

# Scotland's Young People in 1999: Scottish School Leavers' Surveys Technical Report

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# 1 INTRODUCTION

## 1.1 The Scottish School Leavers Series

Surveys of school leavers have been carried out in Scotland since the early 1970s. In the late 1980s they were known as the Scottish Young Persons Survey (SYPS), and were carried out by the Centre for Educational Sociology (CES) at the University of Edinburgh and sponsored by the Scottish Office Education Department (SOED). Following a review of the use made of the findings by SOED, the survey was redesigned in 1991 and became the Scottish School Leavers Survey (SSLS). SOED awarded the contract for the new SSLS to *National Centre* (formerly Social & Community Planning Research). Further amendments to the design of the SSLS series were made in 1996, to consist of samples of year-group cohorts who would be surveyed three times - at ages 16-17, 18-19 and 22-23 - with a new cohort of school leavers recruited every two years.

The Scottish School Leavers Survey series aims to describe the experiences of young people at school, the decisions made about staying on or leaving, and experiences in the labour market. In addition, the study provides data that can be used to predict demand for higher education. For many topics, standard questions are used, permitting comparisons over time and across sub-groups.

## 1.2 The 1999 Surveys

In Spring 1999, three surveys in the SSLS series were carried out in the form of self-completion postal questionnaires:

- survey of 16-17 year olds (first contact with a new cohort of young people);
- survey of 18-19 year olds (second survey with young people recruited at aged 16-17)
- survey of 22-23 year olds (third survey with young people recruited at aged 16-17).

The survey design is summarised in Table 1-1.

This report covers the methodological aspects of all three of these surveys. Findings from the surveys are reported in a combined report "Scotland's Young People in 1999: Findings from the Scottish School Leavers Survey."

**Table 1-1      1999 surveys and their previous sweeps**

<b>Year &amp; stage of leaving school</b>	<b>First Questionnaire Aged 16-17</b>	<b>Second Questionnaire Aged 18-19</b>	<b>Third Questionnaire Aged 22-23</b>
<b>Survey of 16-17 year olds</b> 1998 - S4	1999		
<b>Survey of 18-19 year olds</b> 1996 - S4	1997	1999	
<b>Survey of 22-23 year olds</b> 1994 - S6 1993 - S5 1992 - S4	1995 1994 1993	- 1995 "	1999 " "

## **2 SAMPLE SELECTION**

### **2.1 Survey of 16-17 year olds**

The survey of 16-17 year olds was the first contact with the second cohort of young people to be recruited since the series was redesigned in 1996. The sample was made up of young people who had been in S4 in Scotland during the academic year 1997-1998. The initial sampling frame consisted of records held by the Scottish Qualifications Authority (SQA). A 20% sample of young people in the cohort was drawn and those whose birthdays fell on 6 randomly selected dates in the month and who were in S4 on 15<sup>th</sup> September 1997 were identified and selected from SQA records. Students with special educational needs (SENs) attending mainstream schools were included, but students at schools catering exclusively for those with SENs were excluded.

It was recognised that this sampling frame did not provide perfect coverage of the population of interest as SQA records included only those young people who had been SQA exam candidates at some point. As some young people in the cohort had not sat any SQA exams (because, for example, their school offered GCSEs instead of Standard Grades), the SQA records were supplemented with information from schools. All secondary head teachers in Scotland were mailed a list of the young people sampled at their school, and were asked to supplement it with the names of any other eligible students (e.g. those who had not sat SQA exams in 1998). This exercise also provided the opportunity for schools to enhance the address information recorded by the SQA for selected young people.

### **2.2 Survey of 18-19 year olds**

The survey of 18-19 year olds was the first follow-up survey (i.e. second interview) with the first cohort of pupils selected since the series was redesigned in 1996. The population of interest was those pupils in fourth year of secondary school during the academic year 1995-96. Their first interview was in 1997 aged 16-17. In 1997, the names and addresses of all eligible pupils were supplied to SOEID by schools as an additional part of the school leavers' censuses. This information was then passed on to *National Centre* and a sample of 10% of all eligible pupils was drawn from the list by identifying all those whose birthday fell on three randomly selected dates in the month. Selected respondents were sent a questionnaire in the post to complete. It is those who returned questionnaires in 1997 that formed the population of interest for 1999 follow-up survey. As was the case with the other 1999 surveys, students identified as having Special Educational Needs (SENs) were not included in the sample.

## 2.3 Survey of 22-23 year olds

The survey of 22-23 year olds was the second follow-up survey (i.e. third interview) of a sample of young people who had entered S4, or were eligible to enter S4, in 1991. The sample for the first survey aged 16-17 was based on the 10% samples of school leavers in 1992, 1993 and 1994. Each of the three 10% samples were first contacted in the spring after leaving secondary school (1993, 1994 and 1995 respectively).

For the 1995 follow-up survey, an age cohort was constructed which included the sampled S4 leavers in 1992, and the sampled S5 leavers in 1993 (see table 2-1). The members of this cohort were 18-19 years old and were sent a follow-up questionnaire in the spring of 1995. The S6 leavers were not sent a follow-up questionnaire in 1995 because they were being contacted for the first time in this year for their leavers' survey. The sample for the 1999 follow-up survey included all those who had responded to the 1995 follow-up survey and the 1995 leavers' survey.<sup>1</sup>

**Table 2-1 Previous survey sweeps for the 22-23 year old cohort**

Entered S4	Left School			Leavers Survey		Follow-up Survey		Follow-up Survey	
Year	Year	Stage	Age	Year	Age	Year	Age	Year	Age
1991	1992	S4	16	1993	16/17	1995	18/19	1999	22/23
1991	1993	S5	17	1994	17/18	1995	18/19	1999	22/23
1991	1994	S6	18	1995	18/19	-	-	1999	22/23

As was the case with the survey of 18-19 year olds, all those school leavers who were born on any of three randomly selected particular days of the month were included in the leavers' samples. Similarly, the names and addresses of pupils were supplied to SOEID by schools as an additional part of the school leavers' censuses. The samples were drawn from all schools in Scotland, and the only exclusions were pupils identified as having special education needs (SENs).

As nearly four years had passed since sample members were last contacted, attempts were made to trace their current addresses. There were up to three addresses on file for each sample member and where possible, telephone numbers were matched to the names and addresses. Addresses of sample members were then checked either by telephone or by post.

<sup>1</sup> S6 leavers in 1994 did not have a follow-up survey aged 18-19, their second survey was in 1999, aged 22-23.



### 3 QUESTIONNAIRE DEVELOPMENT

The *National Centre's* research team, in consultation with the Scottish Office and the Project Advisory Committee, developed the survey questionnaires. Questionnaires were based largely on versions used for previous cohorts in the series. However, initial discussions with the sponsor and some of the data's users suggested a number of amendments and additions to the questionnaires were needed. After amendments had been made, all three questionnaires were tested through cognitive interviewing techniques (discussed in more detail below), and final amendments were made to take on board concerns that arose as a result of this process. Final versions of all three questionnaires can be found in the appendices of this report.

#### 3.1 Cognitive interviewing

As part of the questionnaire design process it was decided that cognitive interviewing would be carried out on all three of the 1999 surveys. Cognitive interviewing is qualitative in nature and uses techniques drawn from cognitive psychology as a means of uncovering aspects of the response process that are usually hidden. The method is a useful means of determining whether respondents misunderstand survey questions or key concepts; do not know or cannot recall the required information from memory; use an inappropriate strategy for making a judgment; or prefer to hide certain information or provide a socially desirable answer.

Trained and experienced cognitive interviewers were briefed by means of written instructions giving background information to the surveys and specifying particular areas of the questionnaires for cognitive probing. For each of the surveys, between eight to ten young people were chosen to take part. The source from which respondents were drawn differed across the three surveys, however, for all three surveys, interviewers were instructed to select respondents according to a quota to ensure that the questionnaires were tested on people with a variety of experiences. Quotas were based on stage of leaving school and employment status. Respondents were interviewed in their own homes and all interviews were tape recorded and notes were also taken concurrently. As is customary with qualitative research, respondents were paid for their participation.

The interviews pin-pointed several minor problems with the questionnaires and provided useful information for improving the questionnaires. For example, it was decided that the Survey of 16-17 year olds should be produced in two versions with the answer categories for questions 13 and 50 presented in a different order in each version because there was a concern that the order of the questions would influence the answers given. The sample was split into two halves according to serial number with each given a different version of the questionnaire. (One version of the questionnaire can be found in Appendix A) The cognitive interviews also uncovered a major problem with the 'main activity' question on all three surveys. The following section discusses this in more detail.

### 3.2 Question on Main Activity Status in the 1999 surveys

One of the aims of the SSLS series is to chart the movements of young people from school leaving age and beyond. In order to build up an accurate picture of a young person's transitions it is important not only to identify their main activity at the time of the survey, but also in the intervening period, be that since they were in S4 or since they last took part in the survey. It was initially felt that the most effective way of collecting this information was to ask respondents to complete a diary indicating what their main activity had been for each month. The draft questionnaire for 16-17 year olds contained a grid in which respondents were asked to indicate their main activity in each month over the past twelve months. Because both the Survey of 18-19 year olds and the Survey of 22-23 year olds were follow-up surveys, respondents were asked to complete a similar diary extending back to when they were last contacted; 2 years and 4 years respectively. Figure 3-1 shows the grid used in the draft questionnaire for 22-23 year olds – this would have been repeated 4 times to cover period: May 1995-April 1996; May 1996-April 1997; May 1997-April 1998 and May 1998 – April 1999.

**Figure 3-1 Question on Main Activity Status over the last four years (draft questionnaire for 22-23 year olds)**

Thinking back to what you were doing in May 1995, what have you been doing since then?

*Please tick one box for each month to show us what you were doing for all, or most of each month. If you were doing more than one of these activities at any one time, please select the one which you considered to be your main activity.*

	1995								1996			
	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
In a full-time job (30 hours or more a week)												
Not employed but on a Government training or work scheme												
Unemployed and available for work												
In full-time higher education e.g. degree, HND, HNC												
In other full-time education												
Looking after home/family												
Travelling/Long holiday ( <u>not</u> paid leave)												
Doing something else												

Cognitive testing on all three questionnaires found that respondents had difficulty with the question in terms of comprehension, interpretation and ability to perform the required task. The problem was greatest among those whose main activity had varied considerably, but even those respondents who had only one main activity in the specified time period found the question, at first glance, daunting and then tedious to complete.

It was decided that the extent of the problems encountered would lead to inaccurate data and increased non-response to the questions if the monthly diaries were included in the questionnaires. As an alternative, respondents were asked to record their main activity at six monthly intervals. For the Survey of 16-17 year olds it was decided to record main activity in separate questions and for two time points: the time of the survey and October 1998. For both follow-up surveys respondents were asked to record in a single grid their main activity at six monthly intervals since they were last contacted. Figure 3-2 shows the final format used in the questionnaire for 22-23 year olds.

**Figure 3-2 Question on main activity status (Survey of 22-23 year olds)**

**5. Now think back over the last four years. What was your main activity on each of the following dates?**

*If you were doing more than one of these activities at any of the specified times, please select the one which you considered to be your main activity.*

	1995		1996		1997		1998	
	May	Nov	May	Nov	May	Nov	May	Nov
In a full-time job (30 hours or more a week) <u>not</u> a government training programme	01	01	01	01	01	01	01	01
In a job which includes a govt. training programme e.g. Skillseekers, Modern Apprenticeship	02	02	02	02	02	02	02	02
Not employed but on a Government training programme e.g. Skillseekers, Modern Apprenticeship	03	03	03	03	03	03	03	03
Out of work and looking for a job	04	04	04	04	04	04	04	04
In full-time higher education e.g. degree, HND, HNC	05	05	05	05	05	05	05	05
In other full-time education	06	06	06	06	06	06	06	06
Looking after home/family	07	07	07	07	07	07	07	07
Travelling/Long holiday ( <u>not</u> paid leave)	08	08	08	08	08	08	08	08
Doing something else	09	09	09	09	09	09	09	09

## 4 FIELDWORK

### 4.1 Questionnaire mailings

For all three surveys, the initial mail out consisted of a copy of the questionnaire, a covering letter and a reply-paid envelope. The table below indicates the number of questionnaires mailed out to respondents in each of the surveys, as well as the date of the initial mail out.

**Table 4-1 Details of sample sizes and mailout dates for 1999 surveys**

	Survey of 16-17 year olds	Survey of 18-19 year olds	Survey of 22-23 year olds
Initial mailing: number of questionnaires sent out	11,940	4,303	2,453*
Date of initial mailing	12 <sup>th</sup> April 1999	12 <sup>th</sup> April 1999	31 <sup>st</sup> March 1999

\*address details were available for 2,490 respondents but for an unknown reason, 2,453 were sent out, a short fall of 37.

### 4.2 Reminder procedures

Reminder procedures for non-responders on all three surveys were identical and took place as follows:

- Two weeks after the mail out of questionnaires, non-responders on all surveys were sent a simple postcard reminder.
- After a further two weeks (four weeks after initial mail out), those who had still not responded were sent a reminder letter, a second copy of the questionnaire and a reply paid envelope.
- After another two week interval (six weeks in total) a third and final copy of the questionnaire was sent along with a final reminder letter and reply paid envelope.

### **4.3 Telephone chasing**

All three surveys had a 'telephone chasing' stage towards the end of fieldwork to help boost response to the surveys. Addresses for sample members who had not yet responded to the surveys were issued to a telephone matching agency to identify telephone numbers for addresses. Telephone interviewers in the Telephone Unit then attempted to make contact with all those for whom a telephone number was found.

All telephone interviewers were briefed by a researcher and issued with written instructions. They were asked to try and make contact with named sample members and, where possible, complete the questionnaire over the telephone. If the sample member was no longer living at that address, interviewers were instructed to try and obtain a new address and phone number for them and follow up the new details.

## 5 RESPONSE

Each day during the survey period, all questionnaires received, and other forms of reply such as Post Office returns and refusals by letter or telephone, were booked-in to *National Centre's* computerised sample control system. This system allows rapid production of up-to-date response reports, as well as easy identification of sample members due for reminder mailings or for telephone chasing.

It is impossible to know accurately the response rate achieved on a postal survey. This is because there are always some sample members from whom no response of any sort is obtained. It is then uncertain whether these people were in fact eligible for the survey or not. Consequently, there are different ways of presenting the response rates to postal surveys. It seems reasonable, however, to assume that all people sampled for the 1999 surveys were eligible to take part, in the sense that they were actually school leavers in the appropriate years.

In the following sections a breakdown of response rates will be given separately for each of the 1999 surveys.

### 5.1 Survey of 16-17 year olds

Overall, a completed questionnaire was received from 7,567 young people, representing a response rate of 65%. A detailed breakdown of productive and unproductive survey outcomes is given in table 5-1.

It should be noted that there were a large number of cases (3,894) where the reason for non-response to the survey was unknown as the sample member never made contact with the *National Centre* and could not be reached during the telephone chasing stage. For the purpose of calculating response rates in table 5-1, these cases have been assumed to be in-scope (i.e. potential interviews). If we assumed, however, that the same proportion of these 3,894 unknown cases were out-of-scope as among the 8,060 cases we have an outcomes for (i.e.  $376/8,060 = 5\%$ ), the total number of out-of-scope cases would increase by 195 to 571, leaving an in-scope sample of 11,383. This would suggest the true response rate was 66%.

**Table 5-1 Survey of 16-17 year olds**

	<b>n</b>	<b>Response</b>
<b>Original sample</b>	<b>11,954</b>	
<b>Out-of-scope</b>	<b>376</b>	
House demolished	-	
No address known for sample member	14	
Post Office return: address unknown	55	
Post Office return: sample member unknown at address	19	
Post Office return: sample member gone away (no forwarding address)	283	
Sample member died	5	
Other reason	-	
<b>In-scope</b>	<b>11578</b>	<b>100%</b>
<b>Unproductive</b>	<b>4,011</b>	<b>35%</b>
Refused	83	1%
Away/Ill during survey period	22	0%
Wrong person completed questionnaire	-	-
Other reason	12	0%
Reason for non-completion unknown	3,894	34%
<b>Productive</b>	<b>7,567</b>	<b>65%</b>
First questionnaire mailing	5,116	44%
Second questionnaire mailing	1,533	13%
Third questionnaire mailing	609	5%
Telephone chasing	309	3%

## 5.2 Survey of 18-19 year olds

Completed questionnaires were received from 2,491 young people - 62% of the initial sample. Table 5-2 Provides a detailed breakdown of productive and unproductive survey outcomes.

**Table 5-2 Survey of 18-19 year olds**

	<b>n</b>	<b>Response</b>
<b>Original sample</b>	<b>4,303</b>	
<b>Out-of-scope</b>	<b>303</b>	
House demolished	1	
No address known for sample member	-	
Post Office return: address unknown	36	
Post Office return: sample member unknown at address	2	
Post Office return: sample member gone away (no forwarding address)	257	
Sample member died	2	
Other reason	5	
<b>In-scope</b>	<b>4,000</b>	<b>100%</b>
<b>Unproductive</b>	<b>1,509</b>	<b>38%</b>
Refused	25	0%
Away/ Ill during survey period	32	0%
Wrong person completed questionnaire	-	-
Other reason	-	-
Reason for non-completion unknown	1,452	36%
<b>Productive</b>	<b>2,491</b>	<b>62%</b>
First questionnaire mailing	1,859	46%
Second questionnaire mailing	404	10%
Third questionnaire mailing	56	1%
Telephone chasing	172	4%

If we assume that the same proportion of 'reason for non-completion unknown' unproductives are out-of-scope as in the rest of cases that we have an outcome for ( $303/2,851 = 11\%$ ), the total number of out-of-scope cases would increase to 463, leaving an in-scope sample of 3,840. This would suggest a true response rate of 65%.



### 5.3 Survey of 22-23 year olds

For the Survey of 22-23 year olds, completed questionnaires were received from 1,429 respondents. This represents a response rate of 62% after out-of-scope addresses have been excluded.

**Table 5-3 Survey of 22-23 year olds**

	<b>n</b>	<b>Response</b>
<b>Original sample</b>	<b>2,453</b>	
<b>Out-of-scope</b>	<b>143</b>	
House demolished	1	
No address known for sample member	-	
Post Office return/telephone outcome: address not known	62	
Post Office return/telephone outcome: sample member unknown at address	12	
Post Office return/telephone outcome: sample member gone away (no forwarding address)	65	
Sample member died	-	
Other reason	4	
<b>In-scope</b>	<b>2,310</b>	<b>100%</b>
<b>Unproductive</b>	<b>881</b>	<b>38%</b>
Refused	69	3%
Away/Ill during survey period	21	1%
Wrong person completed questionnaire	1	0%
Other reason	-	-
Reason for non-completion unknown	791	34 %
<b>Productive</b>	<b>1,429</b>	<b>62%</b>
First questionnaire mailing	1003	43%
Second questionnaire mailing	250	11%
Third questionnaire mailing	95	4%
Telephone chasing	81	3%

If we assume that the same proportion of 'reason for non-completion unknown' unproductives are out-of-scope as in the rest of cases that we have an outcome for ( $143/1,662 = 9\%$ ), the total number of out-of-scope cases would increase to 214, leaving an in-scope sample of 2,239. This would suggest a true response rate of 64%.

## 6 DATA PROCESSING

All questionnaires received underwent comprehensive clerical and computer edits to check for completeness of response, the observance of correct routing, and the plausibility of answers given. All cases which failed the specified checks were referred back to the actual questionnaires for resolution. A number of iterations of editing were undertaken until the data were deemed to be 'clean'.

The Standard Occupational Classification (SOC) and Standard Industrial Classification (SIC) of the respondent's current job (if any), and the SIC, SOC, and Employment Status (ES) of their parents' current or most recent jobs, were coded from the written answers provided by respondents. *National Centre's* team of coders are all familiar with detailed occupational coding, which is a standard requirement on nearly all *National Centre* surveys. Socio-Economic Group (SEG) and Registrar General's Social Class (SC) were not coded directly, but computed using algorithms based on SOC and ES. These variables are all included on the archived data set.

The questionnaires were sent for keying to a specialist agency. All keying was 100% verified (i.e. all data items were entered twice and not accepted unless or until both entries were identical).

## **7 WEIGHTING**

Once cleaned, the data were weighted to correct for non-response bias, using demographic information held by the SQA and schools for all sample members.

Information was available on sample members' gender, the number of Standard Grades they obtained, and the region in which they lived. A logistic regression was performed (using the forward stepwise method) to determine how propensity to respond was related to these three variables. The very small number of sample members who had died in the period between sample selection and start of fieldwork or between interviews were excluded from the analysis.

For each sample member who returned a completed questionnaire, the weight to be applied was calculated as the inverse of their propensity to respond (given their gender, region and number of Standard Grades).

# Survey of Young People in Scotland

PRIVATE AND CONFIDENTIAL

# ***Survey of Young People in Scotland***

## ***Filling in the questionnaire***

This questionnaire is about your experiences and opinions of school and what you might do after leaving school. There are also some questions about your family and home.

Most of the questions have a box beside them and you give your answer with a tick, like this: -

4
---

Sometimes the box will have an arrow alongside, with an instruction telling you where to go next, like this: -

4
---

 → Please go to Q.13

Please follow these instructions carefully.

## ***Sending back the questionnaire***

When you have filled in the questionnaire please send it back to us in the reply paid envelope (it does not need a stamp).

Thank you for your help.

## ***Any queries?***

If you have any queries or concerns about the survey, please phone our survey help-line on 0800 652 0501. This is a freephone number, so you will not have to pay for the call.

Alternatively, you can write to either of the researchers responsible for the survey, at the following addresses:

John Tibbitt  
Scottish Office  
1/B Victoria Quay  
Edinburgh  
EH6 6QQ

Laura Pitson  
SCPR  
35 Northampton Square  
London  
EC1V 0AX

SN 101-5  
CD 01 106-7  
Batch 108-12  
Version 113  
2

## YOUR TIME AT SCHOOL

1. Think back to your 4<sup>th</sup> year at school (S4). For each of these statements, please tick a box to say whether you agree or disagree.

	Agree	Disagree	
School has helped to give me confidence to make decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	114
School has done very little to prepare me for life when I leave school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	115
School has taught me things which would be useful in a job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	116
My school had a wide choice of after-school activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	117
My school dealt well with any bullying that went on	<input type="checkbox"/> 1	<input type="checkbox"/> 2	118
There was vandalism at my school during the school day	<input type="checkbox"/> 1	<input type="checkbox"/> 2	119
If I had a problem there was always a teacher I could talk to	<input type="checkbox"/> 1	<input type="checkbox"/> 2	120
Theft among pupils was common at my school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	121
My school dealt well with any harassment that went on	<input type="checkbox"/> 1	<input type="checkbox"/> 2	122
Pupils respected the teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	123
Pupils sometimes got bullied	<input type="checkbox"/> 1	<input type="checkbox"/> 2	124
Pupils sometimes got harassed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	125

2. Still thinking about your 4<sup>th</sup> year at school, please tick one box for each of these statements to say whether you agree or disagree.

	Agree	Disagree	
School work was generally worth doing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	126
There were too many troublemakers in my S4 classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	127
My teachers helped me to do my best	<input type="checkbox"/> 1	<input type="checkbox"/> 2	128
Many teachers could not keep order in class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	129
My friends took school seriously in S4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	130
Pupils who were punished usually deserved it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	131
Teachers listened to my ideas and views	<input type="checkbox"/> 1	<input type="checkbox"/> 2	132
Teachers often gave me homework in S4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	133
Teachers made sure I did homework they set	<input type="checkbox"/> 1	<input type="checkbox"/> 2	134

3. Did you have a part-time job, or do any part-time paid work, when you were in your 4<sup>th</sup> year at school?

Yes	<input type="checkbox"/> 1	On average, how many hours per week did you work during a school week?	135
No	<input type="checkbox"/> 2		
		Write in:	<input type="text"/> <input type="text"/>

136-7

4. Did your secondary school teachers give you enough help with ...

Please tick one box for each

	Yes	No	I didn't want help	
... choosing subjects at the end of <u>2<sup>nd</sup> year</u> (S2)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	138
... choosing to stay on or leave after <u>4<sup>th</sup> year</u> (S4)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	139
... your school work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	140
... your own personal problems?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	141
... choosing <i>Skillseekers</i> training after leaving school?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	142

5. Did you play truant (skip school) in your 4<sup>th</sup> year at school?

Please tick one box only

- never	<input type="checkbox"/> 1	- a <u>day</u> here and there	<input type="checkbox"/> 3	143
- a lesson here and there	<input type="checkbox"/> 2	- several days at a time	<input type="checkbox"/> 4	
		- weeks at a time	<input type="checkbox"/> 5	

6. Have you done any unpaid work experience or work shadowing organised by your school?

Yes, in S4 or before	<input type="checkbox"/> 1	144
Yes, in S5	<input type="checkbox"/> 2	
No	<input type="checkbox"/> 3	

7. When you were in S4, did you get careers advice in any of the following ways?

Please tick yes or no for each

	Yes	No	
Talking alone with a careers advisor in school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	145
Being spoken to by a careers advisor as part of a group or class in school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	146
Visiting a careers office outside school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	147

8. Think back to S4. When you were deciding what to do after S4, which of these people gave you advice?

Please tick one box for each to say whether they gave you any advice, and whether that advice was helpful.

	Helpful advice	Advice not helpful	No advice	
- your friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	148
- your parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	149
- your brother(s) or sister(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	150
- your guidance teacher or tutor at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	151
- other teachers at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	152
- someone from the careers service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	153

## QUALIFICATIONS

9. Please tick one box to show how many Standard Grades you have:

- None ☐ 1
- 1 or more Standard Grade(s), all at grades 4-7 ☐ 2
- 1-2 Standard Grades at grades 1-3 ☐ 3
- 3-4 Standard Grades at grades 1-3 ☐ 4
- 5 or more Standard Grades at grades 1-3 ☐ 5

154

10. Some Scottish students sit English exams like GCSEs.  
Please tick one box to show how many GCSEs you have:

- None ☐ 1
- 1 or more GCSE(s), all at grades D and below ☐ 2
- 1-2 GCSEs at grades A-C ☐ 3
- 3-4 GCSEs at grades A-C ☐ 4
- 5 or more GCSEs at grades A-C ☐ 5

155

## AFTER S4

11. *The next few questions are about what you did after S4.*

- Count yourself as starting 5<sup>th</sup> year if you were still at school at the end of September 1998, even if you left school soon after that.
- Also, count yourself as starting 5<sup>th</sup> year even if you moved to a different school for 5<sup>th</sup> year.

Did you start a fifth year at school?

Yes ☐ 1 → Please go to Q.13 (page 5)

156

No ☐ 2 → Please write in the month and year when you left school  
(e.g. December=12, April=04)

157-62

Write in:   1 9    
month year

12. For each of the following, please tick a box to say whether it was one of the reasons why you left school after S4.

Please tick one box for each statement.

	Was a reason	Was not a reason
I was offered a job	<input type="checkbox"/> 1	<input type="checkbox"/> 2
I had had enough of school	<input type="checkbox"/> 1	<input type="checkbox"/> 2
I wanted to go to college	<input type="checkbox"/> 1	<input type="checkbox"/> 2
I was offered a Skillseekers placement/training	<input type="checkbox"/> 1	<input type="checkbox"/> 2

163

164

165

166

Now please go to Q.17 (page 6)



13. **For each** of the following, please tick **one box** to say whether it was one of the reasons why you started fifth year.

	Was a reason	Was not a reason	
The idea of leaving after S4 never crossed my mind	<input type="checkbox"/> 1	<input type="checkbox"/> 2	167
I was too young to leave at the end of S4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	168
I wanted qualifications for going on to further or higher education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	169
There were certain courses or subjects I wanted to do	<input type="checkbox"/> 1	<input type="checkbox"/> 2	170
There were no <i>Skillseekers</i> places available that I wanted	<input type="checkbox"/> 1	<input type="checkbox"/> 2	171
There were no jobs around that I wanted	<input type="checkbox"/> 1	<input type="checkbox"/> 2	172
I enjoyed school life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	173
I was too young to enter the job or training I'd chosen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	174
I hadn't decided on my future education or career	<input type="checkbox"/> 1	<input type="checkbox"/> 2	175
I thought that by getting better qualifications I'd improve my job prospects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	176
I was too young to claim Social Security benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	177

14. **Have you moved to a new school for your 5<sup>th</sup> year?**

Yes ☐ 1  
No ☐ 2

178

CD 02

15. **Please tick one box for each of these statements about S5, to say whether you agree or disagree.**

	Agree	Disagree	
For me, S5 is really just the same as S4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	208
In S5, teachers give pupils much more respect	<input type="checkbox"/> 1	<input type="checkbox"/> 2	209
In S5 there is not enough time to do the study needed for Highers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	210

16. **Are you still at school now, or have you now left?**

Still at school ☐ 1 →

**Please go to Q.37 (page 10)**

211

I have now left ☐ 2 →

**Please write in the month and year when you left school**  
(e.g. December=12, April=04)

212-7

Write in:

month

**1 9**    
year

## CURRENT ACTIVITY

### 17. What are you doing now?

Please tick one box only  
to show your main activity

- |  |                          |    |
|--|--------------------------|----|
| In a job which includes <i>Skillseekers</i> training                             | <input type="checkbox"/> | 01 |
| In a job <u>not</u> involving <i>Skillseekers</i> training                       | <input type="checkbox"/> | 02 |
| On <i>Skillseekers</i> training ( <u>not</u> a job)                              | <input type="checkbox"/> | 03 |
| Out of work and looking for a job  | <input type="checkbox"/> | 04 |
| Full-time at school  | <input type="checkbox"/> | 05 |
| Full-time at college   | <input type="checkbox"/> | 06 |
| Looking after child/family/home  | <input type="checkbox"/> | 07 |
| Travelling/Long holiday ( <u>not</u> paid leave)                                 | <input type="checkbox"/> | 08 |
| Doing something else (such as part-time work/education) - <b>please write in</b> | <input type="checkbox"/> | 09 |



218-9

## FURTHER EDUCATION

### 18. Are you currently studying at a college or university?

- Yes ☐ <sub>1</sub> → **Please answer Qs.19-22**
- No ☐ <sub>2</sub> → **Please go to Q.23 (page 7)**

220

### 19. Are you studying full-time or part-time?

- Full-time ☐ <sub>1</sub>
- Part-time ☐ <sub>2</sub>

221

### 20. What is the name of the college or place where you do the course?

WRITE IN NAME:

222-4

### 21. Please write in ALL the subject(s) you are studying.

WRITE IN SUBJECT(S):

225-48

### 22. What sort of qualification are you studying for?

- |  |                          |    |
|--|--------------------------|----|
| Highers  | <input type="checkbox"/> | 01 |
| Scottish Vocational Qualification (SVQ)          | <input type="checkbox"/> | 02 |
| General Scottish Vocational Qualification (GSVQ) | <input type="checkbox"/> | 03 |
| City and Guilds                                  | <input type="checkbox"/> | 04 |
| Royal Society for the Arts (RSA)                 | <input type="checkbox"/> | 05 |
| something else ( <b>please write in</b> )        | <input type="checkbox"/> | 06 |



249-60

## ACTIVITY IN THE LAST YEAR

23. Now think back over the last year. Since the beginning of May 1998, have you been unemployed (signing on) for any period of one month or longer?

Yes ☐ 1

No ☐ 2

261

24. Since the beginning of May 1998, have you had any part-time work (under 30 hours a week) that lasted for one month or more?

Yes ☐ 1

No ☐ 2

262

25. Have you been on any Government training or work schemes since the beginning of May 1998?

Yes ☐ 1

No ☐ 2

**How many schemes have you been on since the beginning of May 1998?**

Please write in: \_\_\_\_\_

263

264-5

26. Thinking back to October 1998, what was your main activity at that time?

*Please tick one box only. If you were doing more than one of these activities, please select the one which you considered to be your main activity.*

266-7

In a job which includes *Skillseekers* training ☐ 01

In a job not involving *Skillseekers* training ☐ 02

On *Skillseekers* training (not a job) ☐ 03

Out of work and looking for a job ☐ 04

Full-time at school ☐ 05

Full-time at college ☐ 06

Looking after child/family/home ☐ 07

Travelling/Long holiday (not paid leave) ☐ 08

Doing something else (such as part-time work/education) - **please write in** ☐ 09



Spare  
268-99

## JOBS AND TRAINING

- If the main thing that you are doing at the moment is a job (including part-time), a Skillseekers placement or a training scheme, please answer questions 27 to 36 about that job or training.
- If your main activity is not a job or a Skillseekers placement, please go straight to Q.37 (page 10).

CD 03

27. What is (was) the name of your job or the work you are (were) being trained to do?

Please write in:

SOC/ES  
308-12

28. Please describe the sort of work that you mainly do in that job.

Please write in:

29. What sort of place or organisation is (was) it? (e.g. shoe shop, electronics factory, private hospital, etc.)

Please write in:

SIC  
313-4

30. On average, how many hours do you work each week in this job/scheme (not counting lunch breaks)?

Please write in hours per week →

315-6

31. Is (Was) your job a temporary contract with an agreed end date?

*If you were taken on a temporary contract which may become permanent, please tick the "yes" box for "temporary".*

Yes ☐ 1

No ☐ 2

317

32. How/Where did you find this job or training scheme?

*Please tick one box only. If you used a combination of methods, please select the one you think was the main method.*

The Job Centre ☐ 01

Government Scheme ☐ 05

Unemployment Benefit Office ☐ 02

Friend or family member ☐ 06

Careers Office ☐ 03

Recruitment fair/Milk round ☐ 07

External job advertisement (e.g. newspaper) ☐ 04

Internal job advertisement ☐ 08

Other (Please write in below) ☐ 09



\_\_\_\_\_

318-9

33. Thinking about this job (or training scheme), please tick one box for each of the following to say whether you agree or disagree.

	Agree	Disagree	
I would leave this job if I could get a better job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	320
I will probably leave this job when I have got my qualification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	321
This is the kind of work I want to do in the future	<input type="checkbox"/> 1	<input type="checkbox"/> 2	322
This is good experience and should help me to move on to something better	<input type="checkbox"/> 1	<input type="checkbox"/> 2	323
I had this job/placement lined up before I left school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	324
This is the <u>only</u> job or placement I have had since leaving school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	325
The job is teaching me useful skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	326
The <u>main</u> reason I do this is for the money	<input type="checkbox"/> 1	<input type="checkbox"/> 2	327

34. In this job/scheme, do (did) you get any of the following sorts of training?  
Please tick one box for each.

	Yes	No	
<u>On-the-job</u> training from a supervisor, trainer or experienced colleague ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	328
Training at the firm's own training centre ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	329
Training at a college ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	330
Training somewhere else away from the job ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	331

35. Please answer this question if you have ticked any of the 'Yes' boxes at Q.34. Otherwise please go to Q.36.

Will this training lead to a qualification?

Yes	<input type="checkbox"/> 1	→	What is the name of this qualification?	332
No	<input type="checkbox"/> 2		Write in: <input type="text"/>	333-6

36. In total, how much money do you usually take home from benefits and/or employment, after deductions but including bonuses or overtime?

(a) Please write in amount to the nearest pound → £

337-9

- (b) You take home this amount of money every...

Please tick one box only.

week	<input type="checkbox"/> 1	340
2 weeks	<input type="checkbox"/> 2	
month	<input type="checkbox"/> 3	
3 months	<input type="checkbox"/> 4	
other period (write in below)	<input type="checkbox"/> 5	

\_\_\_\_\_

## LOOKING FOR JOBS, PART-TIME JOBS

37. At the moment are you looking for...

Please tick one box

- a full-time job ☐ 1
- a part-time job ☐ 2
- either ☐ 3
- I am not looking for a job ☐ 4

341

38. At the moment are you looking for a (new) **Skillseekers** placement?

- Yes ☐ 1
- No ☐ 2

342

39. Have you applied for, or been after, any jobs in the past four weeks?

- Yes ☐ 1 →
- No ☐ 2

How many jobs have you applied for, or been after, in the past four weeks?

Write in: \_\_\_\_\_

343

344-5

40. Do you have any part-time paid work (under 30 hours a week) at the moment?

- Yes ☐ 1
- No ☐ 2

346

## YOUR HOME AND FAMILY

41. In your time at secondary school, how often did your parent(s) do the following?

Please tick one box for each

	Never	Sometimes	Often	
check if you had done your homework	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	347
expect you to do chores around the home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	348
limit your time for going out on school nights	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	349
talk to you about the day's events at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	350
urge you to earn money (eg a paper round or other job)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	351
encourage you in your own plans and hopes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	352
urge you to do your best at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	353
discuss career plans with you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	354

42. In your fourth year at school, who did you usually stay with during the school week?

Please tick one box only

mother and father	<input type="checkbox"/> 01	other relatives	<input type="checkbox"/> 06
mother and step-father	<input type="checkbox"/> 02	foster parents	<input type="checkbox"/> 07
father and step-mother	<input type="checkbox"/> 03	boarding school	<input type="checkbox"/> 08
mother only	<input type="checkbox"/> 04	school hostel	<input type="checkbox"/> 09
father only	<input type="checkbox"/> 05	other(s)	<input type="checkbox"/> 10

355-6

43. In your fourth year in school, what type of housing did you live in?

Please tick one box only

owned by your parents or the people you stayed with (including buying on a mortgage)	<input type="checkbox"/> 1
rented from the Council, Scottish Homes or a New Town Development Corporation	<input type="checkbox"/> 2
rented from a Housing Association	<input type="checkbox"/> 3
rented privately	<input type="checkbox"/> 4
something else (please write in)	<input type="checkbox"/> 5

357

44. How many brothers and sisters do you have (including step-brothers and step-sisters)?

If none, write '0'

Please write in:

Brothers

Sisters

358

359

45. Please tick one box for your father (or step-father) and one for your mother (or step-mother), to show which of the following is the main thing that they are doing at the moment:

	Father	Mother
- in a full-time job (30+ hours a week)	<input type="checkbox"/> 1	<input type="checkbox"/> 1
- in a part-time job	<input type="checkbox"/> 2	<input type="checkbox"/> 2
- unemployed	<input type="checkbox"/> 3	<input type="checkbox"/> 3
- retired	<input type="checkbox"/> 4	<input type="checkbox"/> 4
- doing full-time unpaid work in the home	<input type="checkbox"/> 5	<input type="checkbox"/> 5
- something else (please write in)	<input type="checkbox"/> 6	<input type="checkbox"/> 6
- not sure	<input type="checkbox"/> 7	<input type="checkbox"/> 7

360-1

Spare  
362-99

## YOUR PARENTS

46. Please tell us about your parents' (or step parents') jobs.  
If they are not working at the moment please tell us about their most recent jobs.

CD 04

	Father	Mother
a) What is the name of the job?	<div></div>	<div></div>
b) Please describe the kind of work that they do in that job.	<div></div>	<div></div>
c) What sort of place or organisation do they work for? (e.g. shoe shop, electronics factory)	<div></div>	<div></div>
d) Are they self-employed?	Yes <input type="checkbox"/> <sub>1</sub> No <input type="checkbox"/> <sub>2</sub>	Yes <input type="checkbox"/> <sub>1</sub> No <input type="checkbox"/> <sub>2</sub>

SOC/ES  
408-17

SEG  
(418-21)

SC  
(422-3)

SIC  
424-7

428-9

47. Please tick one box for your father (or step-father) and one for your mother (or step-mother), to show how old they were when they left school:

	Father	Mother
- 15 years old or less	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
- 16 years old	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>2</sub>
- 17 years old or more	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>3</sub>
- not sure	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>4</sub>
- I prefer not to say	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>5</sub>

430-1



## YOUR HOME; THE FUTURE

48. Please tick one box for each of the following to say which are in your home.

	Yes	No	
a room of your own	<input type="checkbox"/> 1	<input type="checkbox"/> 2	432
a good place where you could study	<input type="checkbox"/> 1	<input type="checkbox"/> 2	433
a video recorder	<input type="checkbox"/> 1	<input type="checkbox"/> 2	434
a computer (not just for games) <u>with</u> CD-rom or DVD-rom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	435
a computer (not just for games) <u>without</u> CD-rom or DVD-rom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	436
a computer for games only	<input type="checkbox"/> 1	<input type="checkbox"/> 2	437
a dictionary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	438

49. Please tick one box to tell us what you think you will probably be doing in about one year's time.

*If you are not sure,  
please tick the most  
likely one*

- out of work	<input type="checkbox"/> 1	439
- in a full-time job	<input type="checkbox"/> 2	
- in a part-time job	<input type="checkbox"/> 3	
- in full-time education	<input type="checkbox"/> 4	
- on a <i>Skillseekers</i> placement or training	<input type="checkbox"/> 5	
- looking after the home or family	<input type="checkbox"/> 6	
- doing something else, or a combination of these ( <b>please write in</b> )	<input type="checkbox"/> 7	

50. Now, think about what you would like to do in the future.  
Please tick one box for each of the following statements to say whether you agree or disagree.

	Agree	Disagree	
In the future I would like to have a full-time job which I enjoy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	440
I'll just wait and see where I end up	<input type="checkbox"/> 1	<input type="checkbox"/> 2	441
I have a clear idea of the career that I want	<input type="checkbox"/> 1	<input type="checkbox"/> 2	442
I would like to have a full-time job for most of my adult life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	443
I would like to raise a family some time in the future	<input type="checkbox"/> 1	<input type="checkbox"/> 2	444
Having a career or profession is important to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	445
I would like to go to university and get a degree	<input type="checkbox"/> 1	<input type="checkbox"/> 2	446
I want to get some other qualifications of some sort	<input type="checkbox"/> 1	<input type="checkbox"/> 2	447

Do we have your correct name and address, including the correct postcode?

If the envelope we sent you was correctly addressed, please tick this box:

☐

If we made a mistake in your name and address please write your full name and address here →

Name: .....  
(first name) (last name)  
Address: .....  
.....  
.....  
Post code: .....

448

We might want to write to you again in a couple of year's time with a few more questions. In case you move between now and then, could you **write the name and address of two other people (with different addresses from you) who may know where to reach you** - such as a grandparent, aunt, uncle, brother, sister, or close friend. **Even if you don't think you'll move, please try to fill in at least one other name and address**, just in case.

Mr/Mrs/Ms/Miss .....  
(first name)  
.....  
(last name)  
Relationship to you: .....  
Address: .....  
.....  
.....  
Post code: .....

449

Mr/Mrs/Ms/Miss .....  
(first name)  
.....  
(last name)  
Relationship to you: .....  
Address: .....  
.....  
.....  
Post code: .....

450

Spare  
451-499

Thank you very much for your help.

Now please post this back to us in the envelope provided.  
It does not need a stamp.

# Survey of Young People in Scotland

PRIVATE AND CONFIDENTIAL

# ***Survey of Young People in Scotland***

## ***Filling in the questionnaire***

This questionnaire is about your experiences and opinions of school and what you have done since leaving school.

Most of the questions have a box beside them and you give your answer by ticking the box like this: -

☐ 4

Sometimes the box will have an arrow alongside, with an instruction telling you where to go next. Please follow these instructions carefully. In the following example the “No” box has been ticked, so you should next answer question 25.

No ☒ 4 → Go to Question 25

## ***Sending back the questionnaire***

When you have filled in the questionnaire please send it back to us in the reply paid envelope (it does not need a stamp).

Thank you for your help.

## ***Any queries?***

If you have any queries or concerns about the survey, please phone our survey help-line on 0800 652 0501 (from 9.30 a.m. to 5.30 p.m.). This is a freephone number, so you will not have to pay for the call.

Alternatively, you can write to either of the researchers responsible for the survey, at the following addresses:

John Tibbitt  
Scottish Office  
1/B Victoria Quay  
Edinburgh  
EH6 6QQ

Peter Lynn  
SCPR  
35 Northampton Square  
London  
EC1V 0AX

SN 401-4  
Cd 04 405-6  
Batch 407-11

# YOUR TIME AT SCHOOL

1. Think back to your time at secondary school. For each of these statements, please tick a box to say whether you agree or disagree.

	Agree	Disagree	
School helped to give me confidence to make decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	412
School did very little to prepare me for life when I left school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	413
School taught me things which would be useful in a job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	414
My teachers helped me to do my best	<input type="checkbox"/> 1	<input type="checkbox"/> 2	415

2. During your time at secondary school, did you do any work experience or work shadowing ?

Yes	<input type="checkbox"/> 1	416
No	<input type="checkbox"/> 2	

3. When did you leave secondary school?

Please write in the month and year when you left school

(e.g. April=04,  
Dec=12)

Write in:   19    
month year 417-22

4. And at which stage of school was this?

Please tick one box

I left at the end of <b>S4</b>	<input type="checkbox"/> 1	} <b>Go to question 6</b>	423
I left during, or at the end of, the <b>first term of S5</b>	<input type="checkbox"/> 2		
I left during, or at the end of, the <b>second or third term of S5</b>	<input type="checkbox"/> 3	} <b>Answer question 5</b>	
I left during, or at the end of, <b>S6</b>	<input type="checkbox"/> 4		

5. Please tick one box for each of these statements about S5/S6 to say whether you agree or disagree.

	Agree	Disagree	
For me, S5/S6 was really just the same as S4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	424
In S5/S6, teachers gave pupils much more respect	<input type="checkbox"/> 1	<input type="checkbox"/> 2	425
In S5/S6 there was not enough time to do the study needed for Highers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	426

# **QUALIFICATIONS**

6. Please tick one box to show how many **Standard Grades** you have:

- None ☐ 1
- 1 or more Standard Grade(s), all at grades 4-7 ☐ 2
- 1 or 2 Standard Grades at grades 1-3 ☐ 3
- 3 or 4 Standard Grades at grades 1-3 ☐ 4
- 5 or more Standard Grades at grades 1-3 ☐ 5

427

7. And please tick one box to show how many **Higher Grades** you have:

- No Highers ☐ 1
- 1-2 Highers ☐ 2
- 3-4 Highers ☐ 3
- 5 or more Highers ☐ 4

428

8. Some Scottish students sit English exams like **GCSEs** and **A levels**.  
Please tick one box to show how many **GCSEs** you have:

- None ☐ 1
- 1 or more GCSE(s), all at grades D and below ☐ 2
- 1 or 2 GCSEs at grades A-C ☐ 3
- 3 or 4 GCSEs at grades A-C ☐ 4
- 5 or more GCSEs at grades A-C ☐ 5

429

9. And please tick one box to show how many '**A**' levels you have:

- No 'A' levels ☐ 1
- 1 or 2 'A' levels ☐ 2
- 3 or more 'A' levels ☐ 3

430

10. Please enter the details of any other qualifications you have.

Name of Qualification (e.g. RSA, C&G)	Level of Qualification (if applicable)	Subject	Result/ grade	Date obtained	
				Month	Year

.431-442

.443-454

.455-466

.467-478

CD 05  
.507-518

## CURRENT ACTIVITY

11. Please tick one box to say what the main thing is that you are doing at the moment.

In a job which includes <i>Skillseekers</i> training	<input type="checkbox"/>	01
In a job which does <u>not</u> include <i>Skillseekers</i> training	<input type="checkbox"/>	02
On <i>Skillseekers</i> training (not a job)	<input type="checkbox"/>	03
Out of work and looking for a job	<input type="checkbox"/>	04
In full-time higher education, e.g. degree, HND, HNC	<input type="checkbox"/>	05
In other full-time education	<input type="checkbox"/>	06
Looking after child/ family/ home	<input type="checkbox"/>	07
Travelling/ Long holiday ( <u>not</u> paid leave)	<input type="checkbox"/>	08
- Doing something else (such as part-time work/education)	<input type="checkbox"/>	09
Please write in below		
_____		

519-20

12. Do you have any part-time paid work (under 30 hours a week) at the moment?

Yes	<input type="checkbox"/>	→	Answer question 13
No	<input type="checkbox"/>	→	Go to question 15 on page 4

521

13. On average, how many hours per week do you work in this part-time job(s)?

Write in:

522-23

14. Do you agree or disagree with each of these statements about your current part-time job?

	Agree	Disagree	
I would prefer a full-time job, but I can only get a part-time job at the moment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	524
The <u>main</u> reason I do this is for the money	<input type="checkbox"/> 1	<input type="checkbox"/> 2	525
The experience should help me to get a full-time job in the future	<input type="checkbox"/> 1	<input type="checkbox"/> 2	526
The job is teaching me useful skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	527
This is the sort of work that I would eventually like to do full-time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	528
I would leave this job if I could get a better part-time job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	529
I would leave this job if I could get a full-time job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	530
I cannot work longer hours as I have to look after someone (brother, sister, parent, grandparent etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	531

## ACTIVITY IN THE LAST TWO YEARS

Now we would like you to answer a few questions about what you have been doing since we last wrote to you in May 1997.

15. Thinking back about 18 months, to **October 1997**, what was your main activity at that time?

Please tick one box only. If you were doing more than one of these activities, please tick the one which you considered to be your main activity.

- |  |                          |    |
|--|--------------------------|----|
| In a job which includes <i>Skillseekers</i> training   | <input type="checkbox"/> | 01 |
| In a job which does <u>not</u> include <i>Skillseekers</i> training  | <input type="checkbox"/> | 02 |
| On <i>Skillseekers</i> training (not a job)  | <input type="checkbox"/> | 03 |
| Out of work and looking for a job  | <input type="checkbox"/> | 04 |
| In full-time higher education, e.g. degree, HND, HNC   | <input type="checkbox"/> | 05 |
| In other full-time education   | <input type="checkbox"/> | 06 |
| Looking after child/family/home  | <input type="checkbox"/> | 07 |
| Travelling/ Long holiday ( <u>not</u> paid leave)  | <input type="checkbox"/> | 08 |
| - Doing something else (such as part-time work/education)  | <input type="checkbox"/> | 09 |
| Please write in below  |                          |    |
| <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="text-align: right;">↙</div> |                          |    |

532-33

16. Now, thinking back about a year, to **May 1998**, what was your main activity at that time?

Please tick one box only. If you were doing more than one of these activities, please tick the one which you considered to be your main activity.

- |  |                          |    |
|--|--------------------------|----|
| In a job which includes <i>Skillseekers</i> training   | <input type="checkbox"/> | 01 |
| In a job which does <u>not</u> include <i>Skillseekers</i> training  | <input type="checkbox"/> | 02 |
| On <i>Skillseekers</i> training (not a job)  | <input type="checkbox"/> | 03 |
| Out of work and looking for a job  | <input type="checkbox"/> | 04 |
| In full-time higher education, e.g. degree, HND, HNC   | <input type="checkbox"/> | 05 |
| In other full-time education   | <input type="checkbox"/> | 06 |
| Looking after child/family/home  | <input type="checkbox"/> | 07 |
| Travelling/ Long holiday ( <u>not</u> paid leave)  | <input type="checkbox"/> | 08 |
| - Doing something else (such as part-time work/education)  | <input type="checkbox"/> | 09 |
| Please write in below  |                          |    |
| <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="text-align: right;">↙</div> |                          |    |

534-5



17. Now, thinking back about 6 months, to October 1998, what was your main activity at that time?

Please tick one box only. If you were doing more than one of these activities, please tick the one which you considered to be your main activity.

- In a job which includes *Skillseekers* training ☐ 01
- In a job which does not include *Skillseekers* training ☐ 02
- On *Skillseekers* training (not a job) ☐ 03
- Out of work and looking for a job ☐ 04
- In full-time higher education, e.g. degree, HND, HNC ☐ 05
- In other full-time education ☐ 06
- Looking after child/family/home ☐ 07
- Travelling/ Long holiday (not paid leave) ☐ 08
- Doing something else (such as part-time work/education) ☐ 09
- Please write in below

536-7

18. Now think back over the last two years. Since we last contacted you in May 1997, have you been unemployed (signing on) for any period of one month or longer?

- Yes ☐ 1
- No ☐ 2

538

19. Since we last contacted you in May 1997, have you had any part-time work (under 30 hours a week) that lasted for one month or more?

- Yes ☐ 1
- No ☐ 2

539

20. Have you been on any Government training or work schemes since we last contacted you in May 1997?

- Yes ☐ →
- No ☐ 1
- ☐ 2

How many schemes have you been on since May 1997?

Please write in:

541-2

540

## CURRENT EDUCATION

21. Are you currently studying at a college or university?

Yes, at a college of Further Education

☐ 1

Yes, at a University

☐ 2

Yes, other (please say what): \_\_\_\_\_

☐ 3

No

☐ 4

Answer question 22

Go to page 7

543

22. Are you studying full-time or part-time?

Please tick one box

Full-time

☐ 1

Part-time

☐ 2

544

23. What is the name of the college or place where you do the course?

Write in:

545-6

24. What subject(s) are you are studying?

Write in:

547-70

25. What sort of qualification are you studying for?

Please tick one box

Degree

☐ 1

Nursing Qualification

☐ 2

SVQ

☐ 3

GSVQ

☐ 4

Highers

☐ 5

something else (please write in )

☐ 6

\_\_\_\_\_

571

## JOBS AND TRAINING

- If the main thing that you are doing at the moment is a job (including part-time), work placement or a training scheme, please answer questions 26 to 37 about that job or training.
- If you do not have a job or training, please answer about the most recent job you have had or training scheme you have been on.
- If you have never had a job or training scheme, please go straight to Q.38 on page 10.

26. What is (was) the name of your job or the work you are (were) being trained to do?

Please write in:

SOC  
572-4

27. Please describe the sort of work that you mainly do (did) in that job.

Please write in:

SPARE  
575-6

28. Are (were) you an employee or self-employed?

Tick one box only.

Employee ☐ 1

Self-employed, with employees ☐ 2

Self-employed, with no employees ☐ 3

Trainee on Government Training Scheme ☐ 4

577

29. What sort of place or organisation is (was) it? (e.g. shoe shop, electronics factory, private hospital, etc.)

Please write in:

SIC  
578-9

30. Including yourself, about how many people work (worked) at the same place as you?

Please tick one box only.

1-9 ☐ 1

10-24 ☐ 2

25-49 ☐ 3

50-99 ☐ 4

100 or more ☐ 5

580

The following questions are still about the job or training scheme that you reported at question 26 on page 7.

CD 06  
605-6

31. On average, how many hours do you work each week in this job/scheme (not counting lunch breaks)?

607-8

Write in hours per week →

32. Is (was) your job a temporary contract with an agreed end date?

*If you were taken on a temporary contract which may become permanent, please tick the "yes" box for temporary.*

Yes ☐ <sub>1</sub>  
No ☐ <sub>2</sub>

609

33. On average, how much money do you take home in total each week - after deductions, but including any overtime, training allowance, or second job?

Please write in (to nearest pound): £

610-12

34. In this job/scheme, do (did) you get any of the following sorts of training? Please tick yes or no for each.

Yes No

On-the-job training from a supervisor, trainer or experienced colleague ? ☐ <sub>1</sub> ☐ <sub>2</sub>

613

Training at the firm's own training centre ? ☐ <sub>1</sub> ☐ <sub>2</sub>

614

Training at a college ? ☐ <sub>1</sub> ☐ <sub>2</sub>

615

Training somewhere else away from the job ? ☐ <sub>1</sub> ☐ <sub>2</sub>

616

35. Please answer this question if you have ticked any of the 'Yes' boxes at question 34. Otherwise please go to question 36.

Will this training lead to a qualification?

Yes ☐ → <sub>1</sub>  
No ☐ <sub>2</sub>


What is the name of this qualification?  
Write in:

617

618-19

36. How/ where did you find this job or training scheme?

Please tick one box only. If you used a combination of methods, please select the one you think was the main method.

The Job Centre	<input type="checkbox"/> 01	Government Scheme	<input type="checkbox"/> 02
Unemployment Benefit Office	<input type="checkbox"/> 03	Friend or family member	<input type="checkbox"/> 04
Careers Office	<input type="checkbox"/> 05	Recruitment fair/Milk round	<input type="checkbox"/> 06
External job advertisement (e.g. newspaper)	<input type="checkbox"/> 07	Internal job advertisement	<input type="checkbox"/> 08
		Other (Please write in below)	<input type="checkbox"/> 09
			
<hr/>			

620-21

37. Please answer this question if you currently have a job or you are on a training scheme. Otherwise, please go to question 38 on the next page.

Still thinking about this job (or training scheme), please tick a box to say whether you agree or disagree with each of the following.

	Agree	Disagree	
I would leave this job (or scheme) if I could get a better job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	622
I will probably leave this job (or scheme) when I have got my qualification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	623
This is the kind of work I want to do in the future	<input type="checkbox"/> 1	<input type="checkbox"/> 2	624
This is good experience and should help me to move on to something better	<input type="checkbox"/> 1	<input type="checkbox"/> 2	625
This is the <u>only</u> job I have had since leaving school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	626
This job (or scheme) is teaching me useful skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	627
The <u>main</u> reason I do this is for the money	<input type="checkbox"/> 1	<input type="checkbox"/> 2	628

## LOOKING FOR JOBS

38. At the moment are you looking for...

Please tick one box

- a full-time job ☐ 1
- a part-time job ☐ 2
- either ☐ 3
- I am not looking for a job ☐ 4

629

39. Have you applied for, or been after, any jobs in the past four weeks?

- Yes ☐ 1
- No ☐ 2

How many jobs have you applied for, or been after, in the past four weeks?

Write in: \_\_\_\_\_

630

631-2

## INCOME

40. In total, how much money do you currently take home from benefits and/or employment, after deductions but including bonuses or overtime?

633-8

(a) Please write in amount to the nearest pound: £

(b) You take home this amount of money every...

Please tick one box only.

- week ☐ 1
- 2 weeks ☐ 2
- month ☐ 3
- 3 months ☐ 4
- other period (write in below) ☐ 5
- \_\_\_\_\_

639

## YOUR HOME AND FAMILY

### 41. Do you have any children?

Please tick one box

Yes, living with me ☐ 1

640

Yes, living elsewhere ☐ 2

641

No ☐ 3

642

### 42. Which of the following best describes where you are staying at the moment?

Please tick one box

- with my parent(s) ☐ 1

643

- living on my own ☐ 2

- with my partner/ husband/ wife, in a place of our own ☐ 3

- sharing a house/ flat with others ☐ 4

- in a university halls of residence ☐ 5

- something else (please write in ) ☐ 6



\_\_\_\_\_

### 43. Have you at any time moved away from your parents' home (even if you later moved back there again)?

Please tick one box

Yes ☐ 1

644

No ☐ 2 → Go to question 45

### 44. When did you (first) leave your parents' home?

Please write in the month and year

(e.g. April=04,  
Dec=12)

Write in:   19    
month year

645-50

## YOUR HOME; THE FUTURE

45. Please tick one box for each of the following to say which are in the place where you are staying at the moment.

	Yes	No	
a room of your own	<input type="checkbox"/> 1	<input type="checkbox"/> 2	651
a good place where you could study or read	<input type="checkbox"/> 1	<input type="checkbox"/> 2	652
a video recorder	<input type="checkbox"/> 1	<input type="checkbox"/> 2	653
a computer (not just for games) <u>with</u> CD-rom or DVD	<input type="checkbox"/> 1	<input type="checkbox"/> 2	654
a computer (not just for games) <u>without</u> CD-rom or DVD	<input type="checkbox"/> 1	<input type="checkbox"/> 2	655
a computer for games only	<input type="checkbox"/> 1	<input type="checkbox"/> 2	656
a dictionary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	657

46. Please tick one box to tell us what you think you will probably be doing in about one year's time.

*If you are not sure,  
please tick the most  
likely one*

- out of work	<input type="checkbox"/> 1	658
- in a full-time job	<input type="checkbox"/> 2	
- in a part-time job	<input type="checkbox"/> 3	
- in full-time education	<input type="checkbox"/> 4	
- on a work placement or government training scheme	<input type="checkbox"/> 5	
- looking after the home or family	<input type="checkbox"/> 6	
- doing something else, or a combination of these <b>(please write in)</b>	<input type="checkbox"/> 7	

\_\_\_\_\_

47. And please tick one box to tell us what you think you will probably be doing in about four year's time.

*If you are not sure,  
please tick the most  
likely one*

- out of work	<input type="checkbox"/> 1	659
- in a full-time job	<input type="checkbox"/> 2	
- in a part-time job	<input type="checkbox"/> 3	
- in full-time education	<input type="checkbox"/> 4	
- on a work placement or government training scheme	<input type="checkbox"/> 5	
- looking after the home or family	<input type="checkbox"/> 6	
- doing something else, or a combination of these <b>(please write in)</b>	<input type="checkbox"/> 7	

\_\_\_\_\_



Do we have your correct name and address, including the correct postcode?

If the envelope we sent you was correctly addressed, please tick this box:

☐

If we made a mistake in your name and address please write your full name and address here →

Name: .....  
(first name) (last name)  
Address: .....  
.....  
.....  
.....  
Post code: .....

660

We might want to write to you again in a couple of year's time with a few more questions. In case you move between now and then, could you write the name and address of two other people (with different addresses from you) who may know where to reach you - such as a grandparent, aunt, uncle, brother, sister, or close friend. Even if you don't think you'll move, please try to fill in at least one other name and address, just in case.

Mr/Mrs/Ms/Miss .....  
(first name)  
.....  
(last name)  
Address: .....  
.....  
.....  
.....  
Post code: .....  
Relationship to you: .....

661

Mr/Mrs/Ms/Miss .....  
(first name)  
.....  
(last name)  
Address: .....  
.....  
.....  
.....  
Post code: .....  
Relationship to you: .....

662

Thank you for your help. Now please post this back to us in the envelope provided. It does not need a stamp.

P1821

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┘

## Appendix C

# ***Survey of Young People in Scotland***

### ***Filling in the questionnaire***

This booklet is for you to fill in. It is about what you have been doing since we contacted you in 1995. There are also some questions about your family and home.

Most of the questions have a box beside them and you give your answer by ticking the box like this: -

4
---

Sometimes the box will have an arrow alongside, with an instruction telling you where to go next. Please follow these instructions carefully. In the following example the "No" box has been ticked and you should therefore go to question 35.

No 

4
---

 → Go to Question 35

### ***Sending back the questionnaire***

When you have filled in the questionnaire please send it back to us in the reply paid envelope (it does not need a stamp).

Thank you for your help.

### ***Any queries***

If you have any queries or concerns about the survey, please phone our survey help-line on 0800 6520501 (from 9.30 a.m. to 5.30 p.m.). This is a freephone number, so you will not have to pay for the call.

Alternatively, you can write to either of the researchers responsible for the survey, at the following addresses:

John Tibbitt  
Scottish Office  
1/B Victoria Quay  
Edinburgh EH6 6QQ  
Phone 0131-244 0907

Gerry Nicolaas  
SCPR  
35 Northampton Square  
London EC1V 0AX  
Phone 0171-250 1866

## SINCE WE LAST CONTACTED YOU IN 1995

First we would like you to answer a few questions about what you are doing now, in the way of paid work, unemployment or things like looking after the family.

### 1. What are you doing now?

Please tick one box only. If you are doing more than one of these activities at the moment, please select the one which you consider to be your main activity.

- In a full-time job (30 hours or more a week) which does not involve a government training programme ☐ 01
- In a job which includes a government training programme such as Skillseekers or Modern Apprenticeship ☐ 02
- Not employed but on a government training programme such as Skillseekers or Modern Apprenticeship ☐ 03
- Out of work and looking for a job ☐ 04
- In full-time higher education, e.g. degree, HND, HNC ☐ 05
- In other full-time education ☐ 06
- Looking after child/family/home ☐ 07
- Travelling/Long holiday (not paid leave) ☐ 08
- Doing something else (such as part-time work/education) ☐ 09
- Please write in below



813-4

### 2. Do you have any part-time paid work (under 30 hours a week) at the moment?

- Yes ☐ 1
- No ☐ 2

815

### 3. At the moment are you looking for...

- a full-time job ☐ 1
- a part-time job ☐ 2
- either ☐ 3
- I am not looking for a job ☐ 4

816

### 4. Have you applied for, or been after, any jobs in the past four weeks?

- Yes ☐ 1
- No ☐ 2

If yes: How many jobs have you applied for, or been after, in the past four weeks?

Write in: \_\_\_\_\_

817

818-19

Now we would like you to answer a few questions about what you have been doing since May 1995.

5. Now think back over the last four years. What was your main activity on each of the following dates?

If you were doing more than one of these activities at any of the specified times, please select the one which you considered to be your main activity.

	1995		1996		1997		1998	
	May	Nov	May	Nov	May	Nov	May	Nov
In a full-time job (30 hours or more a week) <u>not</u> a government training programme	<input type="text" value="01"/>	<input type="text" value="01"/>	<input type="text" value="01"/>	<input type="text" value="01"/>	<input type="text" value="01"/>	<input type="text" value="01"/>	<input type="text" value="01"/>	<input type="text" value="01"/>
In a job which includes a govt. training programme e.g. Skillseekers, Modern Apprenticeship	<input type="text" value="02"/>	<input type="text" value="02"/>	<input type="text" value="02"/>	<input type="text" value="02"/>	<input type="text" value="02"/>	<input type="text" value="02"/>	<input type="text" value="02"/>	<input type="text" value="02"/>
Not employed but on a Government training programme e.g. Skillseekers, odern Apprenticeship	<input type="text" value="03"/>	<input type="text" value="03"/>	<input type="text" value="03"/>	<input type="text" value="03"/>	<input type="text" value="03"/>	<input type="text" value="03"/>	<input type="text" value="03"/>	<input type="text" value="03"/>
Out of work and looking for a job	<input type="text" value="04"/>	<input type="text" value="04"/>	<input type="text" value="04"/>	<input type="text" value="04"/>	<input type="text" value="04"/>	<input type="text" value="04"/>	<input type="text" value="04"/>	<input type="text" value="04"/>
In full-time higher education e.g. degree, HND, HNC	<input type="text" value="05"/>	<input type="text" value="05"/>	<input type="text" value="05"/>	<input type="text" value="05"/>	<input type="text" value="05"/>	<input type="text" value="05"/>	<input type="text" value="05"/>	<input type="text" value="05"/>
In other full-time education	<input type="text" value="06"/>	<input type="text" value="06"/>	<input type="text" value="06"/>	<input type="text" value="06"/>	<input type="text" value="06"/>	<input type="text" value="06"/>	<input type="text" value="06"/>	<input type="text" value="06"/>
Looking after home/family	<input type="text" value="07"/>	<input type="text" value="07"/>	<input type="text" value="07"/>	<input type="text" value="07"/>	<input type="text" value="07"/>	<input type="text" value="07"/>	<input type="text" value="07"/>	<input type="text" value="07"/>
Travelling/Long holiday ( <u>not</u> paid leave)	<input type="text" value="08"/>	<input type="text" value="08"/>	<input type="text" value="08"/>	<input type="text" value="08"/>	<input type="text" value="08"/>	<input type="text" value="08"/>	<input type="text" value="08"/>	<input type="text" value="08"/>
Doing something else	<input type="text" value="09"/>	<input type="text" value="09"/>	<input type="text" value="09"/>	<input type="text" value="09"/>	<input type="text" value="09"/>	<input type="text" value="09"/>	<input type="text" value="09"/>	<input type="text" value="09"/>

6. Since we last contacted you in May 1995, have you been unemployed (signing on) for any period of one month or longer?

Yes  1  
No  2

7. Since we last contacted you in May 1995, have you had any part-time work (under 30 hours a week) that lasted for one month or more?

Yes  1  
No  2

8. Have you been on any Government training programmes since we last contacted you in May 1995 (e.g. Skillseekers, Modern Apprenticeship)?

Yes  1  
No  2

If yes: How many schemes have you been on since April/May 1995?

Please write in: \_\_\_\_\_

## CAREER GUIDANCE

9. **Since leaving secondary school, have you received advice about jobs and/or education from any of the following people? If yes, please indicate whether the advice was helpful or not.**

*Please tick one box  
for every line.*

	Yes Advice was helpful	Yes Advice was <u>not</u> helpful	No Advice was not given	
Job Centre/Employment Service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	841
Local Careers Office	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	842
Adult Guidance Service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	843
Telephone Helpline	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	844
Career adviser at college/university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	845
Tutor at college/university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	846
Employer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	847
Workmates	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	848
Family member	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	849
Friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	850
Other (Please write in below)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	851



\_\_\_\_\_

(852-880  
Spare)

## JOBS AND TRAINING

- If the main thing that you are doing at the moment is a job (including part-time), work placement or training scheme, please answer questions 10 to 20 about that job or training.
- If you do not have a job and you are not on a training scheme, please answer the following questions about the most recent job you have had or training scheme you have been on.
- If you have never had a job or training scheme, please go straight to Question 21 on page 7.

CD 09  
906-7

10. What is (was) the name of your job or the work you are (were) being trained to do?

SOC/ES  
908-12

Please write in:

11. Please describe the sort of work that you mainly do (did) in that job.

Please write in:

12. Are (Were) you an employee or self-employed?

Tick one box only.

Manager ☐ 1

Employee ☐ 2

Self-employed, with employees ☐ 3

Self-employed, with no employees ☐ 4

Trainee on Government Training Scheme ☐ 5

913

13. What sort of place or organisation is (was) it? (e.g. shoe shop, electronics factory, private hospital, etc.)

SIC  
914-5

Please write in:

14. Including yourself, about how many people work (worked) at the same place as you?

Please tick one box only.

1-9 ☐ 1

10-24 ☐ 2

25-49 ☐ 3

50-99 ☐ 4

100 or more ☐ 5

916

The following questions are still about the job or training scheme that you reported at question 10 on page 4.

15. On average, how many hours do (did) you work each week in this job/scheme (not counting lunch breaks)?

Write in hours per week →

917-9

16. Is (Was) your job a temporary contract with an agreed end date?

*If you were taken on a temporary contract which may become permanent, please tick the "yes" box for temporary.*

Yes ☐ 1

No ☐ 2

920

17. How/Where did you find this job or training scheme

*Please tick one box only. If you used a combination of methods, please select the one you think was the main method?*

The Job Centre ☐ 01

Unemployment Benefit Office ☐ 02

Careers Office ☐ 03

External job advertisement (e.g. newspaper) ☐ 04

Internal job advertisement ☐ 05

Government Scheme ☐ 06

Friend or family member ☐ 07

Recruitment fair/Milk round ☐ 08

Other (Please write in below) ☐ 09



921-2



The following questions are still about the job or training scheme that you reported at question 10 on page 4.

18. In this job/scheme, do (did) you get any of the following sorts of training? Please tick yes or no for each.

	Yes	No
<u>On-the-job</u> training from a supervisor, trainer or experienced colleague?	<input type="checkbox"/>	<input type="checkbox"/>
Training at the firm's own training centre?	<input type="checkbox"/>	<input type="checkbox"/>
Training at a college?	<input type="checkbox"/>	<input type="checkbox"/>
Training somewhere else away from the job?	<input type="checkbox"/>	<input type="checkbox"/>
	1	2

923

924

925

926

19. Please answer this question if you have ticked any of the 'Yes' boxes at Question 18. Otherwise please go to Question 20.

Will this training lead to a qualification?

Yes ☐ <sup>1</sup> →

No ☐ <sup>2</sup>

If yes: What is the name of this qualification?

Please write in: \_\_\_\_\_

927

928-31

20. Please answer the following question if you currently have a job or you are on a training scheme. Otherwise please go to Question 21 on page 7.

Thinking about your current job (or training scheme), please tick a box to say whether you agree or disagree with each of the following.

	Agree	Disagree
I would leave this job (or scheme) if I could get a better job	<input type="checkbox"/>	<input type="checkbox"/>
I will probably leave this job (or scheme) when I have got my qualification	<input type="checkbox"/>	<input type="checkbox"/>
This is the kind of work I want to do in the future	<input type="checkbox"/>	<input type="checkbox"/>
This is good experience and should help me to move on to something better	<input type="checkbox"/>	<input type="checkbox"/>
This is the <u>only</u> job I have had since leaving school	<input type="checkbox"/>	<input type="checkbox"/>
This job (or scheme) is teaching me useful skills	<input type="checkbox"/>	<input type="checkbox"/>
The <u>main</u> reason I do this is for the money	<input type="checkbox"/>	<input type="checkbox"/>
	1	2

932

933

934

935

936

937

938

## INCOME AND BENEFITS

### 21. Do you now receive any of the following benefits?:

Please tick all that apply.

- |                                  |                          |    |
|----------------------------------|--------------------------|----|
| Job Seekers Allowance            | <input type="checkbox"/> | 01 |
| Child Benefit/One Parent Benefit | <input type="checkbox"/> | 02 |
| Incapacity Benefit               | <input type="checkbox"/> | 03 |
| Disability Living Allowance      | <input type="checkbox"/> | 04 |
| Disability Working Allowance     | <input type="checkbox"/> | 05 |
| Invalid Care Allowance           | <input type="checkbox"/> | 06 |
| Benefit suspended                | <input type="checkbox"/> | 07 |
| None                             | <input type="checkbox"/> | 08 |
| Other (write in below)           | <input type="checkbox"/> | 09 |

939-52

### 22. How much money do you usually take home from benefits and/or employment, after deductions but including bonuses or overtime?

(a) Please write in amount to the nearest pound →

£

953-8

(b) You take home this amount of money every...

Please tick one box only.

- |                               |                          |   |
|-------------------------------|--------------------------|---|
| week                          | <input type="checkbox"/> | 1 |
| 2 weeks                       | <input type="checkbox"/> | 2 |
| month                         | <input type="checkbox"/> | 3 |
| 3 months                      | <input type="checkbox"/> | 4 |
| other period (write in below) | <input type="checkbox"/> | 5 |

959

(960-80  
Spare)

QUALIFICATIONS

Now we would like you to answer a few questions about any education or training courses you are currently doing (that is education or courses that you have not yet completed).

23. Are you now doing any full-time or part-time education or training course ?

Yes, full-time

☐

1

Yes, part-time

☐

2

No

☐

3

→ Go to Question 24

→ Go to Question 27

24. What is the name of your college, university or training centre?

Please write in:

25. What is the name of the course or the subjects that you are studying?

Please write in:

26. What sort of qualification are you studying for?

Please tick one box only. If you are studying for more than one qualification, please select the main one.

Standard Grade, GCSE or equivalent

☐

01

Higher Grade, CSYS, A Level, AS Level or equivalent

☐

02

GSVQ/SVQ Level 1 or 2, SQA/SCOTVEC, BTEC First Diploma, City and Guilds Craft, RSA Diploma or equivalent

☐

03

GSVQ/SVQ Level 3, City and Guilds Advanced Craft, SQA National Certificate, RSA Advanced Diploma or equivalent

☐

04

HNC, HND, SVQ Level 4 or 5, RSA Higher Diploma or equivalent

☐

05

Ordinary Degree

☐

06

Honours Degree

☐

07

Higher Degree

☐

08

Professional Qualifications (for example, teaching, accountancy)

☐

09

Other (write in below)

☐

10

27. Do you now have any qualifications?

Yes

☐

1

→ Go to Question 28

No

☐

2

→ Go to Question 29

**28. Please tell us about any qualifications you have obtained.***Tick all that apply and provide further details as indicated.*

(e.g. March=03, December=12)

Type of qualification	Name of the course or (main) subject(s)	Date when qualification was obtained	Mode of Study (tick <u>one</u> box per qualification)		
		Month      Year	Full-time	Part-time	Distance Learning
<input type="checkbox"/> <sup>01</sup> Standard Grade, GCSE or equivalent		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
<input type="checkbox"/> <sup>02</sup> Higher Grade, CSYS, A Level, AS Level or equivalent		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
<input type="checkbox"/> <sup>03</sup> GSVQ/SVQ Level 1 or 2, SQA/SCOTVEC, BTEC First Diploma, City & Guilds Craft, RSA Diploma or equivalent		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
<input type="checkbox"/> <sup>04</sup> GSVQ/SVQ Level 3, City & Guilds Advanced Craft, SQA National Certificate, RSA Advanced Diploma or equivalent		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
<input type="checkbox"/> <sup>05</sup> HNC, HND, SVQ Level 4 or 5, RSA Higher Diploma or equivalent		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
<input type="checkbox"/> <sup>06</sup> Ordinary Degree		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
<input type="checkbox"/> <sup>07</sup> Honours Degree		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
<input type="checkbox"/> <sup>08</sup> Higher Degree		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
<input type="checkbox"/> <sup>09</sup> Professional Qualifications (for example, teaching, accountancy)		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>
<input type="checkbox"/> <sup>10</sup> Other (Please write in) _____		____ / ____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>

1057-1080

CD 11  
1106-7

1108-1131

1132-1155

1156-1179

CD 12  
1206-7

1208-31

1232-55

1256-79

CD 13  
1306-7

1308-31

1332-55

1356-79

## YOUR HOME AND FAMILY

29. Do you have any children?

Yes, living with me	<input type="checkbox"/>	1	} ← Go to question 30
Yes, living elsewhere	<input type="checkbox"/>	2	
No	<input type="checkbox"/>	3	← Go to question 31

30. What is the date of birth of your oldest child?

(e.g. April=04, December=12)

Please write in month and year: ← 

--	--

month      year

31. Who lives in the same household as you?

Please tick all that apply.

No-one, I live on my own	<input type="checkbox"/>	01
Parent(s)	<input type="checkbox"/>	02
Sister(s)/Brother(s)	<input type="checkbox"/>	03
Partner/Husband/Wife	<input type="checkbox"/>	04
Son/Daughter	<input type="checkbox"/>	05
Other family member(s)	<input type="checkbox"/>	06
Friend(s)	<input type="checkbox"/>	07
Other (Please write in below)	<input type="checkbox"/>	08

\_\_\_\_\_

32. What type of housing do you live in?

Please tick one box only.

Owned by your parents	<input type="checkbox"/>	01
Owned by yourself	<input type="checkbox"/>	02
Rented from the Council	<input type="checkbox"/>	03
Rented from a Housing Association	<input type="checkbox"/>	04
Rented privately	<input type="checkbox"/>	05
In a hostel	<input type="checkbox"/>	06
Other (Please write in below)	<input type="checkbox"/>	07

\_\_\_\_\_

CD 14  
1406-7

1408

1409-14

1415-6

1417-8

1419-20

1421-2

1423-4

1425-6

1427-8

1429-30

1431-2

33. Have you at any time moved away from your parents' home (even if you later moved back there again)?

Please tick one box only

Yes ☐ 1 ⇐ Go to question 34

No ☐ 2 ⇐ Go to question 35

1433

34. When did you first leave your parents' home?

(e.g. April=04, December=12)

Please write in month and year: ⇐

month	year

1434-9

35. Since leaving secondary school have you ever moved house because of your job or your education/training?

Please tick all that apply.

Yes, because of existing job ☐ 1

Yes, to take up a new job ☐ 2

Yes, to look for work ☐ 3

Yes, to attend education/training course ☐ 4

No ☐ 5

1440-3

36. Where are you living now?

Please tick one box only

In Scotland:

Aberdeen ☐ 01

Argyll and Bute ☐ 02

Ayrshire ☐ 03

Borders ☐ 04

Dumbarton ☐ 05

Dumfries and Galloway ☐ 06

Dundee ☐ 07

Edinburgh ☐ 08

Forth Valley ☐ 09

Fife ☐ 10

Glasgow ☐ 11

Grampian ☐ 12

Highlands and Islands ☐ 13

Lanark ☐ 14

Lothians ☐ 15

Renfrew ☐ 16

Stirling ☐ 17

Tayside ☐ 18

1444-5

Outside Scotland:

England ☐ 19

Wales ☐ 20

Northern Ireland ☐ 21

Other EC country ☐ 22

Elsewhere ☐ 23

THE FUTURE

37. Think about what you would like to do in the future. Please tick a box for each of the following statements to say whether you agree or disagree.

	Agree	Disagree	
I would like to get some further qualifications of some sort	<input type="checkbox"/>	<input type="checkbox"/>	1446
Having a career or profession is important to me	<input type="checkbox"/>	<input type="checkbox"/>	1447
Raising a family is important to me	<input type="checkbox"/>	<input type="checkbox"/>	1448
I would like to have a full-time job for most of my adult life	<input type="checkbox"/>	<input type="checkbox"/>	1449
I have a clear idea of the career that I want	<input type="checkbox"/>	<input type="checkbox"/>	1450
I'll just wait and see where I end up	<input type="checkbox"/>	<input type="checkbox"/>	1451
	1	2	

38. Finally, is there anything you would like to add about your experience of education, training and jobs that you feel has not been adequately covered by these questions? (We would also welcome your comments on the questionnaire or the survey more generally.)

Thank you for your help.  
Now please post this back to us in the envelope provided.  
It does not need a stamp

# 19 in 2001 – Scotland's Young People: Findings from the Scottish School Leavers' Survey

## Technical Report

Fiona Dobbie and Kirsty Deacon

Prepared for the Scottish Executive Education Department and  
Enterprise and Lifelong Learning Department

August 2004



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## APPENDIX A: Questionnaire for Survey of 18-19 year olds

# 1 INTRODUCTION

## 1.1 The Scottish School Leavers Series

The Scottish Executive has sponsored surveys of school leavers and young people since the early 1970s. These included the *Scottish School Leavers Survey* which, in the mid-1980s, was subsumed within the broader *Scottish Young People's Survey* (SYPS). Following a review in 1991 of the use made of the findings by Scottish Executive Education and Industry Department (SEEID), the survey was redesigned and resumed the title of *Scottish School Leavers Survey* (SSLS). A further review in 1996 led to the establishment of the current design, which involves sampling cohorts of young people in fourth year and then collecting data from them on four occasions at the ages of 16-17, 18-19, 21-22 and 23-24.

The survey obtains information on the educational and employment activities of young people after they leave school; their views and experiences of school itself; and key decisions made about whether to stay on at school or not. In addition, background characteristics are ascertained, such as parents' level of education and social class, family circumstances and housing tenure. One of the main aims of the survey is to try and predict demand for higher education.

The data set is used by SEEID for policy purposes, and is also available to the wider research community via the ESRC data archive<sup>1</sup>.

## 1.2 The 2001 Survey

In Spring 2001, one survey in the SSLS series was carried out in the form of self-completion postal questionnaire. This was a survey of 18-19 year olds who were first surveyed in 1999, aged 16-17.

This report covers the methodological aspects of this survey. Findings from the survey are reported in "19 in 2001 - Scotland's Young People: Findings from the Scottish School Leavers' Survey; Hinds.K et al."

---

<sup>1</sup> In 1999, information on school qualifications was obtained from the Scottish Qualifications Agency (SQA) and linked to the data set, however, in 2001, the SQA were not asked to provide data.

## **2 SAMPLE SELECTION**

The survey was the first follow-up survey (i.e. second interview) of 18-19 year olds who had first been surveyed aged 16-17 in 1999. The initial survey in 1999 was based on a 20% sample of all pupils who were in the fourth year of secondary school during the academic year 1997-98; pupils were chosen for the survey if their birthdays fell on one of six particular days of the month. This sampling was done in two stages. At the first stage, the Scottish Qualifications Agency (SQA) provided a list of all S4 pupils on their database with the relevant birth-dates. This included all those who were entered for at least one examination or who received at least one qualification (Standard Grades or National Certificate Modules) administered by SQA in fourth year. At the second stage, the list was sorted by school and every secondary school was sent a list of its pupils identified by the SQA. Schools were asked to add to the list any other S4 pupils with who had gained non-SQA examinations (such as GCSEs), with relevant birth-dates. Schools with no pupils on the initial list were also sent a letter and form asking for details of any relevant pupils. Students with special educational needs (SENs) attending mainstream schools were included, but students at schools catering exclusively for those with SENs were excluded. A 20% sample of all eligible pupils was selected and these pupils were sent a self-completion questionnaire.

For this follow-up survey at age 18-19, questionnaires were only mailed to the 7,546 sample members who had returned their questionnaire at the first contact in 1999.

## **3 QUESTIONNAIRE DEVELOPMENT**

The *National Centre's* research team, in consultation with the Scottish Executive and the Project Advisory Committee, developed the survey questionnaire. The questionnaire was based largely on versions used for previous cohorts in the series, however, initial discussions with the sponsor and some of the data's users suggested a few amendments and additions to the questionnaires were needed, for example, to types of qualifications listed. The final version of the questionnaire can be found in the appendix of this report.

## **4 FIELDWORK**

### **4.1 Telephone checking**

Prior to sending out the questionnaires, an exercise to check addresses was conducted via telephone. This consisted of phoning respondents who had previously given telephone contact details and checking that we had their correct address for mailing questionnaires out to. Contact with someone who could verify or amend postal address was made with approximately 50% of potential respondents.

As a result of the telephone check, two separate addresses were obtained for approximately 400 respondents, usually students who had both a term time address and home address. In these 400 cases, all mailings went to both addresses, to maximise our chance of tracing people; particularly as the survey was carried out over the Easter period and students may have been at home or term time addresses.

### **4.2 Questionnaire mailings**

The initial mail out consisted of a copy of the questionnaire, a covering letter and a reply-paid envelope. Where we had not been able to check a respondent's address – either because we could not obtain a telephone number, could not access someone at the telephone number obtained, or were refused information over the telephone – we mailed questionnaires to the last address we had for the respondent. Questionnaires were mailed to 7,546 respondents on 29<sup>th</sup> March 2001.

### **4.3 Reminder procedures**

Reminder procedures for non-responders on the survey were as follows:

- Two weeks after the mail out of questionnaires (12<sup>th</sup> April 2001), non-responders were sent a postcard reminder.
- After a further two weeks (26<sup>th</sup> April 2001), those who had not responded were sent a reminder letter, a second copy of the questionnaire and a reply paid envelope.
- After another two weeks (10<sup>th</sup> May 2001) a third and final copy of the questionnaire, a final reminder letter and reply paid envelope was sent to respondents for whom we had no telephone contact details.

#### 4.4 Telephone chasing

Where we had telephone details for respondents we endeavoured to conduct the interview by phone with those who had not responded to the reminders. All telephone interviewers were briefed by a researcher and issued with written instructions. They were asked to try and make contact with the named respondent and, where possible, complete the survey over the telephone. If the respondent was no longer living at that address, interviewers were instructed to try and obtain a new address and phone number for them, and follow them up at their new address.

## 5 RESPONSE

Each day during the survey period, all questionnaires received, and other forms of reply such as Post Office returns and refusals by letter or telephone, were booked-in to *National Centre's* computerised sample control system. This system allows rapid production of up-to-date response reports, as well as easy identification of sample members due for reminder mailings or telephone chasing.

It is impossible to know accurately the response rate achieved on a postal survey. This is because there are always some sample members from whom no response of any sort is obtained. It is then uncertain whether these people were in fact eligible for the survey or not. Consequently, there are different ways of presenting the response rates to postal surveys.

### 5.1 Response rates

Overall, a completed questionnaire was received from 5,003 young people. This represents a response rate of 70% of respondents from whom it is known that a response could be obtained (i.e. excluding Post Office returns and respondents who were deceased or had moved and we had no contact details for). A detailed breakdown of productive (completed) and unproductive (not completed) survey outcomes are given in table 5-1.

It should be noted that there were a large number of cases (2,098) where the reason for non-response to the survey was unknown as the sample member never made contact with the *National Centre* and could not be reached during the telephone chasing stage. For the purpose of calculating response rates in table 5-1, these cases have been assumed to be in-scope (i.e. potential interviews). If we assume, however, that the same proportion of these 2,098 unknown cases were out-of-scope as among the 5,448 cases that we have outcomes for (i.e.  $375/5,448 = 7\%$ ), the total number of out-of-scope cases would increase by 147 to 522, leaving an in-scope sample of 7,024. This would suggest the true response rate was 72%.

**Table 5-1 Survey of 18-19 year olds**

	<b>n</b>	<b>Response</b>
<b>Original sample</b>	<b>7,546</b>	
<b>Out-of-scope</b>	<b>375</b>	
Post Office return: address unknown	6	
Post Office return: sample member unknown at address	50	
Post Office return: sample member gone away (no forwarding address)	312	
Sample member died	3	
Other reason	4	
<b>In-scope</b>	<b>7171</b>	<b>100%</b>
<b>Unproductive</b>	<b>2168</b>	<b>30%</b>
Refused	29	0%
Away/Ill during survey period	40	1%
Other reason	1	0%
Reason for non-completion unknown	2098	29%
<b>Productive</b>	<b>5,003</b>	<b>70%</b>
First questionnaire mailing	3,038	42%
Second questionnaire mailing	1,087	15%
Third questionnaire mailing	205	3%
Telephone chasing	673	9%

## 6 DATA PROCESSING

All questionnaires received underwent comprehensive clerical and computer edits to check for completeness of response, the observance of correct routing, and the plausibility of answers given. All cases which failed the specified checks were referred back to the actual questionnaires for resolution. A number of iterations of editing were undertaken until the data were deemed to be 'clean'.

The Standard Occupational Classification (SOC) and Standard Industrial Classification (SIC) of the respondent's current job (if any), and the SIC, SOC, and Employment Status (ES) of their parents' current or most recent jobs, were coded from the written answers provided by respondents. *National Centre's* team of coders are all familiar with detailed occupational coding, which is a standard requirement on nearly all *National Centre* surveys. Socio-Economic Group (SEG) and Registrar

General's Social Class (SC) were not coded directly, but computed using algorithms based on SOC and ES. These variables are all included on the archived data set.

The questionnaires were sent for keying to a specialist agency. All keying was 100% verified (i.e. all data items were entered twice and not accepted until both entries were identical).

## **7 WEIGHTING**

Once cleaned, the data were weighted to correct for non-response bias, using demographic information held by the SQA and schools for all sample members.

Information was available on sample members' characteristics from the previous sweep of the survey in 1999. A logistic regression was performed (using the forward stepwise method) to determine how propensity to respond was related to a number of variables. The factors associated with increased rates of response were:

- having higher qualifications at Standard Grade;
- having parents in higher social classes;
- living in owner occupied accommodation;
- being young and female;
- living with two parents at home;
- having no or one sibling;
- not playing truant in fourth year.

The rate of non-response to the survey also varied across school region.

The non-response weights were generated to take into account the above factors; for each sample member who returned a completed questionnaire, the weight to be applied was calculated as the inverse of their propensity to respond.

The weight also took into account response to the first sweep of the survey in 1999, so a final composite non-response weight was formed by multiplying the sweep one (1999) and sweep two (2001) non-response weights together. This combined weight is labelled as WEIGHT2 in the data set.

# Survey of Young People in Scotland

PRIVATE AND CONFIDENTIAL



# ***Survey of Young People in Scotland***

## ***Filling in the questionnaire***

This questionnaire is for you to fill in. It is about your experiences and opinions of school and what you have done since leaving school – it will update information you gave us when we contacted you in 1999.

Most of the questions have a box beside them and you give your answer by ticking the box like this: -

☐ 4

Sometimes the box will have an arrow alongside, with an instruction telling you where to go next. Please follow these instructions carefully. In the following example the “No” box has been ticked, so you should next answer question 25.

No ☒ 4 → Go to Question 25

## ***Sending back the questionnaire***

When you have filled in the questionnaire please send it back to us in the reply paid envelope (it does not need a stamp).

Thank you for your help.

## ***Any queries?***

If you have any queries or concerns about the survey, please phone our survey help-line on 0800 652 0157 (from 9.30 a.m. to 5.30 p.m.). This is a freephone number, so you will not have to pay for the call.

Alternatively, you can write to either of the researchers responsible for the survey, at the following addresses:

John Tibbitt  
Scottish Executive  
Enterprise and Lifelong Learning  
Department  
Europa building  
450 Argyle Street  
Glasgow  
G2 8LG

Kerstin Hinds  
National Centre for Social Research  
Chisholm House  
1 Surgeon Square  
High School Yards  
Edinburgh  
EH9 1BL

# YOUR TIME AT SCHOOL

1. Think back to your time at secondary school. For each of these statements, please tick a box to say whether you agree or disagree.

	Agree	Disagree
School helped to give me confidence to make decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2
School did very little to prepare me for life when I left school	<input type="checkbox"/> 1	<input type="checkbox"/> 2
School taught me things which would be useful in a job	<input type="checkbox"/> 1	<input type="checkbox"/> 2
My teachers helped me to do my best	<input type="checkbox"/> 1	<input type="checkbox"/> 2

2. During your time at secondary school, did you do any work experience or work shadowing ?

Yes ☐ 1

No ☐ 2

3. When did you leave secondary school?

Please write in the month and year when you left school

(e.g. April=04, Dec=12)

(e.g. 1999, 2001)

Write in:

month

year

4. And at which stage of school was this?

Please tick one box

I left at the end of <b>S4</b>	<input type="checkbox"/> 1	} <b>Go to question 6</b>
I left during, or at the end of, the <b>first term of S5</b>	<input type="checkbox"/> 2	
I left during, or at the end of, the <b>second or third term of S5</b>	<input type="checkbox"/> 3	} <b>Answer question 5</b>
I left during, or at the end of, <b>S6</b>	<input type="checkbox"/> 4	

5. Please tick one box for each of these statements about S5/S6 to say whether you agree or disagree.

	Agree	Disagree
For me, S5/S6 was really just the same as S4	<input type="checkbox"/> 1	<input type="checkbox"/> 2
In S5/S6, teachers gave pupils much more respect	<input type="checkbox"/> 1	<input type="checkbox"/> 2
In S5/S6 there was not enough time to do the study needed for Highers	<input type="checkbox"/> 1	<input type="checkbox"/> 2

# **QUALIFICATIONS**

6. Please tick one box to show how many **Standard Grades** you have:

- None ☐ 1
- 1 or more Standard Grade(s), all at grades 4-7 ☐ 2
- 1 or 2 Standard Grades at grades 1-3 ☐ 3
- 3 or 4 Standard Grades at grades 1-3 ☐ 4
- 5 or more Standard Grades at grades 1-3 ☐ 5

7. And please tick one box to show how many **Higher Grades** you have:

- No Highers ☐ 1
- 1-2 Highers ☐ 2
- 3-4 Highers ☐ 3
- 5 or more Highers ☐ 4

8. Some Scottish students sit English exams like **GCSEs** and **A levels**.  
Please tick one box to show how many **GCSEs** you have:

- None ☐ 1
- 1 or more GCSE(s), all at grades D and below ☐ 2
- 1 or 2 GCSEs at grades A-C ☐ 3
- 3 or 4 GCSEs at grades A-C ☐ 4
- 5 or more GCSEs at grades A-C ☐ 5

9. And please tick one box to show how many **'A' levels** you have:

- No 'A' levels ☐ 1
- 1 or 2 'A' levels ☐ 2
- 3 or more 'A' levels ☐ 3

10. Please enter the details of any other qualifications you have.

Name of Qualification (e.g. RSA, C&G)	Level of Qualification (if applicable)	Subject	Result/ grade	Date obtained	
				Month	Year
				<input type="text"/>	<input type="text"/>
				<input type="text"/>	<input type="text"/>
				<input type="text"/>	<input type="text"/>
				<input type="text"/>	<input type="text"/>

## CURRENT ACTIVITY

11. Please tick one box to say what the main thing is that you are doing at the moment.

In a Modern Apprenticeship	<input type="checkbox"/>	01
In a job which includes <i>Skillseekers</i> training (but not Modern Apprenticeship)	<input type="checkbox"/>	02
In a job which does not include <i>Skillseekers</i> training or Modern Apprenticeship	<input type="checkbox"/>	03
On <i>Skillseekers</i> training (not a job or Modern Apprenticeship)	<input type="checkbox"/>	04
On another government training programme (eg New Deal)	<input type="checkbox"/>	05
Out of work and looking for a job	<input type="checkbox"/>	06
In full-time higher education, e.g. degree, HND, HNC	<input type="checkbox"/>	07
In other full-time education (not school)	<input type="checkbox"/>	08
At school	<input type="checkbox"/>	09
Looking after child/family/home	<input type="checkbox"/>	10
Travelling/ Long holiday ( <u>not</u> paid leave)	<input type="checkbox"/>	11
- Doing something else (such as part-time work/education) Please write in below	<input type="checkbox"/>	12

↓

---

12. Do you have any part-time paid work (under 30 hours a week) at the moment?

Yes	<input type="checkbox"/>	→ Answer question 13
No	<input type="checkbox"/>	→ Go to question 15 on page 4

13. On average, how many hours per week do you work in this part-time job(s)?

Write in:

14. Do you agree or disagree with each of these statements about your current part-time job?

	Agree	Disagree
I would prefer a full-time job, but I can only get a part-time job at the moment	<input type="checkbox"/> 1	<input type="checkbox"/> 2
The <u>main</u> reason I do this is for the money	<input type="checkbox"/> 1	<input type="checkbox"/> 2
The experience should help me to get a full-time job in the future	<input type="checkbox"/> 1	<input type="checkbox"/> 2
The job is teaching me useful skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2
This is the sort of work that I would eventually like to do full-time	<input type="checkbox"/> 1	<input type="checkbox"/> 2
I would leave this job if I could get a better part-time job	<input type="checkbox"/> 1	<input type="checkbox"/> 2
I would leave this job if I could get a full-time job	<input type="checkbox"/> 1	<input type="checkbox"/> 2
I cannot work longer hours as I have to look after someone (brother, sister, parent, grandparent etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2

## ACTIVITY IN THE LAST TWO YEARS

Now we would like you to answer a few questions about what you have been doing since we last wrote to you in April 1999.

15. Thinking back about 18 months, to **October 1999**, what was your main activity at that time?

Please tick one box only. If you were doing more than one of these activities, please tick the one which you considered to be your main activity.

- |   |                          |    |
|---|--------------------------|----|
| In a Modern Apprenticeship  | <input type="checkbox"/> | 01 |
| In a job which includes <i>Skillseekers</i> training (but not Modern Apprenticeship)  | <input type="checkbox"/> | 02 |
| In a job which does not include <i>Skillseekers</i> training or Modern Apprenticeship | <input type="checkbox"/> | 03 |
| On <i>Skillseekers</i> training (not a job or Modern Apprenticeship)                  | <input type="checkbox"/> | 04 |
| On another government training programme (eg New Deal)                                | <input type="checkbox"/> | 05 |
| Out of work and looking for a job   | <input type="checkbox"/> | 06 |
| In full-time higher education, e.g. degree, HND, HNC                                  | <input type="checkbox"/> | 07 |
| In other full-time education (not school)   | <input type="checkbox"/> | 08 |
| At school   | <input type="checkbox"/> | 09 |
| Looking after child/family/home   | <input type="checkbox"/> | 10 |
| Travelling/ Long holiday ( <u>not</u> paid leave)                                     | <input type="checkbox"/> | 11 |
| - Doing something else (such as part-time work/education)                             | <input type="checkbox"/> | 12 |
| Please write in below   |                          |    |

16. Now, thinking back about a year, to **April 2000**, what was your main activity at that time?

Please tick one box only. If you were doing more than one of these activities, please tick the one which you considered to be your main activity.

- |   |                          |    |
|---|--------------------------|----|
| In a Modern Apprenticeship  | <input type="checkbox"/> | 01 |
| In a job which includes <i>Skillseekers</i> training (but not Modern Apprenticeship)  | <input type="checkbox"/> | 02 |
| In a job which does not include <i>Skillseekers</i> training or Modern Apprenticeship | <input type="checkbox"/> | 03 |
| On <i>Skillseekers</i> training (not a job or Modern Apprenticeship)                  | <input type="checkbox"/> | 04 |
| On another government training programme (eg New Deal)                                | <input type="checkbox"/> | 05 |
| Out of work and looking for a job   | <input type="checkbox"/> | 06 |
| In full-time higher education, e.g. degree, HND, HNC                                  | <input type="checkbox"/> | 07 |
| In other full-time education (not school)   | <input type="checkbox"/> | 08 |
| At school   | <input type="checkbox"/> | 09 |
| Looking after child/family/home   | <input type="checkbox"/> | 10 |
| Travelling/ Long holiday ( <u>not</u> paid leave)                                     | <input type="checkbox"/> | 11 |
| - Doing something else (such as part-time work/education)                             | <input type="checkbox"/> | 12 |
| Please write in below   |                          |    |

17. Now, thinking back about 6 months, to October 2000, what was your main activity at that time?

Please tick one box only. If you were doing more than one of these activities, please tick the one which you considered to be your main activity.

- In a Modern Apprenticeship ☐ 01
- In a job which includes *Skillseekers* training (but not Modern Apprenticeship) ☐ 02
- In a job which does not include *Skillseekers* training or Modern Apprenticeship ☐ 03
- On *Skillseekers* training (not a job or Modern Apprenticeship) ☐ 04
- On another government training programme (eg New Deal) ☐ 05
- Out of work and looking for a job ☐ 06
- In full-time higher education, e.g. degree, HND, HNC ☐ 07
- In other full-time education (not school) ☐ 08
- At school ☐ 09
- Looking after child/family/home ☐ 10
- Travelling/ Long holiday (not paid leave) ☐ 11
- Doing something else (such as part-time work/education) ☐ 12
- Please write in below



18. Now think back over the last two years. Since we last contacted you in April 1999, have you been unemployed (signing on) for any period of one month or longer?

- Yes ☐ 1
- No ☐ 2

19. Since we last contacted you in April 1999, have you had any part-time work (under 30 hours a week) that lasted for one month or more?

- Yes ☐ 1
- No ☐ 2

20. Have you been on any Government training or work schemes since we last contacted you in April 1999? Please tick 'yes' or 'no' for each scheme listed below.

- |   | Yes                        | No                         |
|---|----------------------------|----------------------------|
| Modern Apprenticeship   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| A job including skillseekers training (but not Modern Apprenticeship) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Skillseekers training (not a job or Modern Apprenticeship)            | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Another government training programme (e.g New Deal)                  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

## CURRENT EDUCATION

21. Are you currently studying at a college or university?

Yes, at a college of Further Education

☐ 1

Yes, at a University

☐ 2

Yes, other (please say what): \_\_\_\_\_

☐ 3

No

☐ 4

Answer question 22

Go to page 7

22. Are you studying full-time or part-time?

Please tick one box

Full-time

☐ 1

Part-time

☐ 2

23. What is the name of the college or place where you do the course?

Write in:

24. What subject(s) are you are studying?

Write in:

25. What sort of qualification are you studying for?

Please tick one box

Degree

☐ 1

Nursing Qualification

☐ 2

SVQ/ NVQ

☐ 3

GSVQ

☐ 4

Highers

☐ 5

something else (please write in )

☐ 6

\_\_\_\_\_

26. Do you agree or disagree with each of these statements about your current education?

Agree

Disagree

I am doing this course so that I can get a well paid job in the future

☐ 1

☐ 2

I am doing this course so that I can get a satisfying job in the future

☐ 1

☐ 2

I am doing this course because I could not get a job

☐ 1

☐ 2

I am doing this course because I am particularly interested in the subject(s)

☐ 1

☐ 2

I am doing this course because it was the 'next step' for me after school/ college

☐ 1

☐ 2

## **JOBS AND TRAINING**

- If the main thing that you are doing at the moment is a job (including part-time), work placement or a training scheme, please answer questions 27 to 38 about that job or training.
- If you do not have a job or training, please answer about the most recent job you have had or training scheme you have been on.
- If you have never had a job or training scheme, please go straight to Q.39 on page 10.

27. **What is (was) the name of your job or the work you are (were) being trained to do?**

Please write in:

28. **Please describe the sort of work that you mainly do (did) in that job.**

Please write in:

29. **Are (were) you an employee or self-employed?**

Tick one box only.

Employee ☐ 1

Self-employed, with employees ☐ 2

Self-employed, with no employees ☐ 3

Trainee on Government Training Scheme ☐ 4

30. **What sort of place or organisation is (was) it? (e.g. shoe shop, electronics factory, private hospital, etc.)**

Please write in:

31. **Including yourself, about how many people work (worked) at the same place as you?**

Please tick one box only.

1-9 ☐ 1

10-24 ☐ 2

25-49 ☐ 3

50-99 ☐ 4

100 or more ☐ 5



The following questions are still about the job or training scheme that you told us about on the previous page.

32. On average, how many hours do (did) you work each week in this job/scheme (not counting lunch breaks)?

Write in hours per week →

33. Is (was) your job a temporary contract with an agreed end date?

*If you were taken on a temporary contract which may become permanent, please tick the "yes" box for temporary.*

Yes ☐ <sub>1</sub>

No ☐ <sub>2</sub>

34. On average, how much money do (did) you take home in total each week - after deductions, but including any overtime, training allowance, or second job?

Please write in (to nearest pound): £

35. In this job/scheme, do (did) you get any of the following sorts of training? Please tick yes or no for each.

Yes No

On-the-job training from a supervisor, trainer or experienced colleague ? ☐ <sub>1</sub> ☐ <sub>2</sub>

Training at the firm's own training centre ? ☐ <sub>1</sub> ☐ <sub>2</sub>

Training at a college ? ☐ <sub>1</sub> ☐ <sub>2</sub>

Training somewhere else away from the job ? ☐ <sub>1</sub> ☐ <sub>2</sub>

36. Please answer this question if you have ticked any of the 'Yes' boxes at question 35. Otherwise please go to question 37.

Will (Did) this training lead to a qualification?

Yes ☐ → <sub>1</sub>

No ☐ <sub>2</sub>

What is the name of this qualification?

Write in:

37. How/ where did you find this job or training scheme?

Please tick one box only. If you used a combination of methods, please select the one you think was the main method.

The Job Centre	<input type="checkbox"/>	01	Government Scheme	<input type="checkbox"/>	02
Unemployment Benefit Office	<input type="checkbox"/>	03	Friend or family member	<input type="checkbox"/>	04
Careers Office	<input type="checkbox"/>	05	Recruitment fair/Milk round	<input type="checkbox"/>	06
External job advertisement (e.g. newspaper)	<input type="checkbox"/>	07	Internal job advertisement	<input type="checkbox"/>	08
Internet	<input type="checkbox"/>	09	(Please write in below)	<input type="checkbox"/>	10



38. Please answer this question if you currently have a job or you are on a training scheme. Otherwise, please go to question 39 on the next page.

**Still thinking about this job (or training scheme), please tick a box to say whether you agree or disagree with each of the following.**

	Agree	Disagree
I would leave this job (or scheme) if I could get a better job	<input type="checkbox"/> 1	<input type="checkbox"/> 2
I will probably leave this job (or scheme) when I have got my qualification	<input type="checkbox"/> 1	<input type="checkbox"/> 2
This is the kind of work I want to do in the future	<input type="checkbox"/> 1	<input type="checkbox"/> 2
This is good experience and should help me to move on to something better	<input type="checkbox"/> 1	<input type="checkbox"/> 2
This is the <u>only</u> job I have had since leaving school	<input type="checkbox"/> 1	<input type="checkbox"/> 2
This job (or scheme) is teaching me useful skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2
The <u>main</u> reason I do this is for the money	<input type="checkbox"/> 1	<input type="checkbox"/> 2

## LOOKING FOR JOBS

39. At the moment are you looking for...

Please tick one box

- a full-time job ☐ 1
- a part-time job ☐ 2
- either ☐ 3
- I am not looking for a job ☐ 4

40. Have you applied for, or been after, any jobs in the past four weeks?

- Yes ☐ 1
- No ☐ 2

How many jobs have you applied for, or been after, in the past four weeks?

Write in: \_\_\_\_\_

## INCOME

41. In total, how much money do you currently take home from benefits and/or employment, after deductions but including bonuses or overtime? (Please include grants or money you receive for living expenses while studying.)

(a) Please write in amount to the nearest pound: £

(b) You take home this amount of money every...

Please tick one box only.

- week ☐ 1
- 2 weeks ☐ 2
- month ☐ 3
- 3 months ☐ 4
- other period (write in below) ☐ 5
- \_\_\_\_\_

## INTERNET

42. Overall, how often do you access the internet? (include access at home, at work, at college/ university and anywhere else)

Please tick one box

- Every day/most days ☐ 01
- At least once a week ☐ 02
- Less often than once a week, but at least once a month ☐ 03
- Less than once a month, but sometimes ☐ 04
- Never ☐ 05

## YOUR HOME AND FAMILY

43. **Do you have any children?**

*Please tick one box*

Yes, living with me ☐ 1

Yes, living elsewhere ☐ 2

No ☐ 3

44. **Which of the following best describes where you are staying at the moment?**

*Please tick one box*

- with my parent(s) ☐ 1

- living on my own ☐ 2

- with my partner/ husband/ wife, in a place of our own ☐ 3

- sharing a house/ flat with others ☐ 4

- in a university halls of residence ☐ 5

- somewhere else **(please write in )** ☐ 6



\_\_\_\_\_

45. **Have you at any time moved away from your parents' home (even if you later moved back there again)?**

*Please tick one box*

Yes ☐ 1

No ☐ 2 → Go to question 47

46. **When did you (first) leave your parents' home?**

*Please write in the month and year*

(e.g. April=04, Dec=12).....(e.g 1998/ 2001)

Write in:

--	--

month

--	--	--	--

year

## YOUR HOME; THE FUTURE

47. Please tick one box for each of the following to say which are in the place where you are staying at the moment.

	Yes	No
a room of your own	<input type="checkbox"/> 1	<input type="checkbox"/> 2
a good place where you could study or read	<input type="checkbox"/> 1	<input type="checkbox"/> 2
a video recorder	<input type="checkbox"/> 1	<input type="checkbox"/> 2
a computer (not just for games) <u>with</u> CD-rom or DVD	<input type="checkbox"/> 1	<input type="checkbox"/> 2
a computer (not just for games) <u>without</u> CD-rom or DVD	<input type="checkbox"/> 1	<input type="checkbox"/> 2
a computer for games only	<input type="checkbox"/> 1	<input type="checkbox"/> 2
a dictionary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
access to the internet	<input type="checkbox"/> 1	<input type="checkbox"/> 2

48. Please tick one box to tell us what you think you will probably be doing in about one year's time.

*If you are not sure,  
please tick the most  
likely one*

- out of work	<input type="checkbox"/> 1
- in a full-time job	<input type="checkbox"/> 2
- in a part-time job	<input type="checkbox"/> 3
- in full-time education	<input type="checkbox"/> 4
- on a work placement or government training scheme	<input type="checkbox"/> 5
- looking after the home or family	<input type="checkbox"/> 6
- doing something else, or a combination of these ( <b>please write in</b> )	<input type="checkbox"/> 7

\_\_\_\_\_

49. And please tick one box to tell us what you think you will probably be doing in about four year's time.

*If you are not sure,  
please tick the most  
likely one*

- out of work	<input type="checkbox"/> 1
- in a full-time job	<input type="checkbox"/> 2
- in a part-time job	<input type="checkbox"/> 3
- in full-time education	<input type="checkbox"/> 4
- on a work placement or government training scheme	<input type="checkbox"/> 5
- looking after the home or family	<input type="checkbox"/> 6
- doing something else, or a combination of these ( <b>please write in</b> )	<input type="checkbox"/> 7

\_\_\_\_\_

Do we have your correct name and address, including the correct postcode?

If the envelope we sent you was correctly addressed, please tick this box:

☐

If we made a mistake in your name and address please write your full name and address here →

Name: .....
(first name) (last name)
Address: .....
.....
.....
.....
Post code: .....

We might want to write to you again in a couple of year's time with a few more questions. In case you move between now and then, could you write the name and address of two other people (with different addresses from you) who may know where to reach you - such as a grandparent, aunt, uncle, brother, sister, or close friend. Even if you don't think you'll move, please try to fill in at least one other name and address, just in case. →

Mr/Mrs/Ms/Miss .....
(first name)
.....
(last name)
<b>Address:</b> .....
.....
.....
<b>Post code.</b> .....
<b>Telephone no.</b> .....
<b>Relationship to you:</b> .....
Mr/Mrs/Ms/Miss .....
(first name)
.....
(last name)
<b>Address:</b> .....
.....
.....
<b>Post code</b> .....
<b>Telephone no.</b> .....
<b>Relationship to you:</b> .....

Thank you for your help. Now please post this back to us in the envelope provided. It does not need a stamp.

P2064



## 2004 Scottish School Leavers Survey

### NOTE FOR USERS (August 2005)

This note provides information in brief about the Scottish School Leavers Survey (SSLS). It accompanies the final version of the data files submitted for each cohort. For further details about the surveys, please refer to individual Technical Reports.

#### ***About the surveys***

The Scottish Executive has sponsored surveys of school leavers and young people since the early 1970s. These included the *Scottish School Leavers Survey* which, in the mid-1980s, was subsumed within the broader *Scottish Young People's Survey* (SYPS). Following a review in 1991 of the use made of the findings by Scottish Executive Education and Industry Department (SEED), the survey was redesigned and resumed the title of *Scottish School Leavers Survey* (SSLS). A further review in 1996 led to the establishment of the current design, which involves sampling cohorts of young people in fourth year and then collecting data from them on four occasions at the ages of 16-17, 18-19, 21-22 and 23-24.

The survey obtains information, via postal questionnaire, on the educational and employment activities of young people after they leave school; their views and experiences of school itself; and key decisions made about whether to stay on at school or not. In addition, background characteristics are ascertained, such as parents' level of education and social class, family circumstances and housing tenure. One of the main aims of the survey is to try and predict demand for higher education.

The survey involves a random sample of all pupils in the relevant school year-group. The only exception is that pupils at special schools (but not those in mainstream schools registered as having special educational needs) are excluded from the survey. The sample consists of all pupils born on any one of certain pre-determined days of the month.

Two surveys from the series have been deposited for 2004 (22 in 2004 (C3S3) and 24 in 2004 (C2S3).

Data for both cohorts was gathered between May and August 2004, A summary of the response for each cohort is as follows:

Year	Sample size	Achieved sample
22 in 2004	5003	2548
24 in 2004	2352	1007

The data file should be used in conjunction with the following documentation:

- Technical reports
- Self-completion questionnaire



### ***Weighting***

Non-response weighting has been used for each datafile. Non-response weights for follow-up sweeps (i.e 2nd, 3<sup>rd</sup> & 4<sup>th</sup> interview) are combined weights, made up of the non-response weight for S1 x non-response weight for S2 etc. (note - we only go back to those who have completed an interview at the sweep before).

Please see individual technical reports for more detail.

### ***Publication of the survey***

The results of each survey will be published in separate volumes. Copies of the report will be available from The Stationery Office.

### ***Further information***

For further information, please contact:

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*Scottish Centre for Social Research*  
5 Leamington Terrace  
Edinburgh EH10 4JW  
tel: 0131 221 2565  
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# 22 in 2004 – Scotland's Young People: Findings from the Scottish School Leavers Survey

## Technical Report

Fiona Dobbie and Lyn Jones

Prepared for the Scottish Executive Education Department and  
Enterprise and Lifelong Learning Department

July 2005

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## APPENDIX A: Questionnaire for Survey of 21-22 year olds

# 1 INTRODUCTION

## 1.1 The Scottish School Leavers Series

The Scottish Executive has sponsored surveys of school leavers and young people since the early 1970s. These included the *Scottish School Leavers Survey* which, in the mid-1980s, was subsumed within the broader *Scottish Young People's Survey* (SYPS). Following a review in 1991 of the use made of the findings by the Scottish Office, the survey was redesigned and resumed the title of *Scottish School Leavers Survey* (SSLS). A further review in 1996 led to the establishment of the current design, which involves sampling cohorts of young people in fourth year and then collecting data from them on four occasions at the ages of 16-17, 18-19, 21-22 and 23-24.

The survey obtains information on the educational and employment activities of young people after they leave school; their views and experiences of school itself; and key decisions made about whether to stay on at school or not. In addition, background characteristics are ascertained, such as parents' level of education and social class, family circumstances and housing tenure.

The data set is used by SEED and ETLLD for policy purposes, and is also available to the wider research community via the ESRC data archive.

## 1.2 The 2004 Survey

In Spring 2004, the third cohort of young people selected to take part in SSLS were surveyed for the third time, via self-completion postal questionnaire. At the time of the survey, cohort members were aged 21-22. They will be contacted on one further occasion in 2006, when they will be aged 23-24.

This report covers the methodological aspects of this survey. Findings from the survey are reported in "22 in 2004 - Scotland's Young People: Findings from the Scottish School Leavers Survey; Biggart, A et al."

The Scottish Executive has also published a Research Finding's summarising the results of this cohort sweep<sup>1</sup>.

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<sup>1</sup> See publications section of Scottish Executive's Education Research website <http://www.scotland.gov.uk/Topics/Research/Research/14478/22009>

## **2 SAMPLE SELECTION**

The survey was the second follow-up survey (i.e. third interview) of 21-22 year olds who had first been surveyed aged 16-17 in 1999. The initial survey in 1999 was based on a 20% sample of all pupils who were in the fourth year of secondary school during the academic year 1997-98; pupils were chosen for the survey if their birthdays fell on one of six particular days of the month. This sampling was done in two stages. At the first stage, the Scottish Qualifications Agency (SQA) provided a list of all S4 pupils on their database with the relevant birth-dates. This included all those who were entered for at least one examination or who received at least one qualification (Standard Grades or National Certificate Modules) administered by SQA in fourth year. At the second stage, the list was sorted by school and every secondary school was sent a list of its pupils identified by the SQA. Schools were asked to add to the list any other S4 pupils who had gained non-SQA examinations (such as GCSEs), with relevant birth-dates. Schools with no pupils on the initial list were also sent a letter and form asking for details of any relevant pupils. Students with special educational needs (SENs) attending mainstream schools were included, but students at schools catering exclusively for those with SENs were excluded. A 20% sample of all eligible pupils was selected and these pupils were sent a self-completion questionnaire.

For this follow-up survey at age 21-22, questionnaires were only mailed to the 5,003 sample members who had returned their questionnaire at the second contact in 2001, i.e. those who did not return a completed questionnaire at sweep two were removed from the sample list for sweep three.

## **3 QUESTIONNAIRE DEVELOPMENT**

The survey questionnaire was developed by the Scottish Centre for Social Research, in consultation with the Scottish Executive and the Research Advisory Group. The questionnaire was based largely on versions used for previous cohorts in the series, however, initial discussions with the sponsor and some of the data's users suggested a few amendments and additions to the questionnaire was needed, for example, additional questions on starting individual business ventures and levels of student debt. The final version of the questionnaire can be found in the appendix of this report.

### **3.1 Cognitive interviewing**

As part of the questionnaire design process cognitive interviewing was conducted. Cognitive interviewing is qualitative in nature and uses techniques drawn from cognitive psychology as a means of uncovering aspects of the response process that are usually hidden. The method is a useful means of determining whether: respondents misunderstand survey questions or key concepts; do not know or cannot recall the required information from memory; use an inappropriate strategy for making a judgment; or prefer to hide certain information or provide a socially desirable answer.

Trained and experienced cognitive interviewers were briefed by means of written instructions giving background information to the survey and specifying particular areas of the questionnaires for cognitive probing. Because two surveys were conducted at the same time in 2004 (24 in 2004 and 22 in 2004) cognitive interviewing was conducted with twelve young people (four males, eight females) whose age ranged from 21 to 24 years. There was also a mix in terms of main activity of respondents; some were working, some were students and some were unemployed.

Respondents were interviewed in their own homes and all interviews were tape recorded and notes were also taken concurrently. As is customary with qualitative research, respondents were paid for their participation.

Cognitive interviews provided useful information for improving the questionnaires. For example, the interviews pin-pointed several minor problems with the questionnaires such as: questionnaire length; ambiguous questions; and responses that were misunderstood or inappropriate.

## **4 FIELDWORK**

### **4.1 Telephone checking**

Prior to sending out the questionnaires, an exercise to check addresses was conducted via telephone. This consisted of phoning respondents who had previously given telephone contact details and checking that we had their correct address for mailing questionnaires out to. Contact with someone who could verify or amend postal address was made with 67% of potential respondents.

As a result of the telephone check, two separate addresses were obtained for approximately 194 respondents, usually students who had both a term time address and home address. In these 194 cases, all mailings went to both addresses, to maximise our chance of tracing people. Each respondent has their own unique barcode which is scanned on receipt of the questionnaire in the office. This ensures that in the unlikely event of a respondent completing both questionnaires only one will be entered into the dataset.

### **4.2 Questionnaire mailings**

The initial mail out consisted of:

- a copy of the questionnaire
- a covering letter
- a leaflet displaying some findings from previous rounds of the same study
- a prepaid return envelope.

Where we had not been able to check a respondent's address – either because we could not obtain a telephone number, could not access someone at the telephone number obtained, or were refused information over the telephone – we mailed questionnaires to the last address we had for the respondent. Questionnaires were mailed to 5,003 young people on 12<sup>th</sup> May 2004.

### **4.3 Reminder procedures**

Reminder procedures for non-responders on the survey were as follows:

- Three weeks after the mail out of questionnaires (28<sup>th</sup> May 2004), non-responders were sent a postcard reminder.
- After a further two weeks (10<sup>th</sup> June 2004), those who had not responded were sent a reminder letter, a second copy of the questionnaire and a reply paid envelope.
- The final attempt to contact non-respondents was by telephone (where possible) in order to encourage them to either return their questionnaire or to answer questions over the phone. Telephone chasing continued until August 2004.

#### **4.4 Telephone follow-up**

Where we had telephone details for respondents we endeavoured to conduct the interview by phone with those who had not responded to the reminders. All telephone interviewers were briefed by a researcher and issued with written instructions. They were asked to try and make contact with the named respondent and, where possible, complete the survey over the telephone. If the respondent was no longer living at that address, interviewers were instructed to try and obtain a new address and phone number for them, and follow them up at their new address.

### **5 RESPONSE**

Each day during the survey period, all questionnaires received, and other forms of reply such as Post Office returns and refusals by letter or telephone, were booked-in to *National Centre's* computerised sample control system. This system allows rapid production of up-to-date response reports, as well as easy identification of sample members due for reminder mailings or telephone chasing.

It is impossible to know accurately the response rate achieved on a postal survey. This is because there are always some sample members from whom no response of any sort is obtained. It is then uncertain whether these people were in fact eligible for the survey or not. Consequently, there are different ways of presenting the response rates to postal surveys.

#### **5.1 Response rates**

Overall, a completed questionnaire was received from 5,003 young people. This represents a response rate of 58% of respondents from whom it is known that a response could be obtained (i.e. excluding Post Office returns and respondents who were deceased or had moved and we had no contact details for). A detailed breakdown of productive (completed) and unproductive (not completed) survey outcomes are given in table 5-1.

It should be noted that there were a large number of cases (1,406) where the reason for non-response to the survey was unknown as the sample member never made contact with the *Scottish Centre* and could not be reached during the telephone chasing stage. For the purpose of calculating response rates in table 5-1, these cases have been assumed to be in-scope (i.e. potential interviews). If we assume, however, that the same proportion of these 1,406 unknown cases were out-of-scope as among the 3597 cases that we have outcomes for (i.e.  $613/3,597 = 17\%$ ), the total number of out-of-scope cases would increase by 239 to 852, leaving an in-scope sample of 4151. This would suggest the true response rate was 61%.



**Table 5-1 Survey of 21-22 year olds**

	<b>n</b>	<b>Response</b>
<b>Original sample</b>	<b>5,003</b>	
<b>Out-of-scope</b>	<b>613</b>	
No address known for sample member	15	
Post Office return: address unknown	208	
Post Office return: sample member unknown at address	148	
Post Office return: sample member moved away (no forwarding address)	235	
Sample member died	7	
<b>In-scope</b>	<b>4,390</b>	<b>100%</b>
<b>Unproductive</b>	<b>1,840</b>	<b>42%</b>
Refused	235	5%
Ill / Away from home for entire fieldwork period	104	2%
Other reason	95	2%
Reason for non-completion unknown	1,406	32%
<b>Productive</b>	<b>2,548</b>	<b>58%</b>
First questionnaire mailing	1,437	33%
Second questionnaire mailing	516	12%
Telephone chasing	595	14%

## **6 DATA PROCESSING**

All questionnaires received underwent comprehensive clerical and computer edits to check for completeness of response, the observance of correct routing, and the plausibility of answers given. All cases which failed the specified checks were referred back to the actual questionnaires for resolution. A number of iterations of editing were undertaken until the data were deemed to be 'clean'.

The Standard Occupational Classification (SOC) and Standard Industrial Classification (SIC) of the respondent's current job (if any), and the SIC, SOC, and Employment Status (ES) of their parents' current or most recent jobs, were coded from the written answers provided by respondents. *National Centre's* team of coders are all familiar with detailed occupational coding, which is a standard requirement on nearly all *National / Scottish Centre* surveys. Social Class variables were based on occupation. Parental class was coded using the SOC-2000 code frame - and is shown using a classification that has been developed from the original Registrar-General's

social class classification. The scale - developed and maintained by the Office for National Statistics - classifies people into one of six groups, and is widely used in censuses, surveys, and other research. It is derived by grouping occupational categories (based on the Standard Occupational Coding), and making further discriminations by reference to the job-holders status in employment (self-employed, supervisor, etc.). The six groups are:

- I Professional occupations
- II Managerial and technical occupations
- IIIN Skilled non-manual occupations
- IIIM Skilled manual occupations
- IV Partly skilled occupations
- V Unskilled occupations

Based on data from the occupation details given by respondents, a computer-based process was used to determine SOC-2000 values and associated variables.

This process is the same as that used in surveys run by the Office of National Statistics. In this process, the editor/coder (highly experienced in this type of coding) is presented with one or more SOC values depending on the degree of accuracy of the original occupation details.

After establishing this (SOC) value the underlying process uses other occupation details such as 'size of organisation', 'employment status' (employee/self-employed), 'supervisory level' and the (SOC) value just determined to derive NS-SEC (National Statistics - Socio-economic Class) .

The questionnaires were sent for keying to a specialist agency. All keying was 100% verified (i.e. all data items were entered twice and not accepted until both entries were identical).

## **7 WEIGHTING**

Once cleaned, the data were weighted to attempt to reduce non-response bias, using demographic information held by the SQA and schools for all sample members.

Information was available on sample members' characteristics from the previous sweeps of the survey in 2001 and 1999. A logistic regression model was fitted for response to the latest of wave of the survey; a forward stepwise approach was used to include measures from the first two waves of the survey in the model. Note that the model was weighted (by the final weights for the previous wave) to ensure that we were weighting back to the population. Key variables that were associated with an increased propensity to respond included:

- Being female
- Respondents whose parents left school aged 17 plus
- Respondents who did not have a job before May 2001
- Respondents who were in Higher Education or still at school
- Respondents who were staying with their parents

- Respondents with 5 or more higher grades as their highest qualification
- Respondents whose father worked

From this model, non-response weights were generated as the inverse of the probability of response. For each sample member who returned a completed questionnaire, the weight applied was calculated as the inverse of their propensity to respond.

The non-response weights were trimmed at the 99% percentiles to remove extreme values and then combined with the wave 2 weights to form the composite weight for wave 3. This weight was re-scaled so that the sum of the weights was equal to the achieved sample size (2,548). This combined weight is labelled as weight3 in the data set.

# ***Survey of Young People in Scotland***



**Scottish Centre for  
Social Research**  
*Incorporating Scottish Health Feedback*

Private and Confidential

P2364

# Survey of Young People in Scotland

## ***Filling in the survey***

This survey is about your experiences since we contacted you last in 2001. There are also some questions about your family and home.

Most of the questions have a box beside them and you give your answer by ticking the box like this: -

☐

Sometimes the box will have an arrow alongside, with an instruction telling you where to go next. Please follow these instructions carefully. In the following example the "No" box has been ticked and you should therefore go to question 35.

No ☒ → Go to Question 35

## ***Sending back the questionnaire***

When you have filled in the questionnaire please send it back to us in the reply paid envelope (it does not need a stamp).

## ***Any queries***

If you have any queries or concerns about the survey, please phone our survey help-line on 0800 652 0601 (from 9.30 a.m. to 5.30 p.m.) This is a freephone number, so you will not have to pay for the call.

Alternatively, you can write to (or email) the researcher responsible for the survey:

Kirsty Deacon  
Scottish Centre for Social Research  
5 Leamington Terrace  
Edinburgh  
EH10 4JW  
[k.deacon@scotcen.org.uk](mailto:k.deacon@scotcen.org.uk)

***Thank you for your help.***

SN 1001.1006  
CD 1007  
Batch 1008-1012

## SINCE WE LAST CONTACTED YOU IN 2001

First we would like you to answer a few questions about what you are doing now, in the way of paid work, unemployment or things like looking after the family.

**1. What are you doing now? Please tell us about your MAIN activity only, that is the activity that takes up most of your time.**

*Please tick one box only.*

*If you do not have one main activity, please tick the last box and write in the combination of things you are doing.*

*If you are temporarily sick or on a short holiday, please tick your usual activity.*

- |  |                             |                    |           |
|--|-----------------------------|--------------------|-----------|
| In a full-time job (30 hours or more a week) which <u>does not</u> involve a Government training programme             | <input type="checkbox"/> 01 | →Go to Question 2  | 1013-1014 |
| In a part-time job (less than 30 hours a week) which <u>does not</u> involve a Government training programme           | <input type="checkbox"/> 02 | →Go to Question 3  |           |
| In a job which <u>includes</u> a Government training programme such as Skillseekers, Modern Apprenticeship or New Deal | <input type="checkbox"/> 03 | →Go to Question 2  |           |
| Not employed but on a Government training programme such as Skillseekers, Modern Apprenticeship or New Deal            | <input type="checkbox"/> 04 | →Go to Question 2  |           |
| Doing voluntary work   | <input type="checkbox"/> 05 | → Go to Question 2 |           |
| Out of work and looking for a job  | <input type="checkbox"/> 06 | →Go to Question 3  |           |
| In full-time higher education (e.g. degree, HND, HNC)  | <input type="checkbox"/> 07 | →Go to Question 2  |           |
| In other full-time education (including college)   | <input type="checkbox"/> 08 | →Go to Question 2  |           |
| Looking after child/family/home  | <input type="checkbox"/> 09 | →Go to Question 2  |           |
| Travelling/Long holiday ( <u>not</u> paid leave)   | <input type="checkbox"/> 10 | →Go to Question 2  |           |
| Out of work but not looking for a job  | <input type="checkbox"/> 11 | →Go to Question 5  |           |
| Doing something else (including a combination of activities)<br>(Please write in below):                               | <input type="checkbox"/> 12 | →Go to Question 2  |           |

\_\_\_\_\_

**2. Do you currently have a paid part-time job as well as your main activity shown at Question 1? Please do not include a part-time job that is your main activity.**

Yes

☐

→ On average, how many hours per week do you work in this job?

1015

**Write in:** \_\_\_\_\_

1016-1017

No

☐

**3. At the moment are you looking for...**

*Please tick one box*

a full-time job (30+ hours a week)

☐

1018

part-time job (less than 30 hours a week)

☐

either

☐

I am not looking for a job

☐

**4. Have you applied for, or been after, any jobs in the past four weeks?**

1019

Yes

☐

No

☐

→ If yes, how many jobs have you applied for, or been after, in the past four weeks?

**Write in:**

\_\_\_\_\_

1020-1021

If you are **not** currently in employment, education or on training scheme → Go To Question 5  
 If you are → Go To Question 6

**5. 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.**

*Please tick one box on each line.*

	<b>Applies to me</b>	<b>Does not apply to me</b>	
I am currently having a break from study	<input type="checkbox"/>	<input type="checkbox"/>	1022
I need more qualifications and skills to get a job or education or training place	<input type="checkbox"/>	<input type="checkbox"/>	1023
I am currently looking after the home or children	<input type="checkbox"/>	<input type="checkbox"/>	1024
I am currently looking after other family members such as a parent or other relative	<input type="checkbox"/>	<input type="checkbox"/>	1025
I have poor health or a disability	<input type="checkbox"/>	<input type="checkbox"/>	1026
I have housing problems	<input type="checkbox"/>	<input type="checkbox"/>	1027
I have family problems	<input type="checkbox"/>	<input type="checkbox"/>	1028
I have personal problems	<input type="checkbox"/>	<input type="checkbox"/>	1029
I (would) find it difficult to travel to work or college because of poor transport where I live	<input type="checkbox"/>	<input type="checkbox"/>	1030
I would be worse off financially in work or on a course	<input type="checkbox"/>	<input type="checkbox"/>	1031
There are no decent jobs or courses available where I live	<input type="checkbox"/>	<input type="checkbox"/>	1032
I have not yet decided what sort of job or course I want to do	<input type="checkbox"/>	<input type="checkbox"/>	1033
I have not found a suitable job or course	<input type="checkbox"/>	<input type="checkbox"/>	1034
I have other reasons (please write in below):	<input type="checkbox"/>	<input type="checkbox"/>	1035

1036.1037

1038.1045  
spare

**6. Are you or have you ever been self-employed?**

1046

Yes ☐ → Go to Question 9  
 No ☐ → Go to Question 7



7. Since you left school, have you thought about starting your own business, buying into an existing business or becoming self-employed in another way?

Yes

starting own business

buying into an existing business

becoming self-employed in another way  
(e.g. freelancing, contract work)

1

2

3

-

-

-

→Go to Question 8

1047-1049

No

none of these

4

→ Go to Question 9

8. Is this something that you are thinking of doing within the next year, 2-5 years or later?  
Please tick one box for each line

	Within next year	2-5 years	more than 5 years	not considered	
starting own business	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	1050
buying into existing business	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	1051
becoming self-employed in another way	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	1052

**Now we would like to ask you a few questions about what you have been doing since May 2001.**

**9. Now think back over the last five years. What was your main activity (the activity that took up most of your time) on each of the following dates?**

Please tick one box for each date. If you did not have one main activity, please tick the last box.

If you were temporarily sick or on a short holiday, please tick your usual activity.

	2001		2002		2003	
	May	Nov	May	Nov	May	Nov
In a full-time job (30 hours or more a week) <u>not</u> a Government training programme	01	01	01	01	01	01
In a part-time job (30 hours or less a week) <u>not</u> a Government training programme	02	02	02	02	02	02
In a job which includes a govt. training programme (e.g. Skillseekers, Modern Apprenticeship or New Deal)	03	03	03	03	03	03
Not employed but on a Government training programme e.g. Skillseekers, Modern Apprenticeship or New Deal	04	04	04	04	04	04
Doing voluntary work	05	05	05	05	05	05
Out of work and looking for a job	06	06	06	06	06	06
In full-time higher education (e.g. degree, HND, HNC)	07	07	07	07	07	07
In other full-time education (including school & college)	08	08	08	08	08	08
Looking after child/family/home	09	09	09	09	09	09
Travelling/Long holiday ( <u>not</u> paid leave)	10	10	10	10	10	10
Out of work but not looking for a job	11	11	11	11	11	11
Doing something else (including a combination of activities)	12	12	12	12	12	12
<i>Please write in:</i>  _____						

1065-1066

1053-54 1055-56 1057-58 1059-60 1061-62 1063-64

1066-1077 spare

10. Since we last contacted you in May 2001, have you been unemployed (signing on) for any period of one month or longer?

Yes  1 No  2

1078

11. Since we last contacted you in May 2001, have you had any part-time work (under 30 hours a week) that lasted for one month or more?

Yes  1 No  2

1079

12. Have you been on any Government training programmes since we last contacted you in May 2001 (e.g. Skillseekers, Modern Apprenticeship or New Deal)?

Yes  1 → Go to Question 13  
No  2 → Go to Question 15

1080

13. For each programme you have been on since April/May 2001, please list the type of the programme (e.g. Skillseekers, Modern Apprenticeship or New Deal etc) and the start and end dates:

Programme Type	Programme start date				Programme end date			
	Month	Year	Month	Year	Month	Year	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1081-1094

1095-1108

1109-1122

1123-1136

1137-1150

1151-1260  
spare

14. What did you do after the last Government training programme you were on finished?

Full-time job (30 hours or more a week)  01

Part-time job (less than 30 hours a week)  02

Out of work and looking for a job  03

Full-time higher education (e.g. degree, HND, HNC)  04

other full-time education (including college)  05

Looked after child/family/home  06

Travelled/Long holiday (not paid leave)  07

Was out of work but not looking for a job  08

Something else (including a combination of activities)  09


Other (Please write in below):  10

1261-1262

## CAREER GUIDANCE

15. **Since leaving secondary school**, have you received advice about jobs and/or education from any of the following people? If yes, please indicate whether the advice was helpful or not.

Please tick one box for each line.

	Yes Advice was helpful	Yes Advice was <u>not</u> helpful	No Advice was not given	
JobCentre Plus / Benefits Agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1263
Careers Scotland / Local Careers Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1264
Telephone Helpline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1265
Career adviser at college / university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1266
Tutor at college / university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1267
Employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1268
Workmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1269
Family member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1270
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1271
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1272
Other (Please write in below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1273
<div style="text-align: center;">    <hr style="width: 200px; margin: 0 auto;"/> </div>				

1274-1275

## JOBS AND TRAINING

- If the main thing that you are doing at the moment is a job (including part-time), work placement or training programme (including New Deal)

→ Go to Question 16

- If you do not have a job and you are not on a training programme, please answer the following questions about the most recent job you have had or training programme you have been on

→ Go to Question 16

- If you have never had a job or training programme

→ Go to Question 28

1276-1299  
spare

**16. What is (was) the name of your job or the work you are (were) being trained to do?**

If you have more than one job, please answer the questions below for the job that takes up most hours.

*Please write in:*

1300-1380

**17. Please describe the sort of work that you mainly do (did) in that job.**

*Please write in:*

---

---

---

1381-1460

**18. Including yourself, about how many people work (worked) at the same place as you do?**

*Please tick one box only.*

1-9 ☐ 1      10-24 ☐ 2      25-49 ☐ 3      50-99 ☐ 4      100 or more ☐ 5      1461

**19. What sort of firm or organisation is (was) it?**

**(e.g. shoe shop, electronics factory, private hospital, etc.)**

*Please write in:*

---

1462-1541

**20. Are (Were) you an employee, self-employed or an employer?**

1542-1599  
spare

1600

*Please tick one box only*

Employee ☐ 1 → Go to Question 21

Self-employed (no employees) ☐ 2 → Go to Question 22

Employer (with employees) ☐ 3 → Go to Question 22

**21. Do (did) you have formal responsibility for supervising the work of other employees?**

Yes ☐ 1      No ☐ 2

1601

**22. On average, how many hours do (did) you work each week in this job/programme (not counting lunch breaks)?**

1602-1604

Please write in hours per week →

23. Is (Was) your job a temporary contract with an agreed end date?

If you were taken on a temporary contract which may become permanent, please tick the “yes” box for temporary.

Yes

1

No

2

1605

24. How/Where did you find this job or training programme

Please tick one box only. If you used a combination of methods, please select the one you think was the main method.

- JobCentre Plus / Benefits Agency
- Careers Scotland/Local Careers Office
- Careers advisor / key worker
- External job advertisement (e.g. newspaper)
- Internal job advertisement
- Employment Agency
- Training Programme
- Friend or family member
- Recruitment fair/Milk round
- Internet
- Other (Please write in below)

01

02

03

04

05

06

07

08

09

10

11

1606-1607

25. In this job/programme, do (did) you get any of the following sorts of training?

Please tick yes or no for each.

YesNo

On-the-job training from a supervisor, trainer or experienced colleague?

1

2

Training at the firm’s own training centre?

1

2

Training at a college?

1

2

Training somewhere else away from the job?

1

2

1608

1609

1610

1611

If you have ticked any of the ‘Yes’ boxes at Question 27 → Go To Question 26  
Otherwise → Go To Question 27

26. Will (did) this training lead to a qualification?

Yes

1

No

2

→

If yes: What is the name of the qualification?

Please write in:

1612

1613-1614

1615-1642 spare

27. If you are currently in employment, please answer this question.  
If you are not → Go To Question 28.

Thinking about your current job (or training programme), please tick a box to say whether you agree or disagree with each of the following.

	Agree	Disagree	
I would leave this job (or programme) if I could get a better job	<input type="checkbox"/>	<input type="checkbox"/>	1643
I will probably leave this job (or programme) when I have got my qualification	<input type="checkbox"/>	<input type="checkbox"/>	1644
This is the kind of work I want to do in the future	<input type="checkbox"/>	<input type="checkbox"/>	1645
This is good experience and should help me to move on to something better	<input type="checkbox"/>	<input type="checkbox"/>	1646
This is the <u>only</u> job I have had since leaving school	<input type="checkbox"/>	<input type="checkbox"/>	1647
This job (or programme) is teaching me useful skills	<input type="checkbox"/>	<input type="checkbox"/>	1648
The <u>main</u> reason I do this is for the money	<input type="checkbox"/>	<input type="checkbox"/>	1649

## INCOME AND BENEFITS

28. In total, how much money do you usually take home altogether from employment (include all jobs you have) and/or benefits, after deductions, but including bonuses or overtime?

Please write in amount to the nearest pound      each week: £ \_\_\_\_\_ 1650-1653  
OR  
each month: £ \_\_\_\_\_ 1654-1657

29. Do you have a student loan or other debts from studying at college or university?

Yes, Student Loan ☐ → Go to Question 30 1658-1659  
Yes, other debt from studying ☐ → Go to Question 30  
(e.g. overdraft, credit cards, graduate endowment, tuition fees)  
No ☐ → Go to Question 31

30. How much money do you currently owe from studying?

Please write in amount to the nearest £500      Student Loan £..... 1660-1664  
Other debt from studying £.....  
(e.g. overdraft, credit cards, graduate endowment, tuition fees) 1665-1669

31. Do you now receive any of the following benefits?  
Please tick all that apply.

Job Seekers Allowance	<input type="checkbox"/>	01	1670-1695
Income Support	<input type="checkbox"/>	02	
Child Benefit	<input type="checkbox"/>	03	
Child Tax Credit	<input type="checkbox"/>	04	
Incapacity Benefit	<input type="checkbox"/>	05	
Disability Living Allowance	<input type="checkbox"/>	06	
Invalid care allowance	<input type="checkbox"/>	07	
Working Tax credit	<input type="checkbox"/>	08	
Housing Benefit	<input type="checkbox"/>	09	
Council Tax Benefit	<input type="checkbox"/>	10	
Other (please write in _____)	<input type="checkbox"/>	11	1696-1697
Benefit suspended	<input type="checkbox"/>	12	
None	<input type="checkbox"/>	13	1698-1720 spare

QUALIFICATIONS

Now we would like you to answer a few questions about any education or training courses you are currently doing (that is education or courses that you have not yet completed).

32. Are you now doing any full-time or part-time education or training course ?

Yes, full-time	<input type="checkbox"/>	→ Go to Question 33	1721-1722
Yes, part-time	<input type="checkbox"/>		
No	<input type="checkbox"/>	→ Go to Question 36	

33. What is the name of your college, university or training centre?

Please write in: \_\_\_\_\_

1723-1749

34. What is the name of the course (or the subjects) that you are studying?

Please write in: \_\_\_\_\_

1750-1785

---

1786-1829  
spare



**35. What sort of qualification are you studying for?**

*If you are studying for more than one qualification, please select the main one.  
Please tick one box only.*

1830-1831

Access 3, Intermediate 1 or 2, Standard Grade,  
GCSE or equivalent ☐ 01

Higher, Advanced Higher, A Level, AS Level,  
Scottish Group Qualification or equivalent ☐ 02

NVQ/SVQ Level 1 or 2, BTEC First Diploma,  
City and Guilds Craft, RSA Diploma or equivalent ☐ 03

NVQ/SVQ Level 3, City and Guilds Advanced Craft,  
RSA Advanced Diploma or equivalent ☐ 04

HNC, HND, NVQ/SVQ Level 4 or 5, RSA Higher Diploma  
or equivalent ☐ 05

Ordinary Degree ☐ 06

Honours Degree ☐ 07

Higher Degree (e.g. Masters, PhD) ☐ 08

Professional Qualifications (e.g teaching, accountancy) ☐ 09

Other (please write in below) ☐ 10



---

**36. Do you have any qualifications already?**

Yes ☐ 1 → **Go to Question 37**

No ☐ 2 → **Go to Question 38**

1832

**37. Please tell us about any qualifications you have already obtained.**

*Tick all that apply and provide further details as indicated.*

Type of qualification	Details	Date(s) when Qualification(s) obtained	Mode of Study (tick <u>one</u> box per qualification)		
		Month / Year(s)	Full-time	Part-time	Distance Learning
Access 3, Intermediate 1 or 2, Standard Grade, GCSE or equivalent	No of passes [   ]	----- / -----			
Highers, Certificate of Sixth Year Studies / Advanced Higher, A Level, AS Level, Scottish Group Qualification or equivalent	No of passes [   ]	----- / -----			
GSVQ / NVQ / SVQ Level 1 or 2, SQA SCOTVEC, BTEC First Diploma, City and Guilds Craft, RSA Diploma or equivalent	Name of qualification(s):	----- / -----			
GSVQ / NVQ / SVQ Level 3, City and Guilds Advanced Craft, RSA Advanced Diploma or equivalent	Name of qualification(s):	----- / -----			
HNC, HND, NVQ / SVQ Level 4 or 5, RSA Higher Diploma or equivalent	Name of qualification(s):	----- / -----			
Ordinary Degree	Name of qualification(s):	----- / -----			
Honours Degree	Name of qualification(s):	----- / -----			
Higher Degree (e.g. Masters, PhD)	Name of qualification(s):	----- / -----			
Professional Qualifications (e.g. teaching, accountancy etc)	Name of qualification(s):	----- / -----			
Other	Name of qualification(s):	----- / -----			

1833-1852

1853-1872

1873-1892

1893-1899  
spare

1900-1919

1920-1925  
spare

1926-1945

1946-1965

1966-1975  
spare

1976-1995

1996-1999  
spare

2001-20

2021-2027  
spare

2028-2047

2048-2059  
spare

2060-2079

2080-2099  
spare

YOUR HOME AND FAMILY

38. Do you have any children?

Yes, living with me

1

Yes, living elsewhere

2

→ Go to question 39

No

3

→ Go to question 40

2100-2101

39. What date(s) was (were) your child(ren) born?

day	month	year
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div></div>

2102-2109

2110-2117

2118-2125

2126-2133

40. Who lives in the same household as you?

Please tick all that apply.

No-one, I live on my own

01

Parent(s)

02

Sister(s)/Brother(s)

03

Partner/Husband/Wife

04

Son/Daughter

05

Other family member(s)

06

Friend(s) / flatmate(s)

07

Other (Please write in below)

08

2134-2149

**41. What type of housing do you live in?**

Please tick one box only.

Owned by yourself and/or partner  
(including buying with a mortgage) ☐ 01

Owned by your parents or people you stay with  
(including buying with a mortgage) ☐ 02

Rented from the Council / Housing Association ☐ 03

Rented privately ☐ 04

In a hostel ☐ 05

Other (Please write in below) ☐ 06



\_\_\_\_\_

2150-2151

2152-2159  
spare

**42. What is your current postcode?**

2160-2166

**43. Have you at any time moved away from your parents' home (even if you later moved back there again)?**

Yes ☐ 1 → **Go to question 44**

No ☐ 2 → **Go to question 45**

2167

**44. When did you first leave your parents' home?**

Please write in month and year: →

month    year

2168-2173

**45. Since leaving secondary school have you ever moved house because of your job or your education/training?**

Please tick all that apply.

Yes, because of an existing job ☐ 1

Yes, to take up a new job ☐ 2

Yes, to look for work ☐ 3

Yes, to attend education/training course ☐ 4

No ☐ 5

2174-2177

THE FUTURE

46. Think about what you would like to do in the future. Please tick a box for each of the following statements to say whether you agree or disagree.

	Agree	Disagree	
I would like to get some further qualifications of some sort	<div>1</div>	<div>2</div>	2178
Having a career or profession is important to me	<div>1</div>	<div>2</div>	2179
Raising a family is important to me	<div>1</div>	<div>2</div>	2180
I would like to have a full-time job for most of my adult life	<div>1</div>	<div>2</div>	2181
I have a clear idea of the career that I want	<div>1</div>	<div>2</div>	2182
I'll just wait and see where I end up	<div>1</div>	<div>2</div>	2183

47. How strongly do you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
I have little control over things that happen to me	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	2184
There's really no way I can solve some of the problems I have	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	2185
I often feel helpless in dealing with the problems of life	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	2186
Sometimes I feel that I am being pushed around in life	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	2187
What happens to me in the future mostly depends upon me	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	2188

2189-  
2999  
spare

## ADDRESS DETAILS

We would like to write to you again in a couple of years' time with a few more questions. To help us contact you, please can you complete the address information boxes below.

**If you have an email address, please write it below:**

--

3013-3040

**Please write in your telephone number (including dialling code) below:**

--

3041-3052

**If you have a second telephone number (mobile or landline) please write it below:**

\_\_\_\_\_

3053-3064

**If the name and address on the letter we sent you is wrong, please print your full name and address below:**

**Name:** \_\_\_\_\_  
          *(first name)*                      *(last name)*

**Address:** \_\_\_\_\_  
              \_\_\_\_\_

**Post Code:** \_\_\_\_\_

3065-3099

3100-3149

3150-3199

3200-3210

3211-3229  
spare

**In case you move, could you write the name and address of someone you know with a different address from you, where we could reach you (e.g. parent, grandparent, aunt, uncle, brother, sister or close friend). Even if you don't think you'll move, please try to fill in a name and address below, just in case:**

**Mr/Mrs/Ms/Miss:** -----  
(name)

**Relationship to you:** -----

**Address:** -----  
-----

**Post Code:** -----

**Telephone no:** -----

3230-3270

3271-3290

3291-3329

3330-3369

3370-3379

3380-3391

**Thank you very much for your help.**

**Now please post this back to us in the envelope provided. It does not need a stamp.**

## What is the Scottish Centre for Social Research?

The Scottish Centre for Social Research is part of the National Centre for Social Research, Britain's largest independent non-profit social research institute. We carry out many important research studies for the Scottish Executive, UK Government Departments, research councils and charitable foundations. You can find out more at our website:

[www.scotcen.org.uk](http://www.scotcen.org.uk)

## What should you do if you have further queries about the survey?

If you have any more questions about the survey, please contact Kirsty Deacon at the address shown below.

Scottish Centre for Social Research  
5 Leamington Terrace  
Edinburgh  
EH10 4JW

[k.deacon@scotcen.org.uk](mailto:k.deacon@scotcen.org.uk)

We also have a freephone number you can call for any queries about filling in your questionnaire:  
**0800 652 0601**



**Scottish Centre *for*  
Social Research**

*Incorporating Scottish Health Feedback*