  3 Both parents employed

s1agej Age at 1st Jan 2002 (years)

s1car1 Whether received school careers lessons
  -9 Not Answered (9)
  -1 Item not applicable
  1 Received Careers Session
  8 Not Received
s1car2  How useful school careers lessons
-9  Not Answered (9)
-1  Item not applicable
2  Received Very
3  Received Fairly
4  Received Not Very
5  Received Not at all
6  Received Varied too much to say
7  Received Not specified
8  Not Received

s1cscax1  Whether had discussion with Careers service/Connexions in year11
-9  Not Answered (9)
-1  Item not applicable
1  Received Connexions interview
8  Not Received

s1cscax2  How useful was Careers Service/Connexions discussion
-9  Not Answered (9)
-1  Item not applicable
2  Received Very
3  Received Fairly
4  Received Not Very
5  Received Not at all
6  Received Varied too much to say
7  Received Not specified
8  Not Received

s1disab  Do you have a disability or health problem?
-9  Not answered (9)
-1  Item not applicable
1  Yes
2  No

s1email  Respondent's email
-9  Not stated (9)
-1  Item not applicable
1  Valid
2  Not valid

s1eth1  Ethnic Group detailed breakdown
-9  Not answered (99)
-1  Item not applicable
1  White
2  Black or Black British
6  Asian or Asian British
12  Mixed
13  Other
s1eth2 Ethnic Group detailed breakdown
-9 Not answered (99)
-1 Item not applicable
1 White
3 Caribbean
4 African
5 Other Black
7 Indian
8 Pakistani
9 Bangladeshi
10 Chinese
11 Other Asian
12 Mixed
13 Other

s1expel Expelled or suspended
-9 N/A (9)
-1 Item not applicable
1 Expelled
2 Suspended
3 Neither

s1gor Government Office Region
1 North East
2 North West
3 Yorks and Humber
4 E Midlands
5 W Midlands
6 East of England
7 Inner London
8 Outer London
9 South East
10 South West
11 Wales

s1ssr Standard statistical region
-1 Item not applicable
1 North
2 Yorkshire and Humberside
3 North West
4 East Midlands
5 West Midlands
6 East Anglia
7 Greater London
8 South East
9 South West
10 Wales
s1house  Housing Tenure
-9  N/A (9)
-1  Item not applicable
 1  Owned
 2  Council rented
 3  Other rented
 4  Other

s1live  Living arrangements
-9  N/A (9)
-1  Item not applicable
 1  Father only
 2  Mother only
 3  Neither parent
 4  Both parents

s1livep  Living with partners
-9  N/A (9)
-1  Item not applicable
 1  Yes
 2  No

s1lonep  Lone parent (single and living with own child)
-9  N/A (9)
-1  Item not applicable
 1  Yes
 2  No

s1mret  Month of response
-9  Not answered
-1  Item not applicable
 1  April 2002
 2  May 2002
 3  June 2002
 4  July 2002

s1sex  Respondent's gender
 1  Male
 2  Female

s1truan1  Year 11 truancy
-9  Not stated (9)
-1  Item not applicable
 1  Persistent
 4  Occasional
 7  Never
s1truan2 Year 11 truancy
-9 Not stated (9)
-1 Item not applicable
2 Weeks at a time
3 Several days at a time
5 Particular days or lessons
6 For the odd day or lesson
7 Never

s1act1 Activity at the moment
-9 Not stated (9)
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1ed_tr1 Education & Training
-1 Item not applicable
1 FT Ed
2 Employed with training
3 Employed without training
4 Other education/training
5 GST
9 NEET

s1ed_tr2 Education & Training
-1 Item not applicable
6 In Ed/Tr
7 Not in Ed/Tr

s1ed_tr3 Education & Training
-1 Item not applicable
8 Education/Employment/Training
9 NEET

s1gst Government Supported Training (Type)
-9 Not answered
-1 Item not applicable
1 AMA
2 FMA
3 MA Unknown
4 Other GST
5 Not in GST
s1hrpay Average hourly pay from all jobs
   -9  Not answered
   -1  Item not applicable

s1wkpay Average weekly pay from all jobs
   -9  Not answered
   -1  Item not applicable

s1apr01 Activity at April 2001
   -9  Not answered
   -1  Item not applicable
   1  GST
   2  Full time education at school or college
   3  Full time job
   4  Part time job
   5  Looking after home or family
   6  Looking for work/unemployed
   7  Doing something else

s1may01 Activity at May 2001
   -9  Not answered
   -1  Item not applicable
   1  GST
   2  Full time education at school or college
   3  Full time job
   4  Part time job
   5  Looking after home or family
   6  Looking for work/unemployed
   7  Doing something else

s1jun01 Activity at June 2001
   -9  Not answered
   -1  Item not applicable
   1  GST
   2  Full time education at school or college
   3  Full time job
   4  Part time job
   5  Looking after home or family
   6  Looking for work/unemployed
   7  Doing something else
s1jul01 Activity at July 2001
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1aug01 Activity at August 2001
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1sep01 Activity at September 2001
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else

s1oct01 Activity at October 2001
-9 Not answered
-1 Item not applicable
1 GST
2 Full time education at school or college
3 Full time job
4 Part time job
5 Looking after home or family
6 Looking for work/unemployed
7 Doing something else
s1nov01 Activity at November 2001
  -9  Not answered
  -1  Item not applicable
  1   GST
  2   Full time education at school or college
  3   Full time job
  4   Part time job
  5   Looking after home or family
  6   Looking for work/unemployed
  7   Doing something else

s1dec01 Activity at December 2001
  -9  Not answered
  -1  Item not applicable
  1   GST
  2   Full time education at school or college
  3   Full time job
  4   Part time job
  5   Looking after home or family
  6   Looking for work/unemployed
  7   Doing something else

s1jan02 Activity at January 2002
  -9  Not answered
  -1  Item not applicable
  1   GST
  2   Full time education at school or college
  3   Full time job
  4   Part time job
  5   Looking after home or family
  6   Looking for work/unemployed
  7   Doing something else

s1feb02 Activity at February 2002
  -9  Not answered
  -1  Item not applicable
  1   GST
  2   Full time education at school or college
  3   Full time job
  4   Part time job
  5   Looking after home or family
  6   Looking for work/unemployed
  7   Doing something else
s1mar02 Activity at March 2002
-9 Not answered  
-1 Item not applicable  
1 GST  
2 Full time education at school or college  
3 Full time job  
4 Part time job  
5 Looking after home or family  
6 Looking for work/unemployed  
7 Doing something else

s1denom Year 11 school denomination (some missing information)
-9 No information (9)  
-1 Item not applicable  
1 C of E  
2 RC  
3 Methodist  
4 Jewish  
5 Non-denominational  
6 Other

s1estab Year 11 school type English and Welsh schools separated
-9 No information (9)  
-1 Item not applicable  
1 Comp 16  
2 Comp 18  
3 Selective/Grammar  
4 Independent  
5 Modern  
6 City Technology College  
7 Technical  
8 Welsh Com 16  
9 Welsh Com 18  
10 Welsh Independent

s1estab11 Year 11 school type condensed
1 Com/Modern/CTC/Welsh not Indep  
2 Selective  
3 Independent

s1loced Currently studying which institution?
-9 Not answered (9)  
-1 Item not applicable  
1 State school  
2 Independent  
3 FE  
4 Independent/Other college  
5 Private training centre  
6 Other
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<thead>
<tr>
<th>s1locsf3</th>
<th>Inst type for s1act1 FTED</th>
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<tbody>
<tr>
<td>1</td>
<td>State school</td>
</tr>
<tr>
<td>2</td>
<td>Independent school</td>
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<td>3</td>
<td>6th form college</td>
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<td>4</td>
<td>FE College</td>
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<td>5</td>
<td>Other/notstated</td>
</tr>
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<td>6</td>
<td>Not applicable</td>
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<tr>
<th>s1a_c</th>
<th>Number of GCSEs A*-C by Year 11</th>
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<tbody>
<tr>
<td>s1d_g</td>
<td>Number of GCSEs D-G by Year 11</td>
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<tr>
<th>s1gcse</th>
<th>Total GCSE points</th>
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<tr>
<th>s1pass</th>
<th>Number of GCSE passes by Year 11</th>
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<tr>
<th>s1acqu</th>
<th>Highest Year 11 academic qualification</th>
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<tbody>
<tr>
<td>-1</td>
<td>Item not applicable</td>
</tr>
<tr>
<td>1</td>
<td>5+ GCSE A* to C</td>
</tr>
<tr>
<td>2</td>
<td>1-4 GCSE A* to C</td>
</tr>
<tr>
<td>3</td>
<td>5+ GCSE D to G</td>
</tr>
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<td>4</td>
<td>1-4 GCSE D to G</td>
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<tr>
<td>5</td>
<td>None</td>
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<th>s1gnvq11</th>
<th>GNVQs achieved by end of year 11</th>
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<tbody>
<tr>
<td>-1</td>
<td>Item not applicable</td>
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<tr>
<td>2</td>
<td>Intermediate</td>
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<tr>
<td>3</td>
<td>Foundation</td>
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<tr>
<td>4</td>
<td>Level unknown</td>
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<td>None</td>
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<tr>
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<th>Year 11 attainment</th>
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<tr>
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<td>Item not applicable</td>
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<tr>
<td>1</td>
<td>8+ GCSEs A*-C</td>
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<td>2</td>
<td>5-7 GCSEs A*-C</td>
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<td>3</td>
<td>1-4 GCSEs A*-C</td>
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<tr>
<td>4</td>
<td>5+ GCSEs D-G</td>
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<td>5</td>
<td>1-4 GCSEs D-G</td>
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<td>&lt; 5+ A*-Cs</td>
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<td>5+ GCSEs A*-C</td>
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<th>NVQs achieved by end of year 11</th>
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<td>Item not applicable</td>
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<td>1</td>
<td>Level 3</td>
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<td>Highest Year 11 qualification</td>
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<td>s1nvqa</td>
<td>NVQs achieved by end of sweep 1</td>
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<td>GNVQs achieved by end of sweep 1</td>
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<tr>
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<td>Number of GCSEs A*-C by end of Sweep 1</td>
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<tr>
<td>s1d_g1</td>
<td>Number of GCSEs D-G by end of Sweep 1</td>
</tr>
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### `s1acqe` Highest academic qualification by end of sweep
1. 5+ GCSE A* to C
2. 1-4 GCSE A* to C
3. 5+ GCSE D to G
4. 1-4 GCSE D to G
5. None

### `s1voqe` Highest vocational qualification by end of sweep
1. Level 3
2. Level 2
3. Level 1
4. Level unknown
5. None

### `s1avce6a` Number of 6 unit AVCEs achieved by sweep 1

### `s1avcel3` Proportion of a level 3 achieved through AVCEs by sweep 1

### `s1hiqua` Highest qualification by end of sweep 1
-9 Level unknown (9)
-1 Item not applicable
1 Level 3 vocational
2 Level 2 vocational
3 Level 2 academic
4 Level 2 academic and vocational
5 Level 1 vocational
6 Level 1 academic
7 Level 1 academic and vocational
8 Below level 1

### `s1acqno` Highest academic qualification sought
-9 Not stated (9)
-1 Item not applicable
1 2+ A level
2 1 A level
3 5+ GCSE
4 1-4 GCSE
5 Other
6 No detail
7 None

### `s1nvqf` Highest full NVQ studied at sweep 1
1. Level 3
2. Level 2
3. Level 1
4. Not sure
5. None
s1nvqp  Highest part NVQ studied at sweep 1
1  Level 3
2  Level 2
3  Level 1
4  Not sure
5  None

s1nvqu  Highest NVQ studied at sweep 1 when full/units unknown
1  Level 3
2  Level 2
3  Level 1
4  Not sure
5  None

s1nvq  Highest NVQ studied regardless of whether full/units
1  Level 3
2  Level 2
3  Level 1
4  Not sure
5  None

s1gnvqf  Highest full GNVQ studied at sweep 1
1  Intermediate
2  Foundation
3  Not sure
4  None

s1gnvqp  Highest part GNVQ studied at sweep 1
1  Intermediate
2  Foundation
3  Not sure
4  None

s1gnvqu  Highest GNVQ studied where no. of units unknown
1  Intermediate
2  Foundation
3  Not sure
4  None

s1gnvq  Highest GNVQ studied regardless of no. of units
1  Intermediate
2  Foundation
3  Not sure
4  None
s1voqno Highest vocational study aim
-9 not answered
 1 level 3
 2 level 2
 3 level 1
 4 level unclear
 5 no detail

s1saim1 Main study aim
 1 studying
 2 not studying

s1saim2 Main study aim
 2 not studying
 3 NVQ3
 4 AVCE
 5 A2/AS
 6 Other level 3
 7 NVQ2
 8 Intermediate GNVQ
 9 other level 2
10 GCSE
11 NVQ1
12 found GNVQ
13 other level 1
14 other course
15 no detail
### Sweep 2

**s2mode** | Data Collection Mode  
---|---
-1 | Item not applicable  
1 | Postal  
2 | Internet  
3 | Telephone

**s2samp** | Sweep 2 sample type (post fieldwork)  
---|---
1 | Core  
2 | Connexions  
3 | HE

**s2resp** | Response type  
---|---
-1 | Item not applicable  
1 | Q1  
2 | Q2  
3 | Q3  
4 | Tel  
5 | Tel CXS  
6 | Internet  
7 | HE Tel  
8 | Tel2Post

**s2mret** | Month of response  
---|---
-9 | Not answered  
-1 | Item not applicable  
1 | Feb 2003  
2 | March 2003  
3 | April 2003  
4 | May 2003 or later

**s2nresp** | Non-response  
---|---
-1 | Item not applicable  
1 | Responded to sweep 1 and 2  
2 | Responded to sweep 1 only

**s2soc2k** | SOC of respondent
<table>
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<th>nssec1</th>
<th>NS-SEC - Respondent (40 categories)</th>
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<tr>
<td>2.0</td>
<td>Higher managerial occupations</td>
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<tr>
<td>3.1</td>
<td>Higher professional (traditional) - employees</td>
</tr>
<tr>
<td>3.2</td>
<td>Higher professional (new) - employees</td>
</tr>
<tr>
<td>3.3</td>
<td>Higher professional (traditional) - self-employed</td>
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<tr>
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<td>Higher professional (new) - self-employed</td>
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<td>Lower professional &amp; higher technical (traditional) - employ</td>
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<tr>
<td>7.1</td>
<td>Intermediate clerical and administrative</td>
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<td>7.2</td>
<td>Intermediate sales and service</td>
</tr>
<tr>
<td>7.3</td>
<td>Intermediate technical and auxiliary</td>
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<td>7.4</td>
<td>Intermediate engineering</td>
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<tr>
<td>8.1</td>
<td>Employers (small organisations, non-professional)</td>
</tr>
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<td>Employers (small - agriculture)</td>
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<tr>
<td>9.1</td>
<td>Own account workers (non-professional)</td>
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<td>9.2</td>
<td>Own account workers (agriculture)</td>
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<td>Lower technical craft occupations</td>
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<td>Lower technical process operative occupations</td>
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<td>Routine - agricultural</td>
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<td>Long-term unemployed</td>
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<tr>
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<td>16.0</td>
<td>Occupations not stated or inadequately described</td>
</tr>
<tr>
<td>17.0</td>
<td>Not classifiable for other reason</td>
</tr>
</tbody>
</table>
s2nssec2 NS-SEC - Respondent (17 categories)
-9 No information (99)
-8 Refusal (98)
-1 Item not applicable
  1 Employers in large organisations
  2 Higher managerial occupations
  3 Higher professional occupations
  4 Lower professional and higher technical occupations
  5 Lower managerial occupations
  6 Higher supervisory occupations
  7 Intermediate occupations
  8 Small employers
  9 Own account workers
 10 Lower supervisory occupations
 11 Lower technical occupations
 12 Semi-routine occupations
 13 Routine occupations
 14 Never worked or long-term unemployed
 15 Full-time students
 16 Occupations not stated or inadequately described
 17 Not classifiable for other reasons

s2nssec3 NS-SEC Major group - Respondent
-9 Not answered (9)
-2 No Sweep 2
-1 Item not applicable
  1 Higher managerial & professional occupations
  2 Lower managerial & professional occupations
  3 Intermediate occupations
  4 Small employers and own account workers
  5 Lower supervisory and technical occupations
  6 Semi-routine occupations
  7 Routine occupations
  8 Not classified

s2soc90 SOC90 of Respondent

s2sic Standard Industrial Classification of Respondent

s2live Living arrangements
-9 N/A (9)
-1 Item not applicable
  1 Father only
  2 Mother only
  3 Neither parent
  4 Both parents
s2livep  Living with partners
   -9  N/A (9)
   -1  Item not applicable
   1   Yes
   2   No

s2lonep Lone parent (single and living with own child)
   -9  N/A (9)
   -1  Item not applicable
   1   Yes
   2   No

s2act1  Activity at the moment
   -9  Not stated (9)
   -1  Item not applicable
   1   GST
   2   Full time education at school or college
   3   Full time job
   4   Part time job
   5   Looking after home or family
   6   Looking for work/unemployed
   7   Taking a break
   8   Doing something else

s2locsf3  Inst type for s2act1 FTED
  1   State school
  2   Independent school
  3   State 6th form coll
  4   State CFE
  5   Other/Not stated
  6   Not in FTED

s2apr02  Activity at April 2002
   -9  Not answered
   -1  Item not applicable
   1   GST
   2   Full time education at school or college
   3   Full time job
   4   Part time job
   5   Looking after home or family
   6   Looking for work/unemployed
   7   Taking a break
   8   Doing something else
s2may02 Activity at May 2002
-9  Not answered
-1  Item not applicable
  1  GST
  2  Full time education at school or college
  3  Full time job
  4  Part time job
  5  Looking after home or family
  6  Looking for work/unemployed
  7  Taking a break
  8  Doing something else

s2jun02 Activity at June 2002
-9  Not answered
-1  Item not applicable
  1  GST
  2  Full time education at school or college
  3  Full time job
  4  Part time job
  5  Looking after home or family
  6  Looking for work/unemployed
  7  Taking a break
  8  Doing something else

s2jul02 Activity at July 2002
-9  Not answered
-1  Item not applicable
  1  GST
  2  Full time education at school or college
  3  Full time job
  4  Part time job
  5  Looking after home or family
  6  Looking for work/unemployed
  7  Taking a break
  8  Doing something else

s2aug02 Activity at August 2002
-9  Not answered
-1  Item not applicable
  1  GST
  2  Full time education at school or college
  3  Full time job
  4  Part time job
  5  Looking after home or family
  6  Looking for work/unemployed
  7  Taking a break
  8  Doing something else
s2sep02 Activity at September 2002
-9  Not answered
-1  Item not applicable
  1  GST
  2  Full time education at school or college
  3  Full time job
  4  Part time job
  5  Looking after home or family
  6  Looking for work/unemployed
  7  Taking a break
  8  Doing something else

s2oct02 Activity at October 2002
-9  Not answered
-1  Item not applicable
  1  GST
  2  Full time education at school or college
  3  Full time job
  4  Part time job
  5  Looking after home or family
  6  Looking for work/unemployed
  7  Taking a break
  8  Doing something else

s2nov02 Activity at November 2002
-9  Not answered
-1  Item not applicable
  1  GST
  2  Full time education at school or college
  3  Full time job
  4  Part time job
  5  Looking after home or family
  6  Looking for work/unemployed
  7  Taking a break
  8  Doing something else

s2dec02 Activity at December 2002
-9  Not answered
-1  Item not applicable
  1  GST
  2  Full time education at school or college
  3  Full time job
  4  Part time job
  5  Looking after home or family
  6  Looking for work/unemployed
  7  Taking a break
  8  Doing something else
### s2jan03 Activity at January 2003

-9  Not answered  
-1  Item not applicable  
1  GST  
2  Full time education at school or college  
3  Full time job  
4  Part time job  
5  Looking after home or family  
6  Looking for work/unemployed  
7  Taking a break  
8  Doing something else

### s2feb03 Activity at February 2003

-9  Not answered  
-1  Item not applicable  
1  GST  
2  Full time education at school or college  
3  Full time job  
4  Part time job  
5  Looking after home or family  
6  Looking for work/unemployed  
7  Taking a break  
8  Doing something else

### s2gst Government Supported Training (Type)

-9  Not answered  
-1  Item not applicable  
1  AMA  
2  FMA  
3  MA Unknown  
4  Other GST  
5  Not in GST

### s2hrpay Average hourly pay from all jobs

-9  Not answered  
-1  Item not applicable

### s2hrpay1 Average hourly pay from main job

-9  Not answered  
-1  Item not applicable
s2acad Academic qualifications studied
-1 Item not applicable
  1 HE
  2 A2 level
  3 AS level
  4 IB
  5 GCSE
  6 Other
  7 No detail
  8 Not studying academic qualifications

s2acqno Highest academic qualification sought
-9 Not stated (99)
-1 Item not applicable
  1 Degree
  2 HND
  3 2+ A2/AS
  4 1 A2/AS
  5 A2/AS unspecified
  6 IB
  7 5+ GCSE
  8 1-4 GCSE
  9 GCSE unspecified
 10 Other
 11 No detail
 12 None

s2gnvq Highest GNVQ regardless of no. of units
  1 Intermediate
  2 Foundation
  3 Not sure
  4 None

s2nvq Highest NVQ studied at sweep 1 regardless of whether full/units
  1 Level 4
  2 Level 3
  3 Level 2
  4 Level 1
  5 Not sure
  6 None

s2nvqf Highest full NVQ studied at sweep 2
  1 Level 4
  2 Level 3
  3 Level 2
  4 Level 1
  5 Level unknown
  6 None
s2nvqp Highest part NVQ studied at sweep 2
1  Level 4
2  Level 3
3  Level 2
4  Level 1
5  Level unknown
6  None

s2nvqu Highest NVQ studied at sweep 2 when full/units unknown
1  Level 4
2  Level 3
3  Level 2
4  Level 1
5  Level unknown
6  None

s2gnvqf Highest full GNVQ studied at sweep 2
1  Intermediate
2  Foundation
3  Not sure
4  None

s2gnvqp Highest part GNVQ studied at sweep 2
1  Intermediate
2  Foundation
3  Not sure
4  None

s2gnvqu Highest GNVQ studied where no. of units unknown
1  Intermediate
2  Foundation
3  Not sure
4  None

s2avce Highest AVCE/Vocational A-level studied
1  AVCE double award
2  6 unit AVCE
3  3 unit AVCE
4  AVCE, number of units unknown
5  None

s2othvoq Highest NVQ equivalent being studied at sweep 2
1  Level 1
2  Level 2
3  Level 3
4  Level 4
5  Level Unknown
6  None
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<td>Level 2</td>
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<td>5</td>
<td>Level 1</td>
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<td>Other course</td>
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<td>3</td>
<td>Employed with training</td>
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<td>4</td>
<td>Employed without training</td>
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<td>5</td>
<td>Other education/training</td>
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<td>GST</td>
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<td>NEET</td>
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<td>No Sweep 2</td>
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<tr>
<td>1</td>
<td>Item not applicable</td>
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s2me GCSE Maths and English by sweep 2
  -1  Item not applicable
  1  Maths A*-C, English A*-C
  2  Maths A*-C, English D-G
  3  Maths A*-C, No English
  4  Maths D-G, English A*-C
  5  Maths D-G, English D-G
  6  Maths D-G, No English
  7  No Maths, English A*-C
  8  No Maths, English D-G
  9  No Maths, No English

s2anum Number of A2 levels by end of Sweep 2

s2alevpo A2 level points by end Sweep 2 (old system)

s2alevpn A2 level points by end Sweep 2 (new system)

s2aalev Number of A grade A2 levels by end of Sweep 2

s2asnum Number of AS levels by end of Sweep 2

s2aslvpo AS level points by end Sweep 2 (old system)

s2aslvpn AS level points by end Sweep 2 (new system)

s2alnum Number of A2/AS levels by end of Sweep 2

s2aaspo A2/AS level points by end Sweep 2 (old system)

s2aaspn A2/AS level points by end Sweep 2 (new system)

s2acqu Highest academic qualification achieved by sweep 2

s2avce6a Number of 6 unit AVCEs achieved by sweep 2

s2avcel3 Proportion of a level 3 achieved through AVCEs by sweep 2

s2gnvqa GNVQs achieved by end of sweep 2
  1....AVCE
  2  Intermediate
  3  Foundation
  4  Level unknown
  5  None
s2nvqa NVQs achieved by end of sweep 2
1  Level 3
2  Level 2
3  Level 1
4  Level unknown
5  None

s2nvqea Highest NVQ or equivalent achieved by sweep 2
1  Level 3
2  Level 2
3  Level 1
4  Other/Unknown/Part
5  None

s2voqu Highest vocational qualification by sweep 2
-1  Item not applicable
1  Level 3
2  Level 2
3  Level 1
4  Level unknown
5  None

s2hiqua Highest qualification by end of sweep 2
1  Level 3 academic only
2  Level 3 vocational only
3  Level 3 academic and vocational
4  Level 2 academic only
5  Level 2 vocational only
6  Level 2 academic and vocational
7  Below level 2/level unknown/none

s2targs1 Highest qualification held at sweep 2: All level 3+
s2targs2 Highest qualification held at sweep 2: L3 A/AS level
s2targs3 Highest qualification held at sweep 2: L3 AVCE / GNVQ
s2targs4 Highest qualification held at sweep 2: L3 NVQ or equivalent
s2targs5 Highest qualification held at sweep 2: All level 2+
s2targs6 Highest qualification held at sweep 2: L2+ A/AS level / GCSE
s2targs7 Highest qualification held at sweep 2: L2+ AVCE / GNVQ
s2targs8 Highest qualification held at sweep 2: L2+ NVQ or equivalent
s2targs9 Highest qualification held at sweep 2: Below level 2
Sweep 3

s3disab  Health problem or disability
-9.00  Not answered
1.00  Yes
2.00  No

s3live  living arrangements at sweep 3
-9.00  Not answered
1.00  Father only
2.00  Mother only
3.00  Neither Parent
4.00  Both parents

s3livep  Live with partner at sweep 3
-9.00  Not answered
1.00  Yes
2.00  No

s3livech  Living with own children at sweep 3
-9.00  Not answered
1.00  Yes
2.00  No

s3lonep  Lone parent (single and living with child) at sweep 3
-9.00  Not answered
1.00  Yes
2.00  No

s3act1  Current activity
-9.00  Not answered
1.00  GST
2.00  FT Education
3.00  FT job
4.00  Part-time job
5.00  Looking after home or family
6.00  Looking for work/ Unemployed
7.00  Taking a break
8.00  Doing something else

s3gst  Government supported training type
1.00  AMA
2.00  FMA
3.00  MA unknown type
4.00  Other GST
5.00  Not in GST

s3ed_tr  Education and training detail
1.00  FT Ed
2.00  Employed with training
3.00  Employed without training
4.00  Other Education / Training
5.00  GST
6.00  In education/ training
7.00  Not in education/ training
8.00  In education/ employment/ training
9.00  NEET

s3hrpay  Average hourly pay from all jobs
s3hrpay1  Hourly pay from main job
s3wkpay  Average weekly pay from all jobs
s3wkpay1 Average weekly pay from main job
s3asub1-7 A level subjects cumulative to s3
s3agrad1-7 A level grades cumulative to s3
s3assub1-7 AS level subjects cumulative to s3
s3asgrd1-7 AS level grades cumulative to s3
s3anum  Number of A2s achieved cumulative to sweep 3
s3asnum Number of ASs achieved cumulative to sweep 3
s3alnum Number of A2/AS levels achieved cumulative to sweep 3
s3apts Number of A2 points cumulative to sweep 3
s3aspts Total number of AS points cumulative to sweep 3
s3aaspts Total number of A2/AS level points cumulative to sweep 3
s3aalev Total number of A2 level A grades cumulative to sweep 3
s3apts1 Total A2 points (new system) cumulative to sweep 3
s3aspts1 Total AS points (new system) cumulative to sweep 3
s3aaspts1 Total A2/AS points (new system) cumulative to sweep 3
s3alevpn Number of A level UCAS points (new) achieved by sweep 3
s3aslvpn Number of AS level UCAS points (new) achieved by sweep 3
s3aaspn Number of A/AS level UCAS points (new) achieved by sweep 3
s3avcepn Number of AVCE UCAS points (new) achieved by sweep 3
v3sub1 1st 3 unit AVCE subject cumulative to sweep 3
v3sub2 2nd 3 unit AVCE subject cumulative to sweep 3
v3grad1 1st 3 unit AVCE grade cumulative to sweep 3
v3grad2 2nd 3 unit AVCE grade cumulative to sweep 3
s3v3sub1 1st 3 unit AVCE subject cumulative to sweep 3
s3v3sub2 2nd 3 unit AVCE subject cumulative to sweep 3
s3v3grad1 1st 3 unit AVCE grade cumulative to sweep 3
s3v3grad2 2nd 3 unit AVCE grade cumulative to sweep 3
s3v6sub1 1st 6 unit AVCE subject cumulative to sweep 3
s3v6sub2  2nd 6 unit AVCE subject cumulative to sweep 3
s3v6grd1  1st 6 unit AVCE grade cumulative to sweep 3
s3v6grd2  2nd 6 unit AVCE grade cumulative to sweep 3
s3davcea  Number of double AVCEs achieved by sweep 3
avcedsub  Subject of double AVCE at sweep 3
avcedgrd  Grade of double AVCE at sweep 3
s3avce6a  Number of 6 unit AVCEs achieved by sweep 3
s3avce3a  Number of 3 unit AVCEs achieved by sweep 3
s3avcel3  Proportion of a full level 3 achieved through AVCEs by end of sweep 3
s3a_c  Number of GCSE A*-Cs by the end of sweep 3
1.00  5+ A-Cs
2.00  <5 A-Cs
s3acqu  Highest academic qualification by end of sweep 3
1.00  2+ A/AS levels
2.00  1-1.5 A/AS levels
3.00  5+ GCSE A*-Cs
4.00  <5 GCSE A*-Cs
s3nvqfa  Highest full NVQ achieved by end of sweep 3
2.00  Level 3
3.00  Level 2
4.00  Level 1
5.00  Level unknown
6.00  None
s3nvqeot  Highest NVQ equivalent reported at sweep 3
2.00  Level 3
3.00  Level 2
4.00  Level 1
5.00  Level unknown
6.00  None
s3gnvqfa  Highest full GNVQ achieved by end of sweep 3
1.00  Intermediate
2.00  Foundation
3.00  Level unknown
4.00  None
s3gnvqpa  Highest part GNVQ achieved by end of sweep 3
1.00  Intermediate
2.00  Foundation
3.00  None
s3nvqpa  Highest part NVQ achieved by the end of sweep 3
1.00  Level 4
2.00  Level 3
3.00  Level 2
4.00  Level 1
5.00  Level unknown
6.00  None
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<th>Highest vocational NVQ or equivalent achieved by end sweep 3</th>
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<td>2.00</td>
<td>Full level 3</td>
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<td>3.00</td>
<td>Full level 2</td>
</tr>
<tr>
<td>4.00</td>
<td>Full level 1</td>
</tr>
<tr>
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<td>Other or Unknown</td>
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| s3targs1 | Highest qualification held at sweep 3: All level 3+ |
| s3targs2 | Highest qualification held at sweep 3: L3 A/AS level |
| s3targs3 | Highest qualification held at sweep 3: L3 AVCE / GNVQ |
| s3targs4 | Highest qualification held at sweep 3: L3 NVQ or equivalent |
| s3targs5 | Highest qualification held at sweep 3: All level 2+ |
| s3targs6 | Highest qualification held at sweep 3: L2+ A/AS level / GCSE |
| s3targs7 | Highest qualification held at sweep 3: L2+ AVCE / GNVQ |
| s3targs8 | Highest qualification held at sweep 3: L2+ NVQ or equivalent |
| s3targs9 | Highest qualification held at sweep 3: Below level 2 |

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### Sweep 4

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- 1.00 Degree
- 2.00 HND
- 3.00 Dip HE
- 4.00 Other HE
- 5.00 NVQ 3
- 6.00 AVCE
- 7.00 A/AS
- 8.00 Other level 3
- 9.00 NVQ 2
- 10.00 Intermediate GNVQ
- 11.00 Other level 2
- 12.00 GCSE
- 13.00 NVQ 1
- 14.00 Foundation
- 15.00 Other level 1
- 16.00 Other
- 17.00 No detail
- 18.00 Not studying

### s4act1  Main activity at sweep 4
- -9.00 Not answered
- 1.00 GST
- 2.00 FT Education
- 3.00 FT job
- 4.00 Part-time job
- 5.00 Looking after home or family
- 6.00 Looking for work/ Unemployed
- 7.00 Taking a break
- 8.00 Doing something else

### s4ed_tr  education and training (sweep 4)
- 1.00 Full time education
- 2.00 Employed with training
- 3.00 Employed without training
- 4.00 Other education and training
- 5.00 GST
- 6.00 Education/Training
- 7.00 Not in Education/Training
- 8.00 Education/Employment/Training
- 9.00 NEET

### s4gst  Government supported training type (sweep 4)
- 1.00 Advanced Apprenticeship
- 2.00 Apprenticeship [at level 2]
- 3.00 Apprenticeship [level not known]
- 4.00 Other GST
- 5.00 Not in GST
<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Value</th>
<th>Notes</th>
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<tbody>
<tr>
<td>s4wkpay</td>
<td>Average weekly pay in £s from all jobs (sweep 4)</td>
<td>-999600</td>
<td>CATI code - student only works in vacation</td>
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<tr>
<td></td>
<td></td>
<td>-96.00</td>
<td>CATI code - student only works in vacation</td>
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<td></td>
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<td>-8.00</td>
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<td></td>
<td></td>
<td>-1.00</td>
<td>Not applicable</td>
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<tr>
<td>s4wkpay1</td>
<td>Average weekly pay in £s from main job (sweep 4)</td>
<td>-999600</td>
<td>CATI code - student only works in vacation</td>
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<td>-96.00</td>
<td>CATI code - student only works in vacation</td>
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<td>-9.00</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>-8.00</td>
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<td>Not applicable</td>
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<td>s4hrpay</td>
<td>Average hourly pay in £s from all jobs (sweep 4)</td>
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<td>CATI code - student only works in vacation</td>
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<td></td>
<td>-96.00</td>
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<td></td>
<td>-9.00</td>
<td>Not answered</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-8.00</td>
<td>Not known</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-1.00</td>
<td>Not applicable</td>
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<tr>
<td>s4hrpay1</td>
<td>Average hourly pay in £s from main job (sweep 4)</td>
<td>-999600</td>
<td>CATI code - student only works in vacation</td>
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<td>Not answered</td>
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<tr>
<td></td>
<td></td>
<td>-8.00</td>
<td>Not known</td>
</tr>
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<td>-1.00</td>
<td>Not applicable</td>
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<tr>
<td>s4asub1-7</td>
<td>Subjects of A2 levels gained cumulative to s4</td>
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<tr>
<td>s4agrad1-7</td>
<td>Grades of A2 levels gained cumulative to s4</td>
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<tr>
<td>s4assub1-7</td>
<td>Subjects of AS levels gained cumulative to s4</td>
<td></td>
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</tr>
<tr>
<td>s4asgrd1-7</td>
<td>Grades of AS level gained cumulative to s4</td>
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</tr>
<tr>
<td>s4anum</td>
<td>Number of A2s cumulative to sweep 4</td>
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<td></td>
</tr>
<tr>
<td>s4asnum</td>
<td>Number of AS levels (not &quot;converted&quot; to A2) achieved by sweep 4</td>
<td></td>
<td></td>
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<tr>
<td>s4alnum</td>
<td>Number of A2/AS levels cumulative to sweep 4</td>
<td></td>
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<tr>
<td>s4apts</td>
<td>Number of A2 level points cumulative to sweep 4 - old system (a=10, b=8, c=</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>6, d=4, e=2)</td>
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</tr>
<tr>
<td>s4aspts</td>
<td>Number of AS level points cumulative to sweep 4 - old system (a=5, b= 4, c=</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3, d=2, e=1)</td>
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<tr>
<td>s4aaspts</td>
<td>Number of A2/AS level points cumulative to sweep 4 - old system</td>
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<tr>
<td>s4aalev</td>
<td>Number of A2 A grades ar sweep 4</td>
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</tr>
<tr>
<td>s4apts1</td>
<td>Number of A2 level points cumulative to sweep 4 - new system (a=120, b=</td>
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<tr>
<td></td>
<td></td>
<td>100, c= 80, d=60, e=40)</td>
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</tbody>
</table>
s4aspts1  Number of AS level points cumulative to sweep 4 - new system (a=60, b=50, c= 40, d=30, e=20)

s4aaspt1  Number of A2/AS level points cumulative to sweep 4 - new system

s4a_c  5+ GCSEs at A*-C achieved by end of sweep 4
  .00  no
  1.00  yes

s4avce3a  Number of 3 unit AVCEs achieved by end of sweep 4 (duplicates removed)

s4avce6a  Number of 6 unit AVCEs achieved by end of sweep 4 (duplicates removed)

s4davceaa  Number of 12 unit (double award) AVCEs achieved by end of sweep 4 (duplicates removed)

s4avcel3  Proportion of a full level 3 achieved through AVCEs by end of sweep 4

s4acqu  highest academic qualification held at sweep 4
  1.00  2+ A/AS levels
  2.00  1-1.5 A/AS levels
  3.00  5+ GCSE A*-Cs
  4.00  <5 GCSE A*-C

s4gnvqfa  highest full GNVQ achieved by sweep 4
  1.00  Intermediate
  2.00  Foundation
  3.00  Not known
  4.00  None

s4gnvqpa  Highest part GNVQ achieved by sweep 4
  1.00  Intermediate
  2.00  Foundation
  3.00  Not known
  4.00  None

s4nvqfa  Highest full NVQ achieved by sweep 4
  1.00  level 4
  2.00  level 3
  3.00  level 2
  4.00  level 1
  5.00  level not known
  6.00  None

s4nvqpa  Highest part NVQ achieved by sweep 4
  1.00  level 4
  2.00  level 3
  3.00  level 2
  4.00  level 1
  5.00  level not known
  6.00  None
<table>
<thead>
<tr>
<th>s4nvqet</th>
<th>Highest other full vocational qualification</th>
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</thead>
<tbody>
<tr>
<td>1.00</td>
<td>level 4</td>
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<tr>
<td>2.00</td>
<td>level 3</td>
</tr>
<tr>
<td>3.00</td>
<td>level 2</td>
</tr>
<tr>
<td>4.00</td>
<td>level 1</td>
</tr>
<tr>
<td>5.00</td>
<td>level not known</td>
</tr>
<tr>
<td>6.00</td>
<td>None</td>
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</table>

<table>
<thead>
<tr>
<th>s4nvqea</th>
<th>Highest full NVQ or equivalent achieved by sweep 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>level 4</td>
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<tr>
<td>2.00</td>
<td>level 3</td>
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<td>3.00</td>
<td>level 2</td>
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<td>4.00</td>
<td>level 1</td>
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<tr>
<td>5.00</td>
<td>level not known</td>
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<tr>
<td>6.00</td>
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</table>

<table>
<thead>
<tr>
<th>s4voqu</th>
<th>Highest vocational qualification held at sweep 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>level 3 or above</td>
</tr>
<tr>
<td>3.00</td>
<td>level 2</td>
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<tr>
<td>4.00</td>
<td>level 1</td>
</tr>
<tr>
<td>5.00</td>
<td>level not known</td>
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<tr>
<td>6.00</td>
<td>None</td>
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</table>

<table>
<thead>
<tr>
<th>s4hiqua</th>
<th>Highest qualification held at sweep 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>Level 3 academic only</td>
</tr>
<tr>
<td>2.00</td>
<td>level 3 vocational only</td>
</tr>
<tr>
<td>3.00</td>
<td>level 3 academic and vocational</td>
</tr>
<tr>
<td>4.00</td>
<td>level 2 academic only</td>
</tr>
<tr>
<td>5.00</td>
<td>level 2 vocational only</td>
</tr>
<tr>
<td>6.00</td>
<td>level 2 academic and vocational</td>
</tr>
<tr>
<td>7.00</td>
<td>Below level 2/level not known/none</td>
</tr>
</tbody>
</table>

| s4targs1 | highest qualification held at sweep 4: level 3 + |
| s4targs2 | highest qualification held at sweep 4: level 3 A/AS levels |
| s4targs3 | highest qualification held at sweep 4: level 3 AVCE |
| s4targs4 | highest qualification held at sweep 4: level 3 NVQ or equiv |
| s4targs5 | highest qualification held at sweep 4: level 2 + |
| s4targs6 | highest qualification held at sweep 4: level 2 A/AS/GCSE |
| s4targs7 | highest qualification held at sweep 4: level 2 + GNVQ/AVCE |
| s4targs8 | highest qualification held at sweep 4: level 2 + NVQ or equiv |
| s4targs9 | highest qualification held at sweep 4: Below level 2 |

| heat18 | In HE at age 18 (studying a level 4 aim) |
| ftheat18 | In full time higher education at age 18 |
| heat19 | In HE at age 19 (studying a level 4 aim) |
| ftheat19 | In full time higher education at age 19 |
heby19   In HE by age 19 (studying a level 4 aim)
fttheby19 In full time HE by age 19
Requesting Enhancement of the Youth Cohort Study Datasets

The Youth Cohort Study guarantees the anonymity of its respondents. In order to do so certain information such as name and address are obviously not made available. In order to minimise the risk of individuals being identified on the publicly available datasets other key variables are also excluded. In the case of the cohort 11 dataset these are:

Month of birth
Year of birth
Year 11 school estab number
LEA of Year 11 school
LSC of year 11 school
LSC based on residence as at year 11

If a research organisation believe they have a valid reason for requiring some or all of these additional variables for a specific piece of research they can make an application to the DfES using the “UNDERTAKING OF CONFIDENTIALITY FOR DfES TO PROVIDE TO ORGANISATIONS REQUESTING ENHANCEMENT OF THE YOUTH COHORT STUDY DATASETS” form. This is available from mark.murfin@dfes.gsi.gov.uk and will also be available with the deposited dataset. All applications are considered on their merits and anyone given access to any such data must sign up to strict safeguards to ensure the security of the data.
I/We (Insert your name, title and organisation here):
wish to undertake further analysis of data from the Youth Cohort Study, specifically:

(Cohorts, sweeps)

In addition to the standard data, as available from the ESRC Data Archive, we would like the following to be made available:

The reason we would like this enhancement of the standard dataset is:

Please list the names of all staff who will have access to these data:
The Youth Cohort Study guarantees the anonymity of its respondents. We recognise our data protection responsibilities and in particular agree to:

i. treat all data in complete confidence
ii. not attempt to identify a school or individual
iii. only use the enhanced dataset for the purposes mentioned above
iv. only publish results in aggregate form and not publish or in any way report findings that could directly or indirectly identify a school or individual (by, for example, analysing results with small bases which might breach anonymity such as identifying respondents of particular characteristics at a particular school)
v. not pass the enhanced dataset on to any other organisation
vi. not carry out analysis on behalf of any other organisation (other than those named above)
vii. only allow access to the enhanced dataset to those persons named above
viii. destroy the enhanced dataset or return it to the Department for Education and Skills when the work is complete and acknowledge this in writing to the DfES
ix. ensure all staff handling these data comply with their data protection obligations
x. hold the data on a secure computer

Signed: 

(please print name also) 

Date: 

On behalf of (research organisation): 

Now please return to:
Mark Murfin
DfES
Room W606
Moorfoot
Sheffield
S1 4PQ

You can e-mail this completed form to mark.murfin@dfes.gsi.gov.uk, but before any enhanced datasets can be dispatched the signed and dated copy must be received by post or fax (0114 259 3361).