

# Skills and Employment survey 2012

Technical report prepared for Cardiff University

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# 1 Introduction

The Skills and Employment Survey (SES) has considerable heritage as it brings together the Skills Survey, which can be traced back to the mid-1980s and studies such as the Working in Britain survey. SES 2012 was funded by the Economic and Social Research Council (ESRC), the UK Commission for Employment and Skills (UKCES) and the Wales Institute of Social and Economic Research, Data and Methods (WISERD). The survey provides information for academics and policy makers looking at working life in Britain today and also enables a study of how the situation has changed over time.

The overarching aim of SES 2012 was to provide data on the skills and employment experiences of working life in Britain in 2012, which will serve as a resource for academic and policy analysts who wish to examine these issues today, and assess and explain changes in skills and the experience of work. The survey data provides some continuity with the previous work (e.g. the same sample design, largely the same questionnaire), sets a new benchmark for future research and also allows comparisons with other studies taking place around the world.

The questionnaire was developed by Alan Felstead (Cardiff University), Francis Green (Institute of Education) and Duncan Gallie and Hande Inanc from Nuffield College, Oxford. GfK NOP Social Research was commissioned by Cardiff University to carry out the survey, which was conducted using Computer-Assisted Personal Interviewing (CAPI), including two sections administered using Computer-Assisted Self-Interviewing or CASI.

The sample comprised both a core and boost element (Wales only) with 2,741 core interviews being achieved along with 459 boost interviews. For the core GB survey element, it was found that the percentage of addresses at which there was an eligible adult (aged 20 to 65 and in paid work) was 49%, which compares to 57% in 2006 and 2001.

This report provides methodological details for SES 2012, including the development of the research design, details of the fieldwork management processes and response rates. Copies of all of the fieldwork documents used during the survey are provided in the Appendices.

## 2 Timetable

Table 1 shows the timetable for the project.

**Table 1 Timetable**

Period	Task
October 2011	Start up meeting
October 2011	Cognitive interviews (two phases, with a break in the middle to assess feedback)
October 2011	Debrief of cognitive testing phase
November 2011	Dress rehearsal pilot
December 2012	Debrief on dress rehearsal, final changes to questionnaire
January to May 2012	Welsh core and boost sample fieldwork
April 2012	Reserve sample for Wales issued
May 2012	Interim data file for Wales
June 2012	Final data file for Wales
March to September 2012	GB core sample fieldwork
July 2012	Interim datafile for core and boost samples
August to September 2012	Reserve sample for GB issued
November 2012	Delivery of clean core and boost sample survey data
December 2012	Delivery of technical report

## 3 Research design

### 3.1 Survey objectives

Cardiff University was commissioned to conduct a fourth survey on the skills of the employed British workforce. The project was funded by the Economic and Social Research Council (ESRC) and the UK Commission for Employment and Skills (UKCES) strategic partnership. In addition, the Wales Institute of Social and Economic Research, Data and Methods (WISERD)<sup>1</sup> funded a boost to the sample in Wales.

Although the research has been running in some format since 1986, the survey conducted in 1997 was the first in the current series and represented a new approach to assessing the degree to which employees in Britain had skills commensurate with the requirements of their jobs. The 2001 survey assessed how much had changed between the two surveys and a third survey in 2006 enhanced the time series data while providing a resource for analysing skill and job requirements in the British economy at that time. The 2012 survey aimed to again add to the time series data and, coinciding as it did with a period of economic recession, aimed to provide insight into whether the British workforce felt under additional pressure/demand from employers as a result of redundancies and cut backs.

The four specific objectives for SES 2012, stemming from the overarching aim (to provide data on the skills and employment experiences of working life in Britain in 2012) were as follows:

1. To describe and analyse the level and distribution of skills requirements of jobs in British workplaces in 2012 and compare these patterns with earlier data points
2. To describe and analyse the level and distribution of key aspects of workers' experiences of their jobs in 2012, and compare with earlier data points
3. To use the data to develop three distinctive, original and substantive contributions to scholarship surrounding job quality and job skill
4. To make the data available and provide the necessary data support and infrastructure for further analysis by academic or policy-based researchers in the field of skills and job quality

As was the case in 2006, the word 'skills' was not used in the approach to households. Instead, when contacting respondents the research study was titled: **"You and Your Work: a Study of Working Life in Britain Today"**. One reason for this was that some members of the workforce consider their job to be 'unskilled', while others may associate the term with 'skilled craft' occupations.

The study was directed by the following four researchers who developed the questionnaire and played an active role in decisions about its implementation as a fieldwork instrument:

- Professor Alan Felstead, Cardiff School of Social Sciences, Cardiff University
- Professor Francis Green of the Institute of Education, London
- Professor Duncan Gallie of Nuffield College, Oxford
- Hande Inanc of Nuffield College, Oxford.

The development of the computer-assisted interviewing version of the questionnaire, managing data collection and data preparation, collating the final data files and preparing this report was the responsibility of GfK NOP Social Research.

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<sup>1</sup> WISERD is a research centre funded by the ESRC and the Higher Education Funding Council for Wales ([www.wiserd.ac.uk](http://www.wiserd.ac.uk))

### **3.2 Aims of this report**

This report provides documentation for SES 2012. This is intended primarily for analysts who wish to make use of the data, who will need to understand the sample design, the details of occupation and industry coding and the actual questions asked.

## 4 Sample design

### 4.1 Sampling approach

In summary, the basis for the core survey was a nationally representative (face-to-face, probability) sample of 2,741 people in paid employment in Great Britain, south of the Caledonian Canal. Sampled households were screened to identify those in paid employment and in the qualifying age band of 20-65. Where more than one eligible individual was identified, one was selected at random to participate using a Kish selection process.

The sample comprised two elements: the core sample - the nationally representative sample of people in paid employment in Great Britain and a boost for Wales.

The sample was drawn in a two-stage process using a stratified, random probability approach and with 278 postcode sectors as the Primary Sampling Unit (PSU), which was the same approach as that used most recently in 2006. The same approach to sampling was used in the Wales boost (46 sample points).

### 4.2 Sampling population and sampling frame

The sample needed to be representative of people of working age living in private households in Great Britain. The eligibility criteria were as follows (these applied at the time of selection):

- aged between 20 and 65 years of age inclusive
- currently have a paid job at which they work for at least 1 hour a week

Both employees and self-employed workers were eligible as long as they met the above criteria.

The latest version of the small user Postcode Address File (PAF) was used as the sampling frame for the survey, as was also the case in 1997, 2001 and 2006.

### 4.3 Stratification and selection

As in 2006, a conventional multi-stage sample design was employed using postcode sectors as PSUs. In order to improve the precision of survey estimates, the sample of postcode sectors in the whole of Great Britain was proportionately stratified, as follows:

1. By Sub-Region (101 sub-regions). Definitions of sub-regions can be found in Appendix J.
2. Within sub-region, sectors were listed in increasing order by the percentage of household heads in non-manual NS-SEC operational categories (1, 2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5, 6, 7.1, 7.2, 7.3, 8.1, 8.2, 12.1, 12.6). Cut-off points were then drawn approximately one third and two thirds (in terms of delivery points) down the ordered list, to create three bands of roughly equal size.
3. Within NS-SEC strata, sectors were sorted by the percentage of males of working age who were unemployed.

The selection of the PSUs for the survey was made using the cumulated address count via a systematic fixed-interval process, from a random start point and reflecting a probability proportional to size (i.e. the number of residential addresses).

The core sample consisted of 12,428 addresses across 278 points and the sample for the Welsh boost consisted of 2,438 addresses across 46 points. Addresses for both core and boost samples were selected systematically from each sector.

When interviewers made contact with sampled addresses they had to select one dwelling, then one household and finally one eligible individual within the selected household. In the vast majority of cases, no dwelling or household selection was necessary, but where multiple dwellings or households or eligible individuals were found, interviewers used a 'Kish grid' for selection purposes one. The selection process was included on contact sheets for each address (see Appendix E).

Because there are differences in the probability of selection, depending on the number of dwelling units or households at the address and the number of eligible workers in the selected dwelling unit, weights are used in the analysis. With the weights, the data file is representative of adults in Great Britain and each individual in the file has a known chance of selection.

#### **4.4 Additional sample**

Based upon the 2006 survey and changes in employment since then, the expectation was that around 55% of screened addresses in GB would contain an eligible individual (someone aged 20-65 who carried out at least one hour of paid work per week). However, the incidence of eligible individuals was considerably lower than anticipated which meant that additional sample was required in order to reach the target sample size.

The additional sample was selected in the same way as described above for the core and boost samples. In total, 70 extra points comprising 4,176 addresses were issued.



## 5 Questionnaire development

In order to build up a time-series of research findings the questionnaire content was largely based upon the 2006 survey. However, some new questions were developed to complement existing questions and to explore other issues. In order to ensure that the new questions were working as intended they were tested and refined in a two-stage cognitive pre-test. A full dress rehearsal pilot phase was used in order to test the survey instruments and administrative processes.

### 5.1 Cognitive interviews

The aim of the cognitive pre-test was not to test overall questionnaire length or flow, but rather to see whether the respondent understood the new questions in the intended manner as it is important to ensure that all respondents interpret the questions in the same way and that there is no room for alternate interpretations. This approach is useful for thoroughly testing questions or concepts that respondents are likely to find difficult or confusing and, hence, where 'interpretation error' might occur. It is therefore a valuable tool for testing a relatively small number of new questions and response items.

A total of 26 interviews were carried out by researchers working on the project with a range of respondents of different ages, occupations and locations. The client accompanied one member of the research team and attended four cognitive interviews.

The cognitive pre-test was divided into two stages, with a break in between to discuss amendments to the new questions. The second stage was used to ensure that any amendments made after the first stage were also tested.

Wherever possible, with the respondent's permission, interviews were recorded and all those taking part were given a £10 High Street voucher as a thank you and as an acknowledgement of their time.

After the 2<sup>nd</sup> stage of the pilot, the academic team was debriefed by the GfK NOP executive team and a number of changes to the questionnaire were agreed ahead of the dress rehearsal.

A summary of the cognitive pilot is provided in Appendix B.

#### 5.1.1 Dress Rehearsal pilot

Following the cognitive testing, the questionnaire was programmed as a computer-assisted interview for a pilot survey. A three week dress rehearsal pilot was conducted to test the survey procedures, to anticipate any problems that could arise in the field, establish effective ways of introducing the questionnaire, and further evaluate the questionnaire and its flow. The team of 10 interviewers, working in a range of locations across Great Britain, achieved a total of 61 pilot interviews. The client accompanied one interviewer during the dress rehearsal.

Following the dress rehearsal exercise, the GfK NOP research team and the interviewing team met with the client for a debriefing session. Following this, further modifications were agreed for some survey instruments and training procedures as follows:

- amendments to the Contact Sheet and questionnaire layout
- speeding up the CAPI script without losing material
- adjustments to the emphasis of the briefing

## 5.2 Coverage and structure

As in 2006, SES 2012 comprised two different modes of interviewing:

- 1 CAPI (computer-assisted personal interviewing, administered by interviewers)
- 2 CASI (computer-assisted self-interviewing, completed by respondents)

The questionnaire was organised into the following blocks of questions:

BLOCK A: Checking eligibility (age and whether in paid work in the last 7 days)

BLOCK B: Broad questions about the current job

BLOCK C: Detailed job analysis questions

BLOCK D: Computing skills and Qualifications questions

BLOCK F: Work attitudes

BLOCK E: The Organisation

BLOCK G: Pay questions

BLOCK H: The job five years ago

BLOCK J: Recent skill changes and future perspectives

BLOCK I: Well-being at work

BLOCK K: Personal details

BLOCK Q: Follow-up, Workplace details and Conclusion

Blocks C and I were designated as the CASI sections of the questionnaire. However, interviewers were permitted to administer these sections in the normal way if the respondent preferred: the CAPI script included a question where the interviewer could state whether or not the respondent used a self-completion method and, if not, the reasons why they chose not to complete it themselves.

A copy of the questionnaire is included in Appendix A.

### 5.2.1 CAPI programming package

GfK NOP developed the SES 2012 CAPI script using the IBM SPSS Data Collection Family Suite of interviewing software, referred to as Dimensions. The script was written by a Senior CAPI Programmer in GfK NOP's CAI Technology and Services team. Initial testing was carried out by the programmer before the CAPI script was passed to the GfK NOP research team for testing.

GfK NOP has stringent quality procedures for checking CAPI questionnaires before they are released into the field. The script was systematically checked by the GfK NOP research team to ensure that question wordings, filtering, text fills and logic checks had all been scripted correctly. A copy of the CAPI script was also sent to the academic team to ensure they were satisfied with the instrument prior to releasing it to interviewers. In addition, topline data was generated one week into fieldwork as a further assurance that the questionnaire was working as intended.

### **5.2.2 Changes in questionnaire coverage: 2006 to 2012**

The complete questionnaire is included as Appendix A. In order to ensure comparability between survey years, much of the questionnaire remained the same as in 2006. However, some new questions were added to the and a small number were removed from the questionnaire.

Appendix C shows which questions have been either added or removed since 2006.

## 6 Data Collection and Fieldwork Management

### 6.1 Interviewer briefings

All GfK NOP interviewers and supervisors are fully trained to the guidelines in the ISO 20252:2006 market, opinion and social research standard. These guidelines mirror the Market Research industry's Interviewer Quality Control Standards (IQCS) to which we also adhere.

All interviewers working on the survey were personally briefed before starting their assignment(s), as is the case for the vast majority of random probability surveys undertaken by GfK NOP. Personal briefings are used to improve interviewer motivation by equipping interviewers with practical information regarding how to administer the survey, as well as the skills to 'sell' the survey to potential respondents and answer their queries. Briefings also serve to remind interviewers of key skills such as avoidance of doorstep refusal.

A total of 15 briefings were held in a variety of locations across Great Britain. The briefings began with a 'master briefing' in Cardiff on Thursday, 5th January 2012. All but one of the researchers who were involved in the subsequent briefings attended this session as the master briefing acted as the template for the other briefings in terms of the order of the session, instructions on the use of the survey materials and the scenario adopted for the 'dummy' interview. Two further Welsh briefings were scheduled in January with briefings across England and Scotland taking place during the course of February 2012.

The full-day sessions were led by the GfK NOP research team and at least one member of the client team was usually present to introduce the survey and to answer interviewers' questions. The briefings were designed in conjunction with the client team and were subject to several amendments following the dress rehearsal pilot. Each session followed the format detailed below:

Task	Content
Introduction to day and agenda	Introduction of speakers, agenda for the day
Introduction to SES	Introduction to the survey, its history and how the data will be used
Summary of the interviewer's task	Overview of task, including eligibility for interview
The sample and documentation	How the sample was drawn (dealing with respondent queries about choice of their address), how updates on preselected addresses will be communicated; introducing the survey materials (e.g. advance letter and leaflet) and when these should be used.
Making contact and planning work	Call patterns and working efficiently, sending out advance letters, identifying vacant properties and other deadwood
Response maximisation	Response rates on earlier survey waves (to show what is achievable); refusal avoidance strategies and recording reasons for refusal (to assist with reissues); gaining cooperation/ building rapport and providing answers to common queries.
The contact sheet	How to complete the contact sheet, using dummy examples and different outcomes; further discussion regarding eligibility.
Introduction to the questionnaire (on paper)	Broad overview of the questionnaire, making general definitional points; reminder of SIC and SOC coding procedures and level of detail required.
Dummy interviews (CAPI)	Dummy interview using a pre-planned route, drawing interviewers' attention to potential pitfalls/other possible survey routes. (Interviewers were paid to conduct two further dummy interviews at home before starting work: one as an employed person and one as a self-employed person).
Field administration	Progress chasing and use of the Electronic Sample Management System (ESMS).
Question and Answer session	Time for interviewers to ask questions of the briefing team relating to any aspect of the survey and its administration

The definition of the target population (between 20 and 65 years of age inclusive and in paid work for at least one hour per week) was given particular attention at all of the briefing sessions to ensure that interviewers understood the eligibility criteria. A number of examples were also worked through to prepare interviewers for a variety of possible situations that they could encounter on the doorstep; this part of the briefing often generated many questions, some of which required further client clarification. The examples were included in the Interviewer Instructions document, which interviewers held for the duration of their assignment as a reference tool.

## 6.2 Fieldwork dates

Interviewing in Wales – on both the core and boost sample – began after the first interviewer briefing in January and finished on 27<sup>th</sup> May 2012. Interviewing across the rest of Great Britain began in early February and ended on 7<sup>th</sup> November 2012.

Table 2 shows the monthly breakdown of interviews over fieldwork period.

**Table 2 Month of interview**

Month of interview	Number of interviews	Percentage of total interviews (%)
January	65	2%
February	406	13%
March	869	27%
April	567	18%
May	290	9%
June	133	4%
July	440	14%
August	158	5%
September	151	5%
October	82	3%
November	39	1%

## 6.3 Re-issues

As well as reviewing progress during first issue, the Field team were responsible for reviewing performance on completed assignments at a micro level to determine whether there was a case for reissue. Decisions were based on information gathered via the CAPI progress reporting tool and, where necessary, by examining hard copy contact sheets. Reissue was mainly triggered by a higher than expected level of non-contact or refusal amongst screened addresses, i.e. addresses where it was already known that there was an eligible respondent. However, a limited number of household non contacts and refusals (those labelled as 'Unknown eligibility' in the table below) were also reissued.

The decision to reissue was therefore based primarily on a lower than expected conversion rate of screened addresses and, to a lesser extent, on a lower than expected level of screening (high rates of refusal or non-contact at the household level). In all cases, addresses were only reissued where it made sense to do so, i.e. where there was a sufficiently high number of leads to make the task efficient and where there was an interviewer within reasonable travel time (as well as being an interviewer who had performed well on their first assignment). Interviewer notes on contact sheets were also taken into consideration, so, for example, if the interviewer had marked the box 'do not recontact', this address would not have been selected for reissue.

In total, 3,082 addresses were re-issued resulting in an additional 297 interviews being achieved (10%). The original outcome of reissued addresses is shown in Table 3, below, and the final outcome after reissue is shown in Table 4.

**Table 3 Re-issued addresses – original outcome**

Outcome category	All cases	
	n	%
<i>Base: Re-issued addresses from core sample</i>	3,082	100
<b>No Contact</b>		
No contact with selected respondent	693	22
Unknown eligibility (unscreened address)	337	11
<b>Refusals</b>		
Selected respondent refusal (inc. proxy)	2,052	67

**Table 4 Re-issued addresses – final outcome**

Outcome category	N	%	%	%	%
<i>Base: Re-issued addresses from core sample</i>	3,082	100			
Not screened	169		5		
Screened*	2,913		95	100	
Screened ineligible	263			9	
Selected eligible respondent	2,650			91	100
No Contact	572				22
Refusals	1,692				64
Other unproductive	89				3
Productive interview	<b>297</b>				<b>11</b>

\*includes those addresses which had been screened on the first issue.

## 6.4 Advance communications and documents used to support survey

A number of items were used to inform households and respondents about the survey and all such documentation was provided bilingually for the sample points in Wales. The exception was tailored reissue letters; these were administered for the non-Wales GB sample only.

### Household letter and leaflet

All households sampled for the survey were sent a letter about the survey in advance of the interviewer calling. The letter provided information about the survey, who was managing the survey, the survey sponsors and the fieldwork agency. A dedicated Freephone number and email address were also included in the letter as a means of easily reaching the fieldwork agency. The letters bore the logos of the ESRC and UKCES, as well as GfK NOP.

Interviewers were instructed to send the letters in batches which they could follow-up personally within a couple of days, so that the information remained fresh in people's minds. The envelope containing the letter also included a colour printed leaflet, which was designed by GfK NOP and the client team, and provided more information about the survey including a link to a webpage dedicated to the survey on the Cardiff University website.

Copies of the advance letters and leaflet are included as Appendix F.

### Selected respondent letter

Because PAF was used as the sample frame, the initial letter was necessarily addressed to 'The Householder'. Following the same procedure as the 2001 and 2006 surveys, a personally addressed letter to introduce the survey to the selected respondent was also included in interviewers' packs, to be used at their discretion. This letter was left by the interviewer when the selected person was not present at the time of selection and where the interviewer felt that this would be beneficial for response. The aim of the letter was to reinforce the importance of

taking part in the survey to the person selected in the absence of the interviewer and to avoid the purpose of the interview not being explained adequately by others in the household.

Copies of the selected respondent letters are included as Appendix G.

### **Refusal conversion letter**

After the first round of reissues on the core sample, it was agreed with the academic team that a tailored reissue letter would be a useful tool to assist conversion. To this end, four tailored versions of the advance letter were drafted (all subject to client approval) so that a more targeted approach could be used by the interviewer (copies of the letters are provided in Appendix H) as follows:

- Screened: refusal by selected respondent
- Screened: refusal by proxy for selected respondent
- Screened: no contact with selected respondent
- Unscreened: household refusal or other non-contact

For screened addresses where a respondent had been selected, the reissue letters were addressed to the named person (if sufficient detail had been recorded on the contact sheet). All letters were posted by the interviewers working the reissue points a few days before they visited the address.

## **6.5 Introducing the survey and incentives**

As already mentioned, as part of their training/ briefing, interviewers were given guidelines on how best to introduce the survey and answer questions on the doorstep, i.e. how to 'sell' the survey.

As an acknowledgement of the time burden of the survey, all those completing a full interview were offered an incentive for doing so, which took the form of £10 of High Street vouchers. In order to encourage respondents to participate in the research the conditional incentive was mentioned in the advance communications.

## **6.6 Self-completion questions**

Two sections of the CAPI script (the 'Detailed job analysis' and 'Well-being at work' sections) contained questions which respondents were encouraged to answer by self-completion, keying a numeric answer on the computer. If the respondent did not wish to complete the sections themselves, the interviewer was able to do so on their behalf. The script was programmed to capture whether the respondent or interviewer completed the sections (and in the first section, if the interviewer was completing the survey on the respondents' behalf, they were asked why this was the case).

Four in five respondents completed the self-completion sections (84% Block C and 81% Block I). Those who did not wish to complete Block C were asked to say why, the main reasons were that they didn't like the computer (33% of refusers), couldn't be bothered (14%) or they preferred the interviewer to complete the section for them (11%).

## **6.7 Length of interview**

In estimating the workloads of interviewers, it was planned that interviews should have an average length of 55 minutes. As with any survey, some variation in the length of interview was expected because of questionnaire routing and respondent speed. As Table 5 shows, the mean

and median lengths of interview were slightly higher than expected at 59 minutes and 58 minutes respectively.

The table also shows interview length broken down by a number of variables. These show that those who were not in paid work 5/4/3 years ago and those who were self-employed tended to have shorter interview lengths on average. These findings are in line with expectations as questionnaire routing meant that they were asked fewer questions overall.

Interestingly, self-completion does not appear to make for a shorter overall survey. Respondents who self-completed both Block C and I recorded a mean interview length of 59 minutes, those who preferred to have the entire interview administered by an interviewer had a mean interview length of 58 minutes. It should be noted that this trend was also observed in 2006.

**Table 5 Length of interview**

Type of interview	Mean length (minutes)	Median length (minutes)	Unweighted base
Full productive interviews	59	58	3,200
Under 30 minutes	24	25	34
30 to 44 minutes	39	40	414
45 to 59 minutes	53	54	1,485
60 to 74 minutes	67	66	883
75 minutes and over	87	83	384
Block C and I self-completion	59	58	2,573
One self-completion block only	56	55	160
Block C and I administered by interviewer	58	57	467
Respondent in same job 5/4/3 years ago	59	58	1,707
Respondent in different job 5/4/3 years ago	59	58	1,338
Respondent was not in work 5/4/3 years ago	54	53	155
Employee	60	58	2,809
Self-employed	51	50	391

Table 6 shows the average length of each section of the questionnaire. Unsurprisingly, Block C accounts for a very significant proportion of the interview

**Table 6 Length of questionnaire blocks**

Block	Mean length (mins:secs)	Median length (mins:secs)
BLOCK A: Checking eligibility	0:31	0:18
BLOCK B: Broad questions about the current job	14:37	14:23
BLOCK C: Detailed job analysis questions	6:45	6:45
BLOCK D: Computing skills and Qualifications	4:09	4:00
BLOCK F: Work attitudes	2:43	2:38
BLOCK E: The Organisation	5:03	5:03
BLOCK G: Pay questions	1:53	1:51
BLOCK H: The job five years ago	0:41	0:38
BLOCK J: Recent skill changes and future perspectives	7:26	7:20
BLOCK I: Well-being at work	8:21	8:09
BLOCK K: Personal details	1:44	1:37
BLOCK Q: Follow-up, Workplace details and Conclusion	5:03	4:49



## 6.8 Supervision and quality control

The two key elements of fieldwork quality control for the survey were interviewer accompaniment and validation. Each of these is discussed in turn below.

### Accompaniment

All interviewers working on SES 2012 were accompanied at least once during fieldwork by a more senior interviewer to ensure that they were conducting their assignment in the correct way. For all interviewers new to random probability work, this accompaniment happened on their first day working to make sure they were happy with respondent selection procedures (i.e. using the Kish grid approach). More experienced interviewers were accompanied later in fieldwork.

### Validation

Validation involves re-contacting respondents after they have been interviewed to check that interviews actually took place, roughly how long the interview took, that correct procedures were followed and also that the required questions were asked and the answers were recorded correctly. A systematic, representative method is used for selecting interviewers for validation to ensure that all interviewers are regularly validated.

Telephone validation is the preferred method and GfK NOP's dedicated team of trained and monitored telephone validators contact respondents to validate selected interviews.

In total, 10% of productive interviews (327 cases) were back-checked, all of which were conducted by telephone. No cases were considered unsatisfactory.

## 7 Response rate

The response rate obtained was 49% of screened eligible respondents. The full sample break down is shown in Table 7.

**Table 7 Response Rate**

Outcome category	Contact sheet Code	Number	%	%	%	%
Issued addresses		19,042	100			
Deadwood:		1,296	7			
- Property vacant	1	650	3			
- Property demolished/derelict	2	67	*			
- Property not yet built	3	10	*			
- Non-residential property	4	202	1			
- Institution – no private households	5	44	*			
- Property inaccessible	40	125	1			
- Not found – no trace of address	6	198	1			
In scope addresses		17,746	93	100		
Not screened:		3,935		22		
- household non-contact	8, 9, 10, 11, 12	1,806		10		
- refusal (including head office)	7, 23	2,129		12		
Screened		13,811		78	100	
No eligible individuals	14, 25	7,236			52	
Selected eligible respondent		6,575			48	100
Non-contact after screening	15, 16	811				12
Refusal after screening:		2,441				37
- personal refusal	17, 24	1,689				26
- proxy refusal	18	752				11
Other unproductive:		123				2
- Selected respondent too ill	19	16				*
- Selected respondent away	20	75				1
- Selected respondent requires mother-tongue interview	21	17				*
- other unproductive	22	15				*
Productive interview	13	3,200				49

## 8 Data Preparation and Data File

### 8.1 Coding of open questions and other answers

All coding on SES 2012 was carried out by GfK NOP's team of experienced coders. Much of the coding requirement was for occupation and industry coding as interviewers had to code verbatim responses to the following (variable names shown in brackets):

- current job SOC2000 in numeric 4 digit format (bsoc2000)
- current job SOC2010 in numeric 4 digit format (bsoc2010)
- standard classification of occupations ISCO88 (b\_isco)
- industries according to 3-digit SIC92 (bsic92)
- industries according to 4-digit SIC2003 (bsic03)
- industries according to 4-digit SIC2007 (bsic07)
- ☐ social class according to the National Statistics Socio-Economic Classification (NS-SEC) based on SOC2010 (n\_nssec)
- social class according to NS-SEC based on SOC2000 (n\_nssec2000)

Clearly, for a survey about skills and employment it is important to ensure that information about occupations and industries is recorded and coded accurately. The quality of the coding is dependent upon the quality of the verbatim responses recorded in the CAPI script. As such, a considerable amount of time was spent briefing interviewers about the importance of these sections of the questionnaire to ensure that the correct level of information was recorded for each respondent. The time spent discussing the importance of this information paid dividends as only one respondent could not be coded to the above classifications.

Experienced GfK NOP coders used CASCOT<sup>2</sup> software to code SIC and SOC. This software is designed to make the coding of text information to standard classifications simpler, quicker and more reliable by assigning a code to a piece of text (i.e. an industry for SIC or a job title for SOC). The software is capable of occupational coding and industrial coding to the UK standards developed by the Office for National Statistics (ONS).

Cascot has been designed to perform a complicated analysis of the words in the text, comparing them to the words in the classification, in order to provide a list of recommendations. If the input text is not sufficiently distinctive it may not be the top most recommendation that is the correct code.

When Cascot suggests a code to a piece of text it also calculates a score from 1 to 100 which represents the degree of certainty that the given code is correct. When Cascot encounters a word or phrase that is descriptive of occupation or industry but lacks sufficient information to distinguish it from other categories (i.e. without any further qualifying terms) Cascot will attempt to suggest a code but the score is limited to below 40 to indicate the uncertainty associated with the suggestion. For example 'Teacher' or 'Engineer'. The coders, in all cases, reviewed the recommended codes and decided whether or not to accept the suggested codes or whether to assign the correct codes manually.

The performance of Cascot has been compared to a selection of high quality manually coded data. The overall results show that 80% of records receive a score greater than 40 and of these 80% are matched to manually coded data.

Coding for ISCO88 and NS-SEC was carried out manually using look-up tables provided by the ONS. ISCO88 is directly comparable with SOC 2000, while NS SEC coding is based upon the respondent's occupation and employment status information.

Other coding requirements included one open-ended question (DUniv) where interviewers recorded the name of the university attended by the respondent (only answered by those saying

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<sup>2</sup> Computer Assisted Structured Coding Tool.

they had a 'University or CNAA degree' at DQuals) and 12 'other specify' questions. These were also coded by GfK NOP's team of coders.

The coded data were included in all of the data sets supplied to the academic team.

## 8.2 Data files

The following anonymised SPSS data files were transferred to the academic team using a secure online portal set up by GfK NOP:

- Dress rehearsal (containing 61 cases)
- Interim Wales file (containing 503 cases)
- Final Wales file (containing 589 cases)
- Interim GB file (containing 2,446 cases)
- Final file (containing 3,400 cases)

## 8.3 Design weighting

The data files were supplied with design weights to ensure the data was representative of the target population by correcting for differential probabilities of selection. Unequal selection probabilities could occur at three stages:

- The selection of one dwelling per address
- The selection of one household per selected dwelling
- The selection of one eligible adult per (selected) household

Weights were calculated for Wales separately (dwtwales) and for the sample as a whole (deswtgb). Both were calculated in the same way as:

$$\text{Number of dwellings} * \text{Number of households} * \text{Number of eligible individuals}$$

Non-response weights will be calculated by the academic team and, so, are not included in the data files.

## 8.4 Derived variables

The data files supplied to the academic team includes the following derived variables.

Variable name	Description	Values	Definition
Bempsta	employee status variable	1. employee or agency worker 2. self-employed (all others)	Employee = (BEmpType = Employee) OR (BSelf = Agency OR Sub-contractor)  SelfEmpl = All others  NB If (BEmpType=Employee) AND (BPdWage=No) AND (BSelfEm1-8<>Agency OR Sub-contractor) then compute as SelfEmpl
Gempsta	Employee status variable for pay questions	3. employee or agency worker 4. self-employed (all others)	Employee = (BEmpType = Employee) OR (BSelf = Agency)  SelfEmpl = All others  NB If (BEmpType=Employee) AND (BPdWage=No) AND (BSelfEm1-8<>Agency) then compute as SelfEmpl

## 8.5 Additional variables included with the data file

The following variables were linked to each respondent via their postcode:

- Government Office Region (GOR)
- Country
- Travel to Work Area (TTWA) – both 2007 and 1998 definitions
- Index of Multiple Deprivation (IMD) – score and rank (note that IMD score is not provided for Welsh cases because the latest release only provides IMD rank for Wales)

The coding of these variables is documented more fully in Appendix K.

## 9 Appendices

Appendix A	Copy of questionnaire
Appendix B	Report on cognitive pilot
Appendix C	Changes between 2001 and 2006 Skills Survey questionnaires
Appendix D	Interviewer instructions
Appendix E	Contact sheet
Appendix F	Advance letters and leaflet
Appendix G	Selected respondent letters
Appendix H	Refusal conversion letters
Appendix I	Show cards
Appendix J	Definition of Sub-region
Appendix K	Definitions of Region and Travel to Work Area (2007)

## **Appendix A: Copy of SES 2012 questionnaire**

### **YOU AND YOUR WORK SURVEY 2012 WORKING DRAFT (6 JANUARY 2012 VERSION)**

#### **Contents**

**BLOCK A: Checking Eligibility**

**BLOCK B: Broad Questions about the Job**

**BLOCK C: Detailed Job Analysis Questions**

**BLOCK D: Computing Skills and Qualifications Questions**

**BLOCK F: Work Attitudes**

**BLOCK E: The Organisation**

**BLOCK G: Pay Questions**

**BLOCK H: The Job Five Years Ago**

**BLOCK J: Recent Skill Changes and Future Perspectives**

**BLOCK I: Well-being at Work**

**BLOCK K: Personal Details**

**BLOCK Q: Follow-up, Workplace Details and Conclusion**

## BLOCK A

### Checking Eligibility

#### AWork

##### [ASK ALL]

Can I just check, did you do any paid work in the last seven days?

INTERVIEWER:

IF ON HOLIDAY IN LAST 7 DAYS RECORD STATUS IN THE 7 DAYS IMMEDIATELY BEFORE GOING ON HOLIDAY.

IF TEMPORARILY SICK IN LAST 7 DAYS, RECORD STATUS IN THE 7 DAYS IMMEDIATELY BEFORE GOING OFF SICK.

IF ON GOVERNMENT SCHEME **ONLY**, CODE **NOT EMPLOYED**.

1. In paid work
2. Not employed, NODK, NORF

#### AInElig

##### [ASK IF AWork=2]

INTERVIEWER: THIS PERSON APPEARS INELIGIBLE. YOU MUST NOW...

CHECK - DOES (S)HE WORK ONE WEEK OFF, ONE WEEK ON. IF YES, CODE 'PERSON IS ELIGIBLE' AND PROCEED ON BASIS OF JOB WHEN 'ON'

CHECK – HAS (S)HE DONE EVEN ONE HOUR OF ANY TYPE OF PAID WORK (IN THE LAST 7 DAYS). IF YES, CODE 'PERSON IS ELIGIBLE' AND PROCEED ON THE BASIS OF THAT JOB.

CHECK – IS (S)HE IS ONLY ON HOLIDAY OR TEMPORARILY SICK. IF YES, CODE 'PERSON IS ELIGIBLE' AND PROCEED ON THE BASIS OF USUAL JOB.

CHECK – WAS (S)HE IN WORK IN THE 7 DAYS BEFORE YOU MADE THE SELECTION? IF YES, CODE 'PERSON IS ELIGIBLE' AND PROCEED ON THE BASIS OF THAT JOB, AS THOUGH S(HE) WAS STILL IN IT.

IF NO TO ALL FOUR CHECKS – CODE NOT ELIGIBLE.

1. Person is eligible
2. Not eligible, NODK, NORF

#### AStop

##### [IF AInElig=2]

INTERVIEWER: YOU HAVE ENTERED THAT THE PERSON IS NOT ELIGIBLE. THAT IS, THEY ARE DEFINITELY NOT IN WORK, HALT INTERVIEW WITH CURRENT PERSON!

#### Asex

##### [ASK ALL]

ENTER SEX OF RESPONDENT

1. Male
2. Female, NODK,NORF



**AAge**

**[ASK ALL]**

What was your age last birthday?

NUMERIC RANGE 14...95

**ABadAge**

**[IF AAge NOT BETWEEN 20 AND 65]**

IF PERSON IS DEFINITELY NOT ELIGIBLE, CLOSE INTERVIEW! SAY...

Thank you very much. This survey is about the paid jobs of people aged 20 to 65

## BLOCK B

### Broad Questions about the Job: Classification, and Skills-Related Aspects

**BJobs**

**[ASK ALL]**

Could I check, do you have one job or more than one?

1. One
2. More than one
3. *Don't know*
4. *Refused*

**BMainjob**

**[ASK IF BJobs<>1]**

In this survey we are asking people about their MAIN JOB. So please think only about your main job when answering.

ASK THE RESPONDENT TO DECIDE WHICH IS [IF ASex=1: HIS/IF ASex=2: HER MAIN JOB.

IF A RULE IS NEEDED, MAIN = EARNED MOST IN REFERENCE PERIOD.

**BIntro**

**[ASK ALL]**

I'd now like to ask you some questions about the job you were doing in the last seven days.

INTERVIEWER: IF ON HOLIDAY/OFF SICK IN THE LAST 7 DAYS:

Your job in the seven days before you went on holiday/were off sick.

**BFirmdo**

**[ASK ALL]**

What does the firm/organisation you worked for last week mainly make or do (at the place where you work)?

DESCRIBE FULLY.

PROBE: Manufacturing, processing or distribution, etc; main goods produced; materials used; wholesale or retail; etc.":

OPEN

*{Office use only}*

**CODE TO INDUSTRIAL CLASSIFICATIONS: 3-digit SIC92; 4-digit SIC2003; 4-digit SIC007**

**BJobtitl**

**[ASK ALL]**

What is the name or title of your job?

OPEN

**BWhatUdo**    **[ASK ALL]**  
What kind of work do you do most of the time?  
PROBE: What materials/equipment do you use?  
  
OPEN

{Office use only}

**CODE TO OCCUPATIONAL CLASSIFICATIONS: 4-digit SOC2000; 4-digit SOC2010; ISCO88; ISCO08; NS-SEC**

**BAuto**    **[ASK ALL]**  
(Can I just check), does your own job involve use of computerised or automated equipment?  
  
1. Yes  
2. No  
3. *Don't know*  
4. *Refused*

**BEmpType**    **[ASK ALL]**  
Are you working as an employee or are you self-employed?  
  
INTERVIEWER: IF NOT SURE/DOES NOT KNOW, ENTER EMPLOYEE  
  
1. Employee  
2. Self-employed, NODK,NORF

**BPdWage**    **[ASK IF BEmpType=1]**  
(Can I check) are you paid a salary or a wage by an employer?  
  
1. Yes  
2. No  
3. *Don't know*  
4. *Refused*

**BSelfEm1...** [ASK IF BEmpType=2 OR BPdWage=2]

**BSelfEm8** SHOW CARD B1

Looking at this card, which of these describe your situation at work?

INTERVIEWER: CODE UP TO FOUR ANSWERS IN THE ORDER GIVEN

1. Paid a salary or a wage by an agency
  2. Sole director of own limited business
  3. Running a business or professional practice
  4. A partner in a business or professional practice
  5. Working for yourself
  6. Working as a sub-contractor
  7. Doing freelance work
  8. None of these
- NOT ON SHOW CARD
9. *Don't know*
  10. *Refused*

DERIVED STATUS VARIABLE: BEmpStat

Employee = (BEmpType = Employee) OR (BSelf = Agency OR Sub-contractor)

SelfEmpl = All others

NB If (BEmpType=Employee) AND (BPdWage=No) AND (BSelfEm1-8<>Agency OR Sub-contractor) then compute as SelfEmpl

**BManage** [ASK IF BEmpType=1]

Do you supervise other employees or have managerial duties?

1. Yes, supervise other employees
2. Yes, have managerial duties
3. No, neither
4. *Don't know*
5. *Refused*

**BManNo** [ASK IF BManage=1 OR 2]

How many people do you (IF BManage=1: supervise/IF BManage=2: manage)?

NUMERIC RANGE 1...9997

*Don't know*

*Refused*

**BOthers** [ASK IF BEmpType=2]

Do you have others working for you?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**BHowmany [ASK IF BOthers=1]**

How many people?

NUMERIC RANGE 0...9997

*Don't know*

*Refused*

**BEmpLong [ASK ALL]**

IF EMPLOYEE (IF BEmpstat=1): How long, in total, have you been working for your current employer?

IF SELF-EMPLOYED (IF BEmpstat=2): How long have you been self-employed in this job?

[IF BSelfEm=1 OR 6: INTERVIEWER NOTE: IF AGENCY WORKER OR SELF-EMPLOYED AS CONTRACTOR WORKING FOR AN ORGANISATION WITH OTHER EMPLOYEES, CURRENT JOB = CURRENT CONTRACT.]

INTERVIEWER: RECORD YEARS HERE AND MONTHS AT NEXT QUESTION.

IF LESS THAN 1 YEAR, CODE 0 AND SPECIFY MONTHS AT THE NEXT QUESTION  
IF 5 YEARS OR MORE – NO NEED TO ASK FOR MONTHS

NUMERIC RANGE 0...90

*Don't know*

*Refused*

**BMonths [ASK IF BempLong<5 OR DK OR REF]**

INTERVIEWER: RECORD MONTHS (UP TO 11)

IF LESS THAN 2 WEEKS IN THE JOB, CODE 0;

NUMERIC RANGE 0...11

*Don't know*

*Refused*

**BPerm [ASK IF BEmpStat=1]**

Leaving aside your own personal intentions and circumstances, is your job... READ OUT

1. a permanent job
2. or, is there some way that it is NOT permanent?

DO NOT READ OUT

3. *Don't know*

4. *Refused*

**BTemp****[ASK IF BPerm=2]**

In what way is the job NOT permanent?

Is it...

READ OUT

1. seasonal work
  2. done under contract for a fixed period or for a fixed task
  3. agency temping
  4. casual type of work
  5. or, was there some other way that it was not permanent? (SPECIFY)
- DO NOT READ OUT
6. *Don't know*
  7. *Refused*

**BFullTime****[ASK ALL]**

In your job, are you working full-time or part-time?

1. Full-time
2. Part-time
3. *Don't know*
4. *Refused*

**BHours****[ASK ALL]**

How many hours per week do you usually work?

INTERVIEWER: EXCLUDE MEAL BREAKS BUT INCLUDE 'USUAL' OVERTIME  
IF 'It varies' CODE NULL

NUMERIC RANGE 1...168

*Don't know*

*Refused*

**[If BFullTim=1 and BHours<30]**

THIS RESPONDENT SAID THEY WORKED FULL-TIME BUT FOR LESS THAN 30 HOURS PER WEEK.  
PLEASE CHECK THIS IS CORRECT. IF NOT, PLEASE GO BACK TO BFULTIM AND RECODE.

**[If BFullTim=2 and BHours>29]**

THIS RESPONDENT SAID THEY WORKED PART-TIME BUT FOR MORE THAN 29 HOURS PER WEEK.  
PLEASE CHECK THIS IS CORRECT. IF NOT, PLEASE GO BACK TO BFULTIM AND RECODE.

**[If BHours>99]**

YOU HAVE ENTERED THAT THIS RESPONDENT WORKS FOR 100 OR MORE HOURS A WEEK. IS  
THIS CORRECT? IF NOT, PLEASE GO BACK TO BHours AND RE-ENTER NUMBER OF HOURS  
WORKED.

**BHrsdec**

**[ASK ALL]**

How much do you agree or disagree with the following statement?

"I can decide the time I start and finish work"

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. *Don't know*
6. *Refused*

**BTimeOff**

**[ASK ALL]**

Would you say that for you arranging to take an hour or two off during working hours to take care of personal or family matters is....?

1. Not difficult at all
2. Not too difficult
3. Somewhat difficult
4. Very difficult
5. *Don't know*
6. *Refused*

**BWorkNo**

**[ASK ALL]**

How many people work at, or from, the place where you work?

INTERVIEWER: PROBE FOR BEST ESTIMATE, IF UNABLE TO SAY, CODE DK AND USE BANDS AT NEXT QUESTION

NUMERIC RANGE 1...99997

*Don't know*

*Refused*

**[If BWorkNo < BManNo + 1]**

THIS RESPONDENT SAID THAT THE NUMBER OF PEOPLE HE/SHE SUPERVISES/MANAGES IS THE SAME AS OR GREATER THAN THE NUMBER OF PEOPLE WHO WORK AT THEIR WORKPLACE. PLEASE CHECK THIS WITH RESPONDENT AND GO BACK TO BMANNO TO RECODE IF NECESSARY.

**[If BWorkNo < BHowMany + 1]**

THIS RESPONDENT SAID THAT THE NUMBER OF PEOPLE WHO WORK FOR THEM IS THE SAME AS OR GREATER THAN THE NUMBER OF PEOPLE WHO WORK AT THEIR WORKPLACE. PLEASE CHECK THIS WITH RESPONDENT AND GO BACK TO BHOWMAN TO RECODE IF NECESSARY.

**BManyWrk [ASK IF BWorkNo=DK OR REF]**

INTERVIEWER: IF DOESN'T KNOW THE NUMBER OF PEOPLE WHERE THEY WORK,  
PROMPT TO SEE IF THEY CAN GIVE AN ANSWER IN THE FOLLOWING SIZE BANDS:

1. 1 to 2
2. 3 to 9
3. 10 to 24
4. 25 to 49
5. 50 to 99
6. 100 to 199
7. 200 to 499
8. 500 to 999
9. 1000 or more
10. Don't know but less than 25
11. Don't know but more than 25
12. *Refused*

**BGender [ASK ALL]**

In your workplace, is your type of job done...  
READ OUT

1. almost exclusively by men
2. mainly by men
3. by a fairly equal mixture of men and women
4. mainly by women
5. or, almost exclusively by women
6. *Don't know*
7. *Refused*

**BWhere [ASK ALL]**

SHOW CARD B2

In your job, where do you mainly work? Please answer from this card.

CODE ONE ONLY

- A. At home
  - B. In the same grounds and buildings as home (eg, in adjoining property or surrounding land)
  - C. At a single workplace away from home (eg, office, factory or shop)
  - D. In a variety of different places of work (eg, working on clients' premises or in their homes)
  - E. Working on the move (eg, delivering products or people to different places)
- NOT ON SHOW CARD
- F. *Don't know*
  - G. *Refused*



**BPlace1...**  
**BPlace6**

**[ASK ALL]**

SHOW CARD B2.

Still looking at Card B2, in the last seven days have you spent at least ONE FULL DAY working in any of the other places on this card?

CODE ALL THAT APPLY

(NB: response list excludes answer given at BWhere)

- A. At home
- B. In the same grounds and buildings as home (eg, in adjoining property or surrounding land)
- C. At a single workplace away from home (eg, office, factory or shop)
- D. In a variety of different places of work (eg, working on clients' premises or in their homes)
- E. Working on the move (eg, delivering products or people to different places)

NOT ON SHOW CARD

- F. None of these
- G. *Don't know*
- H. *Refused*

**BWorkWit**

**[IF BEmpStat=1]**

Do you usually work on your own or does your work involve working together as a group with one or more other employees in a similar position to yours?

INTERVIEWER: IF YES, PROBE FOR ONE OR TWO+ GROUPS

- 1. Usually work on own
- 2. Work in one work group
- 3. Work in two or more different work groups
- 4. Other (SPECIFY)
- 5. *Don't know*
- 6. *Refused*

**BLearnGrp**

**[ASK IF BWorkWit=2 OR 3]**

SHOW CARD B3

How much do you agree or disagree with the following statement?

"I am able to learn new skills through working with other members of my work group?"

- 1. Strongly agree
  - 2. Agree
  - 3. Disagree
  - 4. Strongly disagree
- NOT ON SHOW CARD
- 5. *Don't know*
  - 6. *Refused*

**BCircle****[IF BEmpStat=1]**

Some organisations have groups of employees who meet regularly to think about improvements that could be made within the organisation. These are sometimes called **Quality Circles**.

Are you involved in a Quality Circle or a similar group at work?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**BUseSkil****[ASK ALL]**

How much do you agree or disagree with the following statement:

"In my current job I have enough opportunity to use the knowledge and skills that I have"

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. *Don't know*
6. *Refused*

**BQuals01...**  
**BQuals20**

**[ASK ALL]**

SHOW CARD B5

If they were applying today, what qualifications, if any, would someone need to **get** the type of job you have now?

INTERVIEWER: CODE **ALL** MENTIONED

1. None/no qualifications
2. GCSE D-G/CSE below Grade 1/GNVQ Foundation
3. GCSE A\*-C/GNVQ Intermediate/GCE 'O' Level/CSE Grade 1/School Certificate of Matriculation
4. GCE 'A' Level/GNVQ Advanced
5. SCE Standard (4-7)/Ordinary (below C)
6. SCE Standard (1-3)/Ordinary (A-C) or SLC/SUPE Lower
7. SCE Higher or SLC/SUPE Higher
8. Certificate of Sixth Year Studies
9. NVQ level 1 (or SNVQ1)
10. NVQ level 2 (or SNVQ 2)
11. NVQ level 3 (or SNVQ 3) or ONC/OND (or SNC/SND)
12. NVQ level 4 (or SNVQ 4) or HNC/HND (or SHNC/SHND)
13. University Certificate/Diploma (Not Degree)
14. SCOTVEC National Certificate
15. SCOTBEC/SCOTEC Certificate/Diploma
16. Clerical/commercial (eg typing or book-keeping)
17. Nursing (eg SCM, RGN, SRN, SEN)
18. Teaching
19. Other Professional (eg law, medicine)
20. University or CNA A Degree
21. Masters or PhD Degree
22. Completion of Trade Apprenticeship
23. Professional qualification without sitting exam
24. Other (SPECIFY)
- NOT ON SHOW CARD
25. *Don't know*
26. *Refused*

**BPossess**

**[ASK IF BQuals=2-24]**

SHOW CARD B6

How necessary do you think it is to possess **those** qualifications to **do** your job competently?

1. Totally unnecessary
2. Not really necessary
3. Fairly necessary
4. Essential
- NOT ON SHOW CARD
5. *Don't know*
6. *Refused*

**BLearn****[ASK ALL]**

SHOWCARD B8

How long did it take for you, after you first started doing this type of job, to learn to do it well?

INTERVIEWER: IF ANSWERS 'STILL LEARNING', ASK: 'How long do you **think** it will take?':

1. Less than 1 week
2. Less than 1 month
3. 1 month and over, up to 3 months
4. 3 months and over, up to 6 months
5. 6 months and over, up to 1 year
6. 1 year and over, up to 2 years
7. 2 years and over

NOT ON SHOW CARD

8. *Don't know*
9. *Refused*

**BTrained****[ASK ALL]**

Since completing full-time education, have you ever had, or are you currently undertaking, training for the type of work that you currently do?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**BFinished****[ASK IF BTrained=1]**

Has this training now finished?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**BTLast****[ASK IF BTrained=1]**

SHOW CARD B8a

How long, in total, (IF BFinished=1: did/IF BFinished=2: will) that training last?

INTERVIEWER: IF MORE THAN ONE PERIOD OF TRAINING, CODE **TOTAL** LENGTH OF TIME TRAINING SESSIONS (IF BFinished=1: LASTED/IF BFinished=2: WILL LAST)

1. Less than 1 week
2. Less than 1 month
3. 1 month or more, up to 3 months
4. 3 months or more, up to 6 months
5. 6 months or more, up to 1 year
6. 1 year or more, up to 2 years
7. 2 years or more

NOT ON SHOW CARD

8. *Don't know*
9. *Refused*

**BTLast2****[ASK IF BFinished=2]**

SHOW CARD B8a

How long, in total, has it lasted so far?

IF MORE THAN ONE PERIOD OF TRAINING, CODE **TOTAL** LENGTH OF TIME TRAINING SESSIONS HAVE LASTED SO FAR

1. Less than 1 week
2. Less than 1 month
3. 1 month or more, up to 3 months
4. 3 months or more, up to 6 months
5. 6 months or more, up to 1 year
6. 1 year or more, up to 2 years
7. 2 years or more

NOT ON SHOW CARD

8. *Don't know*
9. *Refused*

**BWorkHr1... [ASK ALL]**

**BWorkHr7** SHOW CARD B9

Which, if any, of the things on this card are important in determining how hard you work in your job?

CODE **ALL** MENTIONED

1. A machine or assembly line
2. Clients or customers
3. A supervisor or boss
4. Your fellow workers or colleagues
5. Your own discretion
6. Pay incentives
7. Reports and appraisals
8. None of these

*NOT ON SHOWCARD*

9. *Don't know*
10. *Refused*

**BEffort [ASK ALL]**

How much effort do you put into your job **beyond** what is required?

Is it...

READ OUT

1. a lot,
2. some,
3. only a little
4. or none?

*DO NOT READ OUT*

5. *Don't know*
6. *Refused*

**IntroB1 [ASK ALL]**

SHOW CARD B10

I am now going to read out a number of statements about your job.

For each one, please tell me how much you agree or disagree with the statement:

**BHard [ASK ALL]**

SHOW CARD B10

"My job requires that I work very hard"

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BTension****[ASK ALL]**

SHOW CARD B10

“I work under a great deal of tension”

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD

5. *Don't know*6. *Refused***BNewThin****[ASK ALL]**

SHOW CARD B10

“My job requires that I keep learning new things”

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD

5. *Don't know*6. *Refused*

**BLearnEn1... [ASK IF BNewThin=1 OR 2]**

**BLearnEn4** SHOW CARD B11

**BLearnEn1**

To what extent do these new things that you learn ...

RANDOMIZE STATEMENT ORDER

‘make you think harder about different ways of doing your job’

**BLearnEn2**

To what extent do these new things ...

RANDOMIZE STATEMENT ORDER

‘require following instructions or processes strictly’

**BLearnEn3**

To what extent do these new things that you learn ...

RANDOMIZE STATEMENT ORDER

‘need to be memorized off by heart’

**BLearnEn4**

To what extent do these new things ...

RANDOMIZE STATEMENT ORDER

‘give you more independence in how you do your job’

I

IF RESPONDENT SAYS THEY ARE ‘INDEPENDENT ALREADY’ CODE ‘NOT APPLICABLE’

1. A great deal
  2. Quite a lot
  3. To some extent
  4. A little
  5. Not at all
- NOT ON SHOW CARD
6. *Don't know*
  7. *Refused*
  8. *Not applicable [ONLY APPLIES TO BLEARNEN4]*



**BHelpOth****[ASK IF BWorkNo>1 OR DK OR REF]**

SHOW CARD B11a

“My job requires that I help my colleagues to learn new things”

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**BChoice****[ASK ALL]**

How much choice do you have over the way in which you do your job...

READ OUT

1. a great deal of choice,
  2. some choice,
  3. hardly any choice,
  4. or no choice at all?
- DO NOT READ OUT
5. *Don't know*
  6. *Refused*

**BRepeat****[ASK ALL]**

How often does your work involve carrying out short, repetitive tasks...

READ OUT

1. never,
  2. rarely,
  3. sometimes,
  4. often,
  5. or always?
- DO NOT READ OUT
6. *Don't know*
  7. *Refused*

**BVariety****[ASK ALL]**

How much variety is there in your job? Is there...

READ OUT

1. a great deal,
  2. quite a lot,
  3. some,
  4. a little,
  5. or none at all?
- DO NOT READ OUT
6. *Don't know*
  7. *Refused*

**BSuper****[ASK ALL]**

SHOW CARD B12

How closely are you supervised in your job?

1. Very closely
  2. Quite closely
  3. Not very closely
  4. Not at all closely
- NOT ON SHOW CARD
5. Don't Know
  6. *Refused*

**BAtRisk****[ASK ALL]**

Do you think your health and safety is at risk because of your work?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**BDecide****[ASK ALL]**

SHOW CARD B13

How true would you say each of the following statements is about your job?

'My job allows me to take part in making decisions that affect my work':

1. Very True
  2. True
  3. Somewhat true
  4. Not at all true
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**BOTime****[ASK ALL]**

SHOW CARD B13

(How true would you say each of the following statements is about your job?)

'I often have to work extra time, over and above the formal hours of my job, to get through the work or to help out':

1. Very True
  2. True
  3. Somewhat true
  4. Not at all true
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**BSpeed****[ASK ALL]**

SHOW CARD B14

How often does your work involve working at very high speed?

1. All the time
2. Almost all the time
3. Around three quarters of the time
4. Around half the time
5. Around quarter of the time
6. Almost never
7. Never

NOT ON SHOW CARD

8. *Don't know*
9. *Refused*

**BDeadL****[ASK ALL]**

SHOW CARD B14

How often does your work involve working to tight deadlines?

1. All the time
2. Almost all the time
3. Around three quarters of the time
4. Around half the time
5. Around quarter of the time
6. Almost never
7. Never

NOT ON SHOW CARD

8. *Don't know*
9. *Refused*

**BMe1****[ASK ALL]**

SHOW CARD B15

How much influence do **you personally** have on how hard you work?

1. A great deal
2. A fair amount
3. Not much
4. None at all

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BMe2****[ASK ALL]**

SHOW CARD B15

And how much influence do **you personally** have on...

‘deciding what tasks you are to do?’

1. A great deal
2. A fair amount
3. Not much
4. None at all

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BMe3****[ASK ALL]**

SHOW CARD B15

(And how much influence do **you personally** have on ...)

‘deciding how you are to do the task?’

1. A great deal
2. A fair amount
3. Not much
4. None at all

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BMe4****[ASK ALL]**

SHOW CARD B15

(And how much influence do **you personally** have on ...)

‘deciding the quality standards to which you work?’

1. A great deal
2. A fair amount
3. Not much
4. None at all

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BMeSat****[ASK ALL]**

Thinking about the influence you personally have on the way you are able to do your job, would you like to have more influence, about the same as you have now, or would you prefer to have less influence?

1. Much more influence
2. Somewhat more influence
3. About the same influence as now
4. Less influence
5. *Don't know*
6. *Refused*

**BGroup1****[ASK IF BWorkWit=2 OR 3]**

SHOW CARD B15

Earlier, you said you work as part of a group.

[IF BWorkWit=3: Thinking about the group in which you spend most time, and excluding/If BWorkwit=2: Excluding] the supervisor if there is one, how much influence do the others in this group have on...

'how hard you work?'

1. A great deal
  2. A fair amount
  3. Not much
  4. None at all
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**BGroup2****[ASK IF BWorkWit=2 OR 3]**

SHOW CARD B15

And how much influence does your work group have on...

'deciding what tasks you are to do?'

NOTE: EXCLUDNG THE SUPERVISOR, IF THERE IS ONE

1. A great deal
  2. A fair amount
  3. Not much
  4. None at all
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**BGroup3****[ASK IF BWorkWit=2 OR 3]**

SHOW CARD B15

(And how much influence does your work group have on...)

'deciding how you are to do the task?'

NOTE: EXCLUDING THE SUPERVISOR, IF THERE IS ONE

1. A great deal
2. A fair amount
3. Not much
4. None at all

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BGroup4****[ASK IF BWorkWit=2 OR 3]**

SHOW CARD B15

And how much influence does your work group have on...

'deciding the quality standards to which you work?'

NOTE: EXCLUDING THE SUPERVISOR, IF THERE IS ONE

1. A great deal
2. A fair amount
3. Not much
4. None at all

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BGroup5****[ASK IF BWorkWit=2 OR 3]**

SHOW CARD B15

And how much influence does your work group have on...

'selecting group members?'

NOTE: EXCLUDING THE SUPERVISOR, IF THERE IS ONE

1. A great deal
2. A fair amount
3. Not much
4. None at all

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BGroup6****[ASK IF BWorkWit=2 OR 3]**

SHOW CARD B15

And how much influence does your work group have on...

'selecting group leaders?'

NOTE: EXCLUDING THE SUPERVISOR, IF THERE IS ONE

1. A great deal
2. A fair amount
3. Not much
4. None at all

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BGroup7****[ASK IF BWorkWit=2 OR 3]**

SHOW CARD B15

And how much influence does your work group have on...

'setting targets for the group?'

NOTE: EXCLUDING THE SUPERVISOR, IF THERE IS ONE

1. A great deal
2. A fair amount
3. Not much
4. None at all

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BGrSat****[ASK IF BWorkWit=2 OR 3]**

Thinking about the influence your work group has on the way you are able to do your job, would you like it to have more influence, about the same as it has now, or would you prefer it to have less influence?

1. Much more influence
2. Somewhat more influence
3. About the same influence as now
4. Less influence
5. *Don't know*
6. *Refused*

**BExhaust****[ASK ALL]**

How often do you come home from work exhausted...

READ OUT

1. always,
2. often,
3. sometimes,
4. hardly ever,
5. or never?

DO NOT READ OUT

6. *Don't know*
7. *Refused*

**BLookFor****[ASK ALL]**

SHOW CARD B16

If you were looking for work today, how easy or difficult do you think it would be for you to find as good a job as your current one?

1. Very easy
  2. Quite easy
  3. Quite difficult
  4. Very difficult
- NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**BLoseJob****[ASK ALL]**

Do you think there is any chance at all of you losing your job and becoming unemployed in the next twelve months?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**BLoseLik****[ASK IF BLoseJob=1]**

SHOW CARD B17

From this card, how would you rate the likelihood of this happening?

1. Very likely
2. Quite likely
3. Evens
4. Quite unlikely
5. Very unlikely

NOT ON SHOWCARD

6. *Don't know*
7. *Refused*



**BTrKnow**

**[IF BEmpStat=1]**

SHOWCARD B18

I want you to think about the time when you first chose a job with your present employer.

Which of the following best describes the impression you had at **that time** about the training opportunities it would provide?

PROMPT IF NECESSARY: Please think back to the impression you had at the time when you chose your job

1. I thought that the job would provide good training opportunities
2. I thought that it would be difficult to get training opportunities
3. I didn't have much of an impression about the training opportunities the job would offer

NOT ON SHOWCARD

4. *Don't know*
5. *Refused*

## BLOCK C

### Detailed Job Analysis Questions

#### CAcce [ASK ALL]

The next questions are about things which may or may not be part of your job. At this stage, we are interested in finding out **what types of activities your job involves and how important these are**.

My computer is set up so that you can look at the questions on the screen and type the answers in yourself. Instructions about which keys you need to press to answer the questions will be shown on the screen.

INTERVIEWER: HAS THE RESPONDENT ACCEPTED THE SELF-COMPLETION?

1. Respondent completion
2. Interviewer completion, NO DK, NO REF

#### CArint [ASK IF CAcce=1]

INTERVIEWER: HAND RESPONDENT THE LAPTOP.

The following questions all ask you to choose one answer from those listed on the screen.

Please choose your answer by PRESSING THE NUMBER NEXT TO THE ANSWER YOU WANT TO GIVE and then PRESSING THE SPACE BAR (THE LARGE BAR AT THE BOTTOM OF THE KEYBOARD) to see your answer on the screen. TO MOVE ON TO THE NEXT QUESTION, PRESS THE KEY WITH THE RED STICKER. Please ask the interviewer if you want any help.

PRESS 1 AND THE KEY WITH THE RED STICKER TO MOVE ON.

1. Continue

#### CSelf [ASK IF CAcce=1]

You will now be asked about different activities which may or may not be part of your job. We are interested in finding out **what activities your job involves and how important these are**.

If the activity is NOT part of your job, please use number 5.

PRESS 1 AND THE KEY WITH THE RED STICKER TO MOVE ON

1. Continue

#### CNoac [IF CAcce=2]

INTERVIEWER - CODE REASON(S) WHY RESPONDENT REFUSED OR WANTED INTERVIEWER TO COMPLETE

1. Didn't like computer
2. Eyesight problems
3. Other disability
4. Objected to study
5. Worried about confidentiality
6. Problems reading/writing
7. Ran out of time

8. Language problems
9. Couldn't be bothered
10. Children present/tending to children
11. Other people present in room
12. Other (SPECIFY)
13. *Don't know*
14. *Refused*

**CAIntl**

**[IF CAcce=2]**

AS THIS SECTION IS TO BE COMPLETED BY YOU, PLEASE READ OUT THE QUESTIONS AS NORMAL. IF AN ACTIVITY IS NOT PART OF THE RESPONDENT'S JOB, THEY CAN CHOOSE CODE 5 FROM CARD C1, WHICH MEANS 'NOT APPLICABLE'

1. Continue

**CPeople**

**[ASK ALL]**

(IF CAcce=2: SHOW CARD C1)

In your job, how important is dealing with people?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CTeach****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

'instructing, training or teaching people, individually or in groups?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CSpeech****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

How important is making speeches or presentations?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CPersuad****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

'persuading or influencing others?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CSelling****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

'selling a product or service?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CCaring****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

In your job, how important is counselling, advising or caring for customers or clients?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CTeamwk****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘working with a team of people?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CListen****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘listening carefully to colleagues?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CStrengt****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘physical strength (for example, to carry, push or pull heavy objects)?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CStamina****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘physical stamina (to work for long periods on physical activities)?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CHands****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘skill or accuracy in using your hands or fingers (for example, to mend, repair, assemble, construct or adjust things)?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CTools****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

In your job, how important is knowledge of how to use or operate tools, equipment or machinery?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CProduct****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘knowledge of particular products or services?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CSpecial****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

'specialist knowledge or understanding?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**COrgWork**

**[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

'knowledge of how your organisation works?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CUsePc**

**[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

'using a computer, 'PC', or other types of computerised equipment?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CFaults****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(In your job, how important is...)

‘spotting problems or faults?’

The problems or faults could be with your own work, someone else's work or equipment.

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CCause****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘working out the cause of problems or faults?’

The problems or faults could be with your own work, someone else's work or equipment.

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CSolutn****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘thinking of solutions to problems?’

The problems could be with your own work, someone else's work or equipment.

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF



**CAanalyse****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)  
(And how important is...)

‘analysing complex problems in depth?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CPlanMe****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

In your job, how important is planning your own activities?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CPlanOth****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘planning the activities of others?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CMyTime****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

‘organising your own time?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CAhead****[ASK ALL]**

(IF CAcce=2: SHOW CARD C1)

In your job, how important is thinking ahead?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CRead****[ASK ALL]**

(IF CAcce=2: SHOW CARD C1)

(And how important is...)

'reading written information such as forms, notices or signs?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CShort****[ASK ALL]**

(IF CAcce=2: SHOW CARD C1)

(And how important is...)

'reading short documents such as short reports, letters or memos?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CLong****[ASK IF (CRead<>5) OR (CShort<>5)]**

(IF CAcce=2: SHOW CARD C1)

(And how important is...)

'reading long documents such as long reports, manuals, articles or books?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CWrite****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

In your job, how important is writing material such as forms, notices or signs?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CWritesh****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

'writing short documents (for example, short reports, letters or memos)?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CWritelg****[ASK IF (CWrite<>5) OR (CWritesh<>5)]**

(IF CACce=2: SHOW CARD C1)

(And how important is...)

'writing long documents with correct spelling and grammar (for example, long reports, manuals, articles or books)?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CCalca****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

In your job, how important is adding, subtracting, multiplying or dividing numbers? (Note: Using a calculator or computer if necessary.)

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CPercent****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)  
(And how important are...)

'calculations using decimals, percentages or fractions?' (Note: Using a calculator or computer if necessary.)

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CStats****[ASK IF (CCalca<>5) OR (CPercent<>5)]**

(IF CACce=2: SHOW CARD C1)  
(And how important are...)

'calculations using more advanced mathematical or statistical procedures?' (Note: Using a calculator or computer if necessary.)

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CCoop****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)  
(And how important is...)

'cooperating with colleagues?'

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CMotivat**      **[ASK IF (BManage=1 OR 2) OR (BOthers=1)]**  
(IF CACce=2: SHOW CARD C1)  
In your job, how important is motivating the staff whom you manage or supervise?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CThings**      **[ASK IF (BManage=1 OR 2) OR (BOthers=1)]**  
(IF CACce=2: SHOW CARD C1)  
(And how important is...)

‘keeping a close control over resources?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CCoach**      **[ASK IF (BManage=1 OR 2) OR (BOthers=1)]**  
(IF CACce=2: SHOW CARD C1)  
(And how important is...)

‘coaching the staff whom you manage?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CCareers**      **[ASK IF (BManage=1 OR 2) OR (BOthers=1)]**  
(IF CACce=2: SHOW CARD C1)  
(And how important is...)

‘developing the careers of the staff whom you manage?’

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CFuture****[ASK IF (BManage=1 OR 2) OR (BOthers=1)]**

(IF CACce=2: SHOW CARD C1)

In your job, how important is making strategic decisions about the future of your organisation?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CMefeel****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

In your job, how important is managing your own feelings?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**COthfeel****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

In your job, how important is handling the feelings of other people?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CLookprt****[ASK ALL]**

(IF CACce=2: SHOW CARD C1)

In your job, how important is looking the part?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CSoundprt**    **[ASK ALL]**  
(IF CAcce=2: SHOW CARD C1)  
In your job, how important is sounding the part?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CForLang**    **[ASK ALL]**  
(IF CAcce=2: SHOW CARD C1)  
In your job, how important is being able to speak fluently a language other than English  
[ADD "OR WELSH" FOR INTERVIEWS IN WALES]?

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- NO DK, NO REF

**CEnd**    **[ASK IF CAcce=1]**  
Thank you.

PLEASE TELL THE INTERVIEWER YOU HAVE FINISHED ANSWERING THIS SET OF QUESTIONS.

1. Continue

## BLOCK D

### Computing Skills and Qualifications Questions

I am now going to ask some more questions about your current job.

**DPastSki**

**[ASK ALL]**

How much of your past experience, skill and abilities can you make use of in your present job?

READ OUT

1. Very little
2. A little
3. Quite a lot
4. Almost all
5. *Don't know*
6. *Refused*

**DUsePC**

**[ASK IF CUsePc=1-4]**

SHOW CARD D2

Which of the words in CAPITALS best describes your use of computers or computerised equipment in your job?

CODE NULL IF RESPONDENT SAYS DOESN'T USE PC AT ALL

1. ...STRAIGHTFORWARD (for example, using a computer for straightforward routine procedures such as printing out an invoice in a shop)
2. ...MODERATE (for example, using a computer for word-processing and/or spreadsheets or communicating with others by 'e-mail')
3. ...COMPLEX (for example, using a computer for analysing information or design, including use of computer aided design or statistical analysis packages)
4. ...or ADVANCED (for example, using computer syntax and/or formulae for programming)

NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

**DSchool**

**[ASK ALL]**

What type of school did you last attend?

1. A comprehensive school
2. A state grammar school
3. A secondary modern school
4. A private school
5. A City Technology College
6. Other
7. *Don't know*
8. *Refused*



**DTEA**

**[ASK ALL]**

How old were you when you finished your continuous full-time education?

INTERVIEWER: RECORD AGE TO NEAREST YEAR UP TO 28.

TREAT A GAP YEAR AS IF IN FULL-TIME EDUCATION.

\*\*change from 2006 IF STILL IN FULL TIME EDUCATION code: still in continuous full time education (in 2006 this was code 29)

NUMERIC RANGE 10...28

*Don't know*  
*Refused*

**DPaidWk**

**[ASK ALL]**

Since leaving full-time education, how many years **in total** have you been in **paid work**?

INTERVIEWER: RECORD NUMBER OF YEARS IN TOTAL.

EXCLUDE ANY TIME AWAY FROM WORK DUE TO, EG CHILDCARE OR LONG-TERM SICKNESS. EXCLUDE ANY PAID WORK DONE BEFORE LEAVING FULL-TIME EDUCATION.

RECORD TO NEAREST YEAR.

IF LESS THAN SIX MONTHS CODE '0'

NUMERIC RANGE 0...55

*Don't know*

*Refused*

**[If DPaidWk>Age]**

YOU HAVE ENTERED THAT THIS RESPONDENT HAS BEEN WORKING FOR MORE YEARS THAN THEIR AGE AT LAST BIRTHDAY! PLEASE GO BACK TO DPAIDWK AND RE-ENTER TOTAL YEARS IN PAID WORK.

**[If DPaidWk+Dtea>Aage]**

YOU HAVE ENTERED THAT THIS RESPONDENT HAD BEEN STUDYING AND WORKING FOR MORE YEARS THAN THEIR AGE AT LAST BIRTHDAY! PLEASE GO BACK TO DTEA AND/OR DPAIDWK AND RE-ENTER WHEN THEY FINISHED THEIR FULL-TIME EDUCATION AND/OR THEIR NUMBER OF YEARS IN PAID WORK.

**DQuals**

**[ASK ALL]**

SHOW CARD D4

Which qualifications do you have, starting with the highest qualifications?

CODE UP TO 3 QUALIFICATIONS FROM CARD D4

1. None/no qualifications
2. GCSE D-G/CSE below Grade 1/GNVQ Foundation
3. GCSE A\*-C/GNVQ Intermediate/GCE 'O' Level/CSE Grade 1/School Certificate of Matriculation
4. GCE 'A' Level/GNVQ Advanced
5. SCE Standard (4-7)/Ordinary (below C)
6. SCE Standard (1-3)/Ordinary (A-C) or SLC/SUPE Lower
7. SCE Higher or SLC/SUPE Higher
8. Certificate of Sixth Year Studies
9. NVQ level 1 (or SNVQ1)
10. NVQ level 2 (or SNVQ 2)
11. NVQ level 3 (or SNVQ 3) or ONC/OND (or SNC/SND)
12. NVQ level 4 (or SNVQ 4) or HNC/HND (or SHNC/SHND)
13. University Certificate/Diploma (Not Degree)
14. SCOTVEC National Certificate
15. SCOTBEC/SCOTEC Certificate/Diploma
16. Clerical/commercial (eg typing or book-keeping)
17. Nursing (eg SCM, RGN, SRN, SEN)
18. Teaching
19. Other Professional (eg law, medicine)
20. University or CNA A Degree
21. Masters or PhD Degree
22. Completion of Trade Apprenticeship
23. Professional qualification without sitting exam
24. Other (SPECIFY)
- NOT ON SHOW CARD
25. *Don't know*
26. *Refused*

**DDegree1...** **[ASK IF DQuals=20]**  
**DDegree2** Was your undergraduate degree in...  
READ OUT  
CODE UP TO TWO SUBJECTS

1. Mathematics
  2. Computing
  3. Physical Sciences and Engineering
  4. Biological Sciences
  5. Social Sciences
  6. English and Cultural Studies
  7. Art and Design Studies
  8. Business and Management Studies (include Economics)
  9. Humanities
  10. Law
  11. Medicine
  12. Other (SPECIFY)
- DO NOT READ OUT
13. *Don't know*
  14. *Refused*

**DUniv** **[ASK IF DQuals=20]**  
Which university or other place of higher education awarded your undergraduate degree?

INTERVIEWER: IF MORE THAN ONE, ASK ABOUT FIRST UNDERGRADUATE DEGREE,  
IF EXTERNAL DEGREE (E.G. LONDON EXTERNAL) RECORD AS DESCRIBED. IF  
DEGREE AWARDED OUTSIDE GREAT BRITAIN, WRITE 'FOREIGN'.

OPEN

**DMaths** **[ASK IF (NOT DDegree=1)]**  
What was the highest qualification, if any, that you obtained in mathematics?

1. GCE 'A' level or SCE Higher or SLC/SUPE Higher or Certificate of Sixth Year Studies
2. GCSE A\*-C or GCE 'O' Level or CSE Grade 1 or SCE Standard Grade 1-3 or SCE Ordinary Grade A-C or SLC/SUPE Lower
3. GCSE D-G or CSE below Grade 1 or SCE Standard Grades 4-7 or SCE Ordinary Grade below C
4. Other (SPECIFY)
5. None of these or no maths qualification
6. *Don't know*
7. *Refused*

**DDegclass [ASK IF DQuals=20]**

What was the class of your undergraduate degree?

1. First
2. Upper Second
3. Lower Second
4. Third
5. Pass
6. Ordinary (non-honours) degree
7. *Don't know*
8. *Refused*

**DParint [ASK ALL]**

When you were at school, how much interest would you say your parents took in how you were getting on there?

1. A lot
2. A fair amount
3. A little
4. None at all
5. *Don't know*
6. *Refused*

**DFinsit [ASK ALL]**

Thinking about the financial situation at home when you were a child, how difficult would you say it was?

1. Very difficult
2. Quite difficult
3. Neither easy nor difficult
4. Quite easy
5. Very easy
6. *Don't know/Not applicable*
7. *Refused*

**DHowDone [ASK ALL]**

Thinking back to when you first started work, would you say that so far in your working life you have done...

READ OUT

1. Much better than you expected
2. A bit better than you expected
3. About the same as you expected
4. A bit less well than you expected
5. Much less well than you expected
6. *Don't know*
7. *Refused*

## BLOCK F

### Work Attitudes

#### FWorkImp [ASK ALL]

How important do you consider the following to be in your life?

‘Work’

1. Extremely important
2. Very important
3. Fairly important
4. Not very important
5. Not at all important
6. *Don't know*
7. *Refused*

#### FFamImp [ASK ALL]

How important do you consider the following to be in your life?

‘Family’

1. Extremely important
2. Very important
3. Fairly important
4. Not very important
5. Not at all important
6. *Don't know*
7. *Refused*

#### FWorkcom [ASK ALL]

If you were to get enough money to live as comfortably as you would like for the rest of your life, would you continue to work, not necessarily in your present job, or would you stop working?

1. Continue to work
2. Stop working
3. *Don't know*
4. *Refused*

#### Fworkcom1 [ASK IF FWorkcom=1]

Ideally, how many hours a week would you like to work if you didn't need the money?

NUMERIC RANGE 0...168

*Don't know*

*Refused*

**[If Fworkcom1>99]**

YOU HAVE ENTERED THAT THIS RESPONDENT WOULD LIKE TO WORK FOR 100 OR MORE HOURS A WEEK. IS THIS CORRECT? IF NOT, PLEASE GO BACK TO FWORKC1 AND RE-ENTER NUMBER OF HOURS THEY WOULD LIKE TO WORK.

**FOrient1...** [ASK ALL]

**FOrient15** SHOW CARD E2

I am going to read out a list of some of the things people may look for in a job and I would like you to tell me how important you feel each is for you, choosing your answer from the card:

(ROTATE LIST)

- Good promotion prospects
- Good pay
- Good relations with your supervisor or manager [BEmpStat = 1 only]A secure job
- A job where you can use your initiative
- Work you like doing
- Convenient hours of work
- Choice in your hours of work
- The opportunity to use your abilities
- Good fringe benefits
- An easy work load
- Good training provision
- Good physical working conditions
- A lot of variety in the type of work
- Friendly people to work with

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
- NOT ON SHOW CARD

5. *Don't know*
6. *Refused*

## BLOCK E

### The Organisation

**Intro** I'd now like to ask some general questions about the organisation where you work.

**EliP** **[ASK ALL]**  
Is your organisation committed to or recognised as an Investor in People (IiP)?

INTERVIEWER: IiP IS A GOVERNMENT SCHEME TO PROMOTE LEARNING IN ORGANISATIONS

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EApprais** **[IF BEmpStat=1]**  
Do you have a formal appraisal system at your workplace?

INTERVIEWER: IF NECESSARY, ADD:  
AN APPRAISAL SYSTEM IS A FORMAL ARRANGEMENT WHEREBY AN INDIVIDUAL'S WORK PERFORMANCE IS DISCUSSED BY THE INDIVIDUAL AND HIS OR HER LINE MANAGER.

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EApp12m** **[ASK IF EApprais=1]**  
Have you been formally appraised at work in the last twelve months?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EAppearn** **[ASK IF EApprais=1]**  
Do appraisals affect your earnings in any way?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EAppt**

**[ASK IF EApprais=1]**

Do appraisals affect the amount of training you receive?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EManMeet**

**[IF BEmpStat=1]**

At your workplace, does management organise meetings where you are informed about what is happening in the organisation?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EViews**

**[IF BEmpStat=1]**

At your workplace, does management hold meetings in which you can express your views about what is happening in the organisation?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EVmoney**

**[ASK IF EViews=1]**

At these meetings can you express your views about...

'the financial position of the organisation?'

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EInvest**

**[ASK IF EViews=1]**

(At these meetings can you express your views about...)

'the investment plans of the organisation?'

1. Yes
2. No
3. *Don't know*
4. *Refused*



**EVprac****[ASK IF EViews=1]**

(At these meetings can you express your views about...)

‘planned changes in working practices?’

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EVprod****[ASK IF EViews=1]**

(At these meetings can you express your views about...)

‘planned changes in products or services?’

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EVhealth****[ASK IF EViews=1]**

(At these meetings can you express your views about...)

‘health and safety issues?’

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EVtrain****[ASK IF EViews=1]**

(At these meetings can you express your views about...)

‘training plans?’

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EVoth****[ASK IF EViews=1]**

(At these meetings can you express your views about...)

‘other matters?’

IF YES, PLEASE SPECIFY IN ‘OTHER’

1. No
2. Other (SPECIFY)
3. *Don't know*
4. *Refused*

**ESuggest****[IF BEmpStat=1]**

Over the last year have you ever made suggestions to the people you work with, or to your managers, about ways of improving the efficiency with which work is carried out?

IF YES: 'Is that once or more than once in the last year?'

1. Yes, more than once
2. Yes, once
3. No
4. *Don't know*
5. *Refused*

**EComsat****[IF BEmpStat=1]**

SHOW CARD F1

Overall, how satisfied are you with communications between management and employees in your organisation?

1. Completely satisfied
  2. Very satisfied
  3. Fairly satisfied
  4. Neither satisfied nor dissatisfied
  5. Fairly dissatisfied
  6. Very dissatisfied
  7. Completely dissatisfied
- NOT ON SHOW CARD
8. *Don't know*
  9. *Refused*

**EMesay****[IF BEmpStat=1]**

Suppose there was going to be some decision made at your place of work that changed the way you do your job. Do you think that you personally would have any say in the decision about the change or not?

1. Yes
2. No
3. It depends
4. *Don't know*
5. *Refused*

**EMeinE****[ASK IF EMesay=1]**

How much say or chance to influence the decision do you think that you personally would have? ...

READ OUT

1. a great deal
  2. quite a lot
  3. or just a little
- DO NOT READ OUT
4. *Don't know*
  5. *Refused*

**EMoresay****[IF BEmpStat=1]**

Do you think that you should have more or less say in the decisions that affect your work, or are you satisfied with the way things are?

1. Should have more say
2. Satisfied with the way things are
3. Should have less say
4. *Don't know*
5. *Refused*

**EProprt****[ASK ALL]**

SHOW CARD F2

In your workplace, what **proportion** of employees work with computerised or automated equipment?

1. More than three-quarters
  2. Half to three-quarters
  3. About half
  4. A quarter to half
  5. Less than a quarter
  6. None
- NOT ON SHOW CARD
7. *Don't know*
  8. *Refused*

**EUnions****[ASK ALL]**

At your place of work, are there unions or staff associations?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**ERecog**

**[ASK IF EUnions=1]**

Is any union or staff association recognised by management for negotiating pay and/or conditions of employment?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EJoin**

**[ASK IF EUnions=1]**

Is it possible for someone in your job to join a union or a staff association?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**EMember**

**[ASK ALL]**

Are you a member of a trade union or staff association?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**ETUsay**

**[ASK IF EUnions=1]**

How much influence do the trade unions in your establishment have over the way work is organised?

READ OUT

1. A great deal
2. A fair amount
3. Not much
4. None at all
5. *Don't know*
6. *Refused*

**ETUtrn**

**[ASK IF EUnions=1]**

Does your union encourage you to take up training?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**ESector****[IF BEmpStat=1]**

Is your organisation a private sector organisation such as a company, or a public sector body such as local or national government, schools or the health service, or a non-profit organisation such as a charity?

1. Private sector
2. Public sector
3. Non-profit organisation
4. *Don't know*
5. *Refused*

**EOwner****[ASK IF ESector=1]**

Is this organisation...

READ OUT

1. wholly UK-owned
  2. partly UK-owned, or
  3. wholly foreign-owned
- DO NOT READ OUT
4. *Don't know*
  5. *Refused*

**ECompete****[ASK ALL]**

SHOW CARD F3

Which of the options on this card best describes the degree of competition faced by your organisation?

NOTE CODE 6 = NOT APPLICABLE

1. Very high
  2. High
  3. Neither high nor low
  4. Low
  5. Very low
  6. Not applicable
- NOT ON SHOW CARD
7. *Don't know*
  8. *Refused*

**EDoWell****[IF BEmpStat=1]**

SHOW CARD F4

Thinking about your feelings towards the organisation you work for, I would like to ask you to what extent you agree or disagree with the following statements.

Firstly: 'I am willing to work harder than I have to in order to help this organisation succeed.'

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**ENoLoyal****[IF BEmpStat=1]**

SHOW CARD F4

I feel very little loyalty to this organisation.

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**EValues****[IF BEmpStat=1]**

SHOW CARD F4

I find that my values and the organisation's values are very similar.

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**EInspire****[IF BEmpStat=1]**

SHOW CARD F4

And to what extent do you agree that 'this organisation really inspires the very best in me in the way of job performance'?

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**EProud****[IF BEmpStat=1]**

SHOW CARD F4

I am proud to be working for this organisation.

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**Estaying****[IF BEmpStat=1]**

SHOW CARD F4

How much do you agree or disagree with the following statement: 'I would take almost any job to keep working for this organisation'

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**ETurnD****[IF BEmpStat=1]**

SHOW CARD F4

How much do you agree or disagree with the following statement: 'I would turn down another job with more pay in order to stay with this organisation'

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

## BLOCK G

### Pay Questions

Now turning to some questions about pay.

*DERIVED STATUS VARIABLE: GEmpStat*

*Employee = (BEmpType = Employee) OR (BSelf = Agency)*

*SelfEmpl = All others*

*NB If (BEmpType=Employee) AND (BPdWage=No) AND (BSelfEm1-8<>Agency) then compute as SelfEmpl*

#### GGross

##### [If GEmpStat=1]

What is your usual **gross** pay **before** deductions for tax, national insurance and before any tax credits which you may receive?

IF NO USUAL PAY, RECORD PAY IN LAST FULL PAY PERIOD. ENTER THE AMOUNT WITH TWO DECIMAL PLACES:

NUMERIC RANGE 0.00...999997.00

*Don't know*

*Refused*

(ALLOW DECIMALS TO ACCOMMODATE HOURLY PAY RATES – THIS MEANS CHANGES TO LATER FILTERS)

#### GGross2

##### [ASK IF GEmpStat=1 AND GGross<999998]

SHOW CARD G1

How long a period does that pay cover?

1. One hour
2. One week
3. Four weeks
4. Calendar month
5. Year
6. Other period (SPECIFY)
- NOT ON SHOW CARD
7. *Don't know*
8. *Refused*

##### [If GGross>49 AND GGross2=1]

YOU ENTERED THAT THIS RESPONDENT EARNS 50 OR MORE POUNDS PER HOUR. DID YOU MEAN TO ENTER THIS AMOUNT FOR THIS TIME PERIOD? IF NOT, PLEASE GO BACK TO GGROSS AND/OR GGROSS2 TO RE-ENTER/RECODE.

##### [If GGross>1,999 AND GGross2=2]

YOU ENTERED THAT THIS RESPONDENT EARNS 2,000 OR MORE POUNDS PER WEEK. DID YOU MEAN TO ENTER THIS AMOUNT FOR THIS TIME PERIOD? IF NOT, PLEASE GO BACK TO GGROSS AND/OR GGROSS2 TO RE-ENTER/RECODE.

##### [If GGross>7,499 AND GGross2=3]



YOU ENTERED THAT THIS RESPONDENT EARNS 7,500 OR MORE POUNDS PER FOUR WEEKS. DID YOU MEAN TO ENTER THIS AMOUNT FOR THIS TIME PERIOD? IF NOT, PLEASE GO BACK TO GGROSS AND/OR GGROSS2 TO RE-ENTER/RECODE.

**[If GGross>7,999 AND GGross=4]**

YOU ENTERED THAT THIS RESPONDENT EARNS 8,000 OR MORE POUNDS PER CALENDAR MONTH. DID YOU MEAN TO ENTER THIS AMOUNT FOR THIS TIME PERIOD? IF NOT, PLEASE GO BACK TO GGROSS AND/OR GGROSS2 TO RE-ENTER/RECODE.

**[If GGross>99,999 AND GGross=5]**

YOU ENTERED THAT THIS RESPONDENT EARNS 100,000 OR MORE POUNDS PER YEAR. DID YOU MEAN TO ENTER THIS AMOUNT FOR THIS TIME PERIOD? IF NOT, PLEASE GO BACK TO GGROSS AND/OR GGROSS2 TO RE-ENTER/RECODE.

**GTaxCred [ASK IF GEmpStat=1 AND GGross<999998]**

Can I check, are you (OR YOUR PARTNER, IF ANY) receiving Working Tax Credit or Child Tax Credit?

INTERVIEWER: IF YES, MAKE SURE IT IS NOT INCLUDED IN GROSS PAY

1. Yes
2. No
3. *Don't know*
4. *Refused*

**GKnowA [ASK IF GEmpStat=1 AND GGross<999998]**

CODE UP TO TWO TO EVALUATE PAY DATA.

1. No usual pay - recorded pay in last full period
2. Respondent showed/referred to payslip
3. Respondent knew pay with reasonable certainty
4. Respondent guessed or estimated gross pay
5. *Don't know*
6. *Refused*

**GHours [ASK IF (BHours=NULL) AND GEmpStat=1 AND GGross<999998]**

How many hours (per week) do you work for that pay?  
IF 'It varies' ENTER NULL

NUMERIC RANGE 1...168  
*Don't know*  
*Refused*

**GGrate**      **[ASK IF (GGross=DK) OR (GGross2<>1)]**  
Do you know what is your usual gross hourly rate of pay?

1. Yes
2. Does not know gross hourly rate
3. Not paid by an hourly rate
4. *Refused*

**GGhour**      **[ASK IF GGrate=1]**  
What is your usual gross hourly rate of pay?

NUMERIC RANGE 0.00...1000.00  
*Don't know*  
*Refused*

**GTakeHom**      **[ASK IF (GGross=DK) OR (GKnowA=4)]**  
What is your usual **take-home** pay after all deductions for tax, national insurance, and so on, but including overtime, bonuses, commission or tips?

RECORD PAY TO NEAREST POUND (NO PENCE)  
IF NO USUAL PAY, RECORD PAY IN LAST FULL PAY PERIOD

NUMERIC RANGE 0...999997  
*Don't know*  
*Refused*

**GTakePd**      **[ASK IF (GTakeHom<999998)]**  
How long a period does that pay cover?

1. One week
2. Four weeks
3. Calendar month
4. Year
5. Other (SPECIFY)
6. *Don't know*
7. *Refused*

**[If GTakeHo>1,399 AND GTakepd=1]**  
YOU ENTERED THAT THIS RESPONDENT EARNS 1,400 OR MORE POUNDS TAKE-HOME PAY PER WEEK. DID YOU MEAN TO ENTER THIS AMOUNT FOR THIS TIME PERIOD? IF NOT, PLEASE GO BACK TO GTAKEHO AND/OR GTAKEPD TO RE-ENTER/RECODE.

**[If GTakeHo>5,749 AND GTakepd=2]**  
YOU ENTERED THAT THIS RESPONDENT EARNS 5,750 OR MORE POUNDS TAKE-HOME PAY PER FOUR WEEKS. DID YOU MEAN TO ENTER THIS AMOUNT FOR THIS TIME PERIOD? IF NOT, PLEASE GO BACK TO GTAKEHO AND/OR GTAKEPD TO RE-ENTER/RECODE.

**[If GTakeHo>6,249 AND GTakepd=3]**  
YOU ENTERED THAT THIS RESPONDENT EARNS 6,250 OR MORE POUNDS TAKE-HOME PAY PER CALENDAR MONTH. DID YOU MEAN TO ENTER THIS AMOUNT FOR THIS TIME PERIOD? IF NOT, PLEASE GO BACK TO GTAKEHO AND/OR GTAKEPD TO RE-ENTER/RECODE.

**[If GTakeHo>74,999 AND GTakepd=4]**

YOU ENTERED THAT THIS RESPONDENT EARNS 75,000 PAY PER YEAR. DID YOU MEAN TO ENTER THIS AMOUNT FOR THIS TIME PERIOD? IF NOT, PLEASE GO BACK TO GTAKEHO AND/OR GTAKEPD TO RE-ENTER/RECODE.	OR MORE POUNDS TAKE-HOME
--	--------------------------

**GKnowB****[ASK IF (GTakeHom<999998)]**

CODE UP TO TWO TO EVALUATE PAY DATA

1. No usual pay - recorded pay in last full period
2. Respondent showed/referred to payslip
3. Respondent knew pay with reasonable certainty
4. Respondent guessed or estimated take home pay
5. *Don't know*
6. *Refused*

**GHours****[ASK IF (BHours=NULL) AND (GGross=DK OR REF)]**

About how many hours (per week) do you work?

IF 'It varies' ENTER NULL

NUMERIC RANGE 1...168

*Don't know**Refused***GBonus1****[IF GEmpStat=1]**

Do you receive any incentive payment, bonus or commission that is linked directly to the performance of:

'yourself?'

1. Yes
2. No
3. *Don't know*
4. *Refused*

**GBonus2****[IF GEmpStat=1]**

(Do you receive any incentive payment, bonus or commission that is linked directly to the performance of:)

‘any work group that you belong to?’

1. Yes
2. No
3. *Don't know*
4. *Refused*

**GBonus3****[IF GEmpStat=1]**

(Do you receive any incentive payment, bonus or commission that is linked directly to the performance of:)

‘the results achieved by your organisation or your workplace?’

1. Yes
2. No
3. *Don't know*
4. *Refused*

**GShare****[IF GEmpStat=1]**

Do you take part in a profit-sharing scheme, employee share scheme or share option scheme through your employment?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**GContrib****[IF GEmpStat=1]**

Does your employer contribute to a pension scheme on your behalf?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**GNet****[IF GEmpStat=2]**

About how much do you earn **after** all expenses and other deductions but **before** income tax and national insurance?

IF NO USUAL EARNINGS, PAY IN LAST YEAR OR MONTH

NUMERIC RANGE 0...999997

*Don't know*  
*Refused*

**GNetPd**

**[ASK IF GNet<999998]**

How long a period does that pay cover?

1. One week
2. Four weeks
3. Calendar month
4. Year
5. Other (SPECIFY)
6. *Don't know*
7. *Refused*

**GKnowC**

**[ASK IF GNetPd=1-5]**

INTERVIEWER CODE UP TO TWO TO EVALUATE PAY DATA

1. No usual earnings - recorded income in last full period
2. Respondent showed/referred to accounts or other records
3. Respondent knew income with reasonable certainty
4. Respondent guessed or estimated gross income
5. *Don't know*
6. *Refused*

**GHours2**

**[ASK IF (BHours=NULL) AND (GNet<999998)]**

About how many hours (per week) do you work?

IF 'It varies' ENTER NULL

NUMERIC RANGE 1...168

*Don't know*

*Refused*

## BLOCK H

### The Job Five Years Ago

Now I would like to ask some questions about work you have done in the past.

**H5ago**

**[ASK ALL]**

Were you in paid work five years ago, that is in [Month] 2006?

INTERVIEWER: ANY TYPE OF PAID WORK OF AT LEAST ONE HOUR A WEEK = YES

1. Yes
2. No
3. *Don't know*
4. *Refused*

**H4ago**

**[ASK IF H5ago<>1]**

Were you in paid work four years ago, that is in [Month] 2007?

INTERVIEWER: ANY TYPE OF PAID WORK OF AT LEAST ONE HOUR A WEEK = YES

1. Yes
2. No
3. *Don't know*
4. *Refused*

**H3ago**

**[ASK IF H4ago<>1]**

Were you in paid work three years ago, that is in [Month] 2008?

INTERVIEWER: ANY TYPE OF PAID WORK OF AT LEAST ONE HOUR A WEEK = YES

1. Yes
2. No
3. *Don't know*
4. *Refused*

**HsameAgo1**

**[ASK IF H5ago=1 OR H4ago=1 OR H3ago=1]**

Was this the same job as you have now, with the same employer?

INTERVIEWER NOTE: ONLY CODE 'YES' IF THE SAME JOB WITH THE SAME EMPLOYER.

IF PROMOTED, REGARD AS DIFFERENT JOB WITH SAME EMPLOYER.

1. Yes
2. No
3. *Don't know*
4. *Refused*

**HsameAgo2 [ASK IF HsameAgo1=2]**

Was this job with a different employer?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**HEmpType [ASK IF HsameAgo1=2]**

Were you an employee or self-employed?

INTERVIEWER: IF NOT SURE/DOES NOT KNOW, CODE EMPLOYEE.

1. Employee
2. Self-employed
3. *Don't know*
4. *Refused*

**HComput [ASK IF H5ago=1 OR H4ago=1 OR H3ago =1]**

SHOW CARD H2How important was using a computer, 'PC', or other types of computerised equipment in your job...

With regard to your current job, you answered <CUsePC>

1. Essential
  2. Very important
  3. Fairly important
  4. Not very important
  5. Not at all important/Does not apply
- DO NOT READ OUT
6. *Don't know*
  7. *Refused*

## BLOCK J

### Recent Skills Changes and Future Perspectives

Now I want to ask some more about changes in the workplace.

#### JChange

**[ASK IF H5ago=1 OR H4ago=1 OR H3ago=1]**

I'd like you still to compare your current job with what you were doing [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago [IF HsameAgo1<>1: even though you were in a different job]...

Would you say that there has been a significant **increase** between then and now, a significant **decrease** or little or no change in the level of skill you use in your job?

1. Increase
2. Decrease
3. Little or no change
4. *Don't know*
5. *Refused*

#### JProm

**[ASK IF H5ago=1 OR H4ago=1 OR H3ago=1]**

Were you promoted during the last [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years?

1. Yes
2. No
3. *Don't know*
4. *Refused*

#### JOthCh1

**[ASK IF HsameAgo1=1 OR HsameAgo2=2]**

Since your job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago, did any of the following changes occur at your workplace?

'There was a change in the way work was organised'

1. Yes
2. No
3. *Don't know*
4. *Refused*

#### JMajMin

**[ASK IF JOthCh1=1]**

And would you say there have been major changes or minor changes in the way work is organised?

CODE ONE ONLY

1. Major changes
2. Minor changes
3. *Don't know*
4. *Refused*



**JOthCh2****[ASK IF HsameAgo1=1 OR HsameAgo2=2]**

(Since your job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago, did any of the following changes occur at your workplace?)

'New computerised or automated equipment was introduced into the workplace'

INTERVIEWER: DO NOT INCLUDE MINOR UPGRADES OF COMPUTERS OR COMMUNICATIONS TECHNOLOGY EQUIPMENT, E.G. WINDOWS XP TO WINDOWS 7.

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JOthCh3****[ASK IF HsameAgo1=1 OR HsameAgo2=2]**

(Since your job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago, did any of the following changes occur at your workplace?)

'New communications technology equipment was introduced into the workplace'

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JOthCh4****[ASK IF HsameAgo1=1 OR HsameAgo2=2]**

(Since your job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago, did any of the following changes occur at your workplace?)

'Other new equipment was introduced'

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JOthCh5****[ASK IF HsameAgo1=1 OR HsameAgo2=2]**

(Since your job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago, did any of the following changes occur at your workplace?)

'There was a reduction in the number of people doing this sort of work'

1. Yes
2. No
3. *Don't know*
4. *Refused*

**Intro**                    **[ASK IF H5ago=1 OR H4ago=1 OR H3ago=1]**  
In the next few questions, I'd like you to compare the job you do now with the job you were doing [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago.

**JChoice**                **[ASK IF H5ago=1 OR H4ago=1 OR H3ago=1]**  
And [,compared with your job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago,] has the amount of choice you have in the way you do your job...?

READ OUT

1.        Increased
2.        Decreased
3.        Or stayed about the same?
4.        *Don't know*
5.        *Refused*

**JChoice2**              **[ASK IF JChoice = 1 or 2]**  
And would you say it has (IF JChoice=1: increased/If JChoice=2: decreased) a lot or a little?

1.        A lot
2.        A little
3.        *Don't know*
4.        *Refused*

**JTrain1...**            **[ASK ALL]**  
**JTrain7**                SHOW CARD I2  
In the last year (that is since [Month] 2005), have you done any of these types of training or education connected with your **current** job?

CODE ALL THAT APPLY

1.    Received instruction or training from someone which took you away from your normal job
2.    Received instruction whilst performing your normal job
3.    Taught yourself from a book/manual/video/computer/DVD/Internet
4.    Followed a correspondence or Internet course (such as Open University)
5.    Taken an evening class
6.    Done some other work-related training
7.    None of these

NOT ON SHOW CARD

8.    *Don't know*
9.    *Refused*

**JTime**

**[ASK FOR EACH TRAINING DONE IF JTrain=1-6]**

Over the last year in your current job, on how many separate days have you <insert answer if JTrain=1-6>?

INSERT NUMBER OF DAYS

1-365

*EVERY DAY (SPONTANEOUS ONLY – DO NOT READ OUT)*

*Don't know*

*Refused*

**JToption**

**[ASK IF BEmpStat=1 AND JTrain=7]**

Was there any time over the last year in your current job when training would have been useful for keeping up to date with the skills required?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JTE enough**

**[ASK IF JTrain=1-6]**

Was the training you received over the last year in your current job adequate for keeping up to date with the skills required?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**Jtexp1...**  
**Jtexp11**

**[ASK IF JTrain=1-6]**

Still thinking about the training you received over the last year in your current job, which of the following statements apply?

(Rotate statements)

- I got the training because I asked my employer for it **[BEmpStat = 1 only]**
  - It was my employer that first suggested the training **[BEmpStat = 1 only]**
  - My family commitments made it hard to find the time for training
  - The training itself was stressful
  - The training has made me enjoy my job more
  - The training has helped me improve the way I work in my job
  - Training made me look for a better job in this organisation **[BEmpStat = 1 only]**
  - Training made me look for a better job in another organisation **[BEmpStat = 1 only]**
  - I was given a better job in my organisation because of the training **[BEmpStat = 1 only]**
  - I received a pay increase as a result of my training
  - I feel that my job is more secure in my organisation because of my training
1. Agree
  2. Disagree
  3. *Don't know*
  4. *Refused*

**Jtlac1...**  
**Jtlac7**

**[ASK IF JTrain=7]**

You have said that you have not received any training over the last year in your current job. Which of the following statements apply?

(Rotate statements)

- I did not want any training
  - My employer was not willing to provide additional training, even though I wanted it **[BEmpStat = 1 only]**
  - My family commitments made it hard to find the time for training
  - The training itself would have been stressful
  - I did not need any additional training for my current job
  - Training would not help me get a better job in my organisation **[BEmpStat = 1 only]**
  - Lack of training damaged my career opportunities
1. Agree
  2. Disagree
  3. *Don't know*
  4. *Refused*

**Intro**

**[ASK IF JTrain=1-6]**

Thinking now just of your **most recent spell** of training or education

**JTend****[ASK IF JTrain=1-6]**

When did this most recent spell of training or education finish?

INTERVIEWER: ENTER DAY (1 – 31) ON THIS SCREEN AND MONTH AND YEAR ON THE NEXT TWO SCREENS

IF DAY NOT KNOWN, CODE 'not known'

IF TRAINING IS ONGOING CODE 'ongoing'

**JTend2****[ASK IF JTrain=1-6 AND JTend<>NULL]**

When did this most recent spell of training or education finish?

INTERVIEWER: ENTER MONTH ON THIS SCREEN AND YEAR ON NEXT SCREEN

IF MONTH NOT KNOWN, ASK 'Was it Winter, Spring...?' AND ENTER MID-SEASON MONTH:

MID-SEASON MONTHS: WINTER= FEB; SPRING= MAY; SUMMER= AUGUST;  
AUTUMN= NOVEMBER.

**JTend3****[ASK IF JTrain=1-6 AND JTend<>NULL]**

When did this most recent spell of training or education finish?

INTERVIEWER: ENTER YEAR ON THIS SCREEN AS FOUR-DIGIT NUMBER.

[ONLY 2011 AND 2012 ARE VALID ENTRIES]

**JTcost****[ASK IF JTrain=1-6]**

[If JTend<>NULL: Did/If JTend=NULL: Does] this training or education involve costs such as fees or the need to buy books or materials?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JTcost2****[ASK IF JTcost=1]**

Who [If JTend<>NULL: paid/If JTend=NULL: pays] these costs?

CODE ALL THAT APPLY

1. Employing organisation
2. Government
3. Self or family or relative
4. Other
5. *Don't know*
6. *Refused*

**JThours****[ASK IF JTrain=1-6]**

[If JTend<>NULL: Was/If JTend=NULL: Is] this training or education undertaken in...

READ OUT

1. normal working hours
2. your time
3. or both?

DO NOT READ OUT

4. *Don't know*
5. *Refused*

**JTwages**

**[ASK IF (JThours=1 OR 3) AND ((BEmpStat=1) OR (BPdWage=1))]**

While you [If JTend<>NULL: were/If JTend=NULL: are] receiving this training or education [If JTend<>NULL: did/If JTend=NULL: does] your employer pay your basic wages...

READ OUT

1. in full
  2. in part
  3. or not at all?
- DO NOT READ OUT
4. *Don't know*
  5. *Refused*

**JTqual**

**[ASK IF JTrain=1-6]**

Still thinking of your **most recent spell** of training or education...

[If JTend<>NULL: Did/If JTend=NULL: Does] this training or education lead to a qualification?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JTcredit**

**[ASK IF JTqual=2]**

[If JTend<>NULL: Did/If JTend=NULL: Does] this training or education lead to a credit towards a qualification?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JLearnEn1... [ASK IF JTrain=1-6]**

**JLearnEn4** SHOW CARD I3

To what extent did/does that training or education ...READ OUT AND REPEAT STEM AS NECESSARY

RANDOMIZE ORDER

'make you think harder about different ways of doing your job'

'require following instructions or processes strictly'

'need to be memorized off by heart'

'give you more independence in how you do your job'

IF RESPONDENT SAYS THEY ARE 'INDEPENDENT ALREADY' CODE 'NOT APPLICABLE'

1. A great deal
2. Quite a lot
3. To some extent
4. A little
5. Not at all

NOT ON SHOW CARD

6. *Don't know*
7. *Refused*
8. *Not applicable [ONLY APPLIES TO JLEARNEN4]*

**JTskill**

**[ASK IF JTrain=1-6]**

Would you say that this training or education has improved your skills...  
READ OUT

1. a lot
  2. a little
  3. or not at all?
- DO NOT READ OUT
4. *Don't know*
  5. *Refused*

**JTuseA**

**[ASK IF JTskill=1 OR 2]**

Are you able to make use of these skill improvements in your current job?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JTuseB****[ASK IF JTskill=1 OR 2]**

How useful would these skill improvements be if you were to work for another employer in the same industry or service...

READ OUT

1. Very useful
2. Fairly useful
3. Of some use
4. Only a little useful
5. Or, not at all useful?

DO NOT READ OUT

6. *Don't know*
7. *Refused*

**Jtuse2****[ASK IF JTskill=1 OR 2]**

Would these skill improvements be useful if you were to work for another employer in a quite different industry or service...

READ OUT

INTERVIEWER: IF 'IT DEPENDS' SAY: Try to think of different industries or services you might go to if you were to change jobs

1. Very useful
2. Fairly useful
3. Of some use
4. Only a little useful
5. Or, not at all useful?

DO NOT READ OUT

6. *Don't know*
7. *Refused*

**Intro****[ASK IF BEmpStat=1]**

Thinking now about training or education in the future

**JTWant****[ASK ALL]**

How much do you want to get any training in the future?

1. Very much
2. A fair amount
3. Not much
4. Not at all

DO NOT READ OUT

5. *Don't know*
6. *Refused*



**JToppo****[ASK ALL]**

How much do you agree or disagree with the following statement?

'I will have many opportunities to get training in the future'

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly disagree
- DO NOT READ OUT
5. *Don't know*
6. *Refused*

**JTget****[ASK ALL]**

Thinking about the next three years, are there any additional skills or qualifications that you would like to get?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JNoJob****[ASK ALL]**

Since [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1-4:three] years ago, have you had any spells of being unemployed?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JNoJob12**

**[ASK IF JNoJob=1]**

Have you been unemployed for a month or more at any time in the last year?

INTERVIEWER: 'UNEMPLOYED' IS THE RESPONDENT'S OWN DEFINITION

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JPrmProb**

**[ASK IF BEmpStat=1]**

How high do you think **your** chances are of being given a significant promotion with your **present** organisation in the next five years?

PROMPT IF NECESSARY: 'Assuming that you did want promotion'

1. 100% / Definite
2. 75% / High chance
3. 50% / Fifty-fifty
4. 25% / Low chance
5. 0% / No chance at all
6. *Don't know*
7. *Refused*

**JPrmPrb1**

**[ASK IF JPrmProb=5]**

Is this because you are already in the highest type of job for people who do your sort of work?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**JPrmAim**

**[ASK IF BEmpStat=1]**

Are you aiming to get a better job or to be promoted?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**ILate****[ASK IF BEmpStat=1]**

(IF ICASI<>1: SHOW CARD J5)

How long do you think it would be before a person in your organisation, doing your sort of job, would be eventually dismissed if they persistently ...

‘arrived late at work’

1. Within a week
  2. Within a month
  3. Within 6 months
  4. Within a year
  5. More than a year
  6. Never
- NOT ON SHOW CARD
7. *Don't know*
  8. *Refused*

**INotHard****[ASK IF BEmpStat=1]**

(IF ICASI<>1: SHOW CARD J5)

How long do you think it would be before a person in your organisation, doing your sort of job, would be eventually dismissed if they persistently ...

‘did not work hard’

1. Within a week
  2. Within a month
  3. Within 6 months
  4. Within a year
  5. More than a year
  6. Never
- NOT ON SHOW CARD
7. *Don't know*
  8. *Refused*

## BLOCK I

### Well-being at Work

Now I would like you to answer some questions about how work makes you feel.

**ICASI**

**[ASK ALL]**

THIS SECTION TO BE SELF-COMPLETED (AS FAR AS POSSIBLE) ON CAPI BY RESPONDENTS

As before, the next questions are designed for you to answer yourself.

CODE WHETHER RESPONDENT ACCEPTED SELF-COMPLETION.

1. Respondent completion
2. Interviewer completion, NO DK, NO REF

**Intro1**

**[IF ICASI=1]**

The following questions ask you to choose one answer from those listed on the screen.

Please choose your answer by PRESSING THE NUMBER NEXT TO THE ANSWER YOU WANT TO GIVE and then PRESSING THE SPACE BAR (THE LARGE BAR AT THE BOTTOM OF THE KEYBOARD) to see your answer on the screen. TO MOVE ON TO THE NEXT QUESTION, PRESS THE KEY WITH THE RED STICKER. Please ask the interviewer if you want any help.

PRESS 1 AND THE KEY WITH THE RED STICKER TO CONTINUE

1. Continue

**IWorry**

**[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?

After I leave my work I keep worrying about job problems

1. Never
  2. Occasionally
  3. Some of the time
  4. Much of the time
  5. Most of the time
  6. All of the time
- NO DK, NO REF

**IUnWind****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

I find it difficult to unwind at the end of a workday

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**IUsedUp****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

I feel used up at the end of a workday

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**ICalm [ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Calm

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**ITense****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Tense

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**IContent****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Contented

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**IRelax [ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Relaxed

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**IUneasy****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Uneasy

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**IWorry2****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Worried

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**ISmiley****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Enthusiastic

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**ICheery****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Cheerful

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**IDepress****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Depressed

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**IGloomy****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Gloomy

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF



**IMisery****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Miserable

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**IOptim****[ASK ALL]**

(IF ICASI<>1: SHOW CARD J2)

(Thinking of the past few weeks, how much of the time has your job made you feel each of the following...?)

Optimistic

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

NO DK, NO REF

**ISat1...**  
**ISat14**

**[ASK ALL]**

(IF ICASI<>1: SHOW CARD J3)

(IF ICASI<>1: I'm going to read out a list of/IF ICASI=1: Next you will be shown) various aspects of jobs, and for each one I'd like you to (IF ICASI=1: choose which answer) (IF ICASI<>1: tell me, from this card, which number) best describes how satisfied or dissatisfied you are with that particular aspect of your own present job.

(IF ICASI=1: Press 1 and then the key with the red sticker to continue with this question)

**ROTATE LIST**

(How satisfied or dissatisfied are you with this particular aspect of your own present job:)

Your promotion prospects

Your pay

Relations with your supervisor or manager [**BEmpStat = 1 only**]

Your job security

The opportunity to use your abilities

Being able to use your own initiative

The ability and efficiency of the management [**BEmpStat = 1 only**]

The hours you work

Fringe benefits

The work itself

The amount of work

The variety in the work

The training provided

The friendliness of the people you work with

1. Completely satisfied
  2. Very satisfied
  3. Fairly satisfied
  4. Neither satisfied nor dissatisfied
  5. Fairly dissatisfied
  6. Very dissatisfied
  7. Completely dissatisfied
- NO DK, NO REF

**ISatis**

**[ASK ALL]**

(IF ICASI<>1: SHOW CARD J3)

All in all, how satisfied are you with your job?

1. Completely satisfied
  2. Very satisfied
  3. Fairly satisfied
  4. Neither satisfied nor dissatisfied
  5. Fairly dissatisfied
  6. Very dissatisfied
  7. Completely dissatisfied
- NO DK, NO REF

**IChoice****[ASK ALL]**

(IF ICASI<>1)

'When you were looking for your current job, how much choice would you say you had over the type of job you could get?'

1. a great deal of choice,
2. some choice,
3. hardly any choice,
4. or no choice at all?
5. (IF ICASI<>1) DO NOT READ OUT
6. (IF ICASI<>1) *Don't know*
7. (IF ICASI<>1) *Refused*

**ISick****[ASK IF BEmpStat=1]**

'Over the past 12 months did you work when you were sick?'

1. Yes
2. No
3. I was not sick
4. (IF ICASI<>1) *Don't know*
5. (IF ICASI<>1) *Refused*

**ISickDay****[ASK IF ISick=1]**

'How many days did you work when you were sick?'

NUMERIC RANGE 1.....365

(IF ICASI<>1) *Don't know*

(IF ICASI<>1) *Refused*

**IDismiss****[ASK IF BEmpStat=1]**

(IF ICASI<>1: SHOW CARD J4)

How anxious are you about these situations affecting you at your work?

'Being dismissed without good reason'

1. Very anxious
2. Fairly anxious
3. Not very anxious
4. Not anxious at all
5. (IF ICASI<>1) *Don't know*
6. (IF ICASI<>1) *Refused*

**IDiscrim****[ASK IF BEmpStat=1]**

(IF ICASI<>1: SHOW CARD J4)

How anxious are you about these situations affecting you at your work?

'Being unfairly treated through discrimination'

1. Very anxious
2. Fairly anxious
3. Not very anxious
4. Not anxious at all
5. (IF ICASI<>1) *Don't know*
6. (IF ICASI<>1) *Refused*

**IVictim****[ASK IF BEmpStat=1]**

(IF ICASI<>1: SHOW CARD J4)

How anxious are you about these situations affecting you at your work?

'Victimisation by management'

1. Very anxious
2. Fairly anxious
3. Not very anxious
4. Not anxious at all
5. (IF ICASI<>1) *Don't know*
6. (IF ICASI<>1) *Refused*

**IStLoss1**

**[ASK IF BEmpStat=1]**

(IF ICASI<>1: SHOW CARD J4)

How anxious are you about these situations affecting you at your work?

'Future changes to my job that may give me less say over how it is done'

1. Very anxious
2. Fairly anxious
3. Not very anxious
4. Not anxious at all
5. (IF ICASI<>1) *Don't know*
6. (IF ICASI<>1) *Refused*

**IStLoss2**

**[ASK IF BEmpStat=1]**

(IF ICASI<>1: SHOW CARD J4)

How anxious are you about these situations affecting you at your work?

'Future changes to my job that may make it more difficult to use my skills and abilities'

1. Very anxious
2. Fairly anxious
3. Not very anxious
4. Not anxious at all
5. (IF ICASI<>1) *Don't know*
6. (IF ICASI<>1) *Refused*

**IStLoss3**

**[ASK IF BEmpStat=1]**

(IF ICASI<>1: SHOW CARD J4)

How anxious are you about these situations affecting you at your work?

'Future changes that may reduce my pay'

1. Very anxious
2. Fairly anxious
3. Not very anxious
4. Not anxious at all
5. (IF ICASI<>1) *Don't know*
6. (IF ICASI<>1) *Refused*

**IStLoss4**

**[ASK IF BEmpStat=1]**

(IF ICASI<>1: SHOW CARD J4)

How anxious are you about these situations affecting you at your work?

‘Being transferred to a less interesting job in the organisation’

1. Very anxious
2. Fairly anxious
3. Not very anxious
4. Not anxious at all
5. (IF ICASI<>1) *Don't know*
6. (IF ICASI<>1) *Refused*

**IPers1...**

**[ASK ALL]**

(IF ICASI<>1: SHOW CARD J6)

People have very different personalities, ((IF ICASI=1) please choose the answer that best describes) ((IF ICASI<>1) could you tell me) how strongly you agree or disagree that the following statements apply to you. I see myself as ...

ROTATE LIST

Extroverted, Enthusiastic  
Critical, Quarrelsome  
Dependable, Self disciplined  
Anxious, Easily upset  
Open to new experiences, Complex  
Reserved, Quiet  
Sympathetic, Warm  
Disorganized, Careless  
Calm, emotionally stable  
Conventional, Uncreative

1. Strongly agree
  2. Agree
  3. Disagree
  4. Strongly disagree
- NOT ON SHOW CARD
5. *Don't know*
  6. *Refused*

**IEnd**

**[ASK IF ICASI=1]**

Please stop here.

Tell the interviewer you have finished answering this set of questions.

1. INTERVIEWER: CODE 1 TO CONTINUE
- 2.

## BLOCK K

### Personal details

**KMarried**

**[ASK ALL]**

I would like to ask you a few more questions about yourself.

Are you...

READ OUT

1. married
  2. living together as a couple
  3. single
  4. widowed
  5. separated/divorced?
- DO NOT READ OUT
6. *Don't know*
  7. *Refused*

**KChildrn**

**[ASK ALL]**

Do you have any children under the age of 16 who are financially dependent on you?

INTERVIEWER: CHILDREN DO NOT HAVE TO LIVE IN SAME HOUSEHOLD AS RESPONDENT, AND DO NOT HAVE TO BE BIOLOGICAL CHILDREN

1. Yes
2. No
3. *Don't know*
4. *Refused*

**Ku16**

**[ASK IF KChildrn=1]**

How many children under the age of 16 do you have?

NUMERIC RANGE 1...30

*Don't know*

*Refused*

**Ku5**

**[ASK IF KChildrn=1]**

How many are under five years old?

NUMERIC 0...30

*Don't know*

*Refused*

**[If Ku5>Ku16]**

YOU HAVE ENTERED THAT THIS RESPONDENT HAS MORE CHILDREN UNDER FIVE THAN THE TOTAL NUMBER OF CHILDREN THEY SAID THEY HAD AT THE PREVIOUS QUESTION. PLEASE CHECK THIS AND GO BACK TO KU16 AND/OR KU5 TO RE-ENTER.

**KLearnSt1...[ASK ALL]****KLearnSt6** SHOW CARD K1

I would now like to ask you some questions about how you deal with problems and tasks you encounter in general. To what extent do the following statements apply to you?

## RANDOMISE

‘When I hear or read about new ideas, I try to relate them to real life situations to which they might apply’

‘I like learning new things’

‘When I come across something new, I try to relate it to what I already know’

‘I like to get to the bottom of difficult things’

‘I like to figure out how different ideas fit together’

‘If I don't understand something, I look for additional information to make it clearer ‘

1. Not at all
  2. Very little
  3. To some extent
  4. To a high extent
  5. To a very high extent
- NOT ON SHOW CARD
6. *Don't know*
  7. *Refused*

**KEthnic****[ASK ALL]**

## SHOW CARD K2

To which of these groups do you consider that you belong?

1. White
  2. Black – Caribbean
  3. Black – African
  4. Black – Other
  5. Indian
  6. Pakistani
  7. Bangladeshi
  8. Chinese
  9. Other
- NOT ON SHOW CARD
10. *Don't know*
  11. *Refused*

## BLOCK Q

### Follow-up, Workplace Details and Conclusion

**QFuture**

**[ASK ALL]**

In two or three years' time, if you are willing, our client (or someone working on their behalf) would like to contact you again about your job to see how things have changed. You could decide then whether you would be willing to take part.

Would you be willing for our client (or someone working on their behalf) to contact you again in two or three years?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**QEmail**

**[ASK IF QFuture=1]**

Thank you. So do you have an e-mail address that I can take?

THIS IS JUST TO HELP WITH RECONTACT IN CASE OF CHANGE OF ADDRESS ETC. IT WILL NOT BE USED FOR ANY OTHER PURPOSES, AND IT WILL BE KEPT SECURELY AND IN COMPLETE CONFIDENTIALITY BY THE RESEARCH TEAM.

ENTER E-MAIL ADDRESS AND READ IT BACK TO RESPONDENT TO CHECK BEFORE MOVING ON OR CODE 'NULL' IF NO E-MAIL OR 'REF' IF REFUSED.

ONLY RECORD ONE E-MAIL ADDRESS

OPEN

**QTelno**

**[ASK IF QFuture=1]**

Do you have a landline telephone number that I can take?

AGAIN, THIS IS JUST TO HELP WITH RECONTACT IN CASE OF CHANGE OF ADDRESS ETC. IT WILL NOT BE USED FOR ANY OTHER PURPOSES, AND IT WILL BE KEPT SECURELY AND IN COMPLETE CONFIDENTIALITY BY THE RESEARCH TEAM.

INCLUDE DIALLING CODE, AND READ BACK TO RESPONDENT TO CHECK BEFORE MOVING ON, OR CODE 'NULL' IF NO LANDLINE OR 'REF' IF REFUSED.

ONLY ENTER ONE NUMBER ON THIS SCREEN

OPEN



**QTelno2****[ASK IF QFuture=1]**

And do you have a mobile telephone number that I can take?

AGAIN, THIS IS JUST TO HELP WITH RECONTACT IN CASE OF CHANGE OF ADDRESS ETC. IT WILL NOT BE USED FOR ANY OTHER PURPOSES, AND IT WILL BE KEPT SECURELY AND IN COMPLETE CONFIDENTIALITY BY THE RESEARCH TEAM.

READ BACK TO RESPONDENT TO CHECK BEFORE MOVING ON, OR CODE 'NULL' IF NO MOBILE OR 'REF' IF REFUSED.

ONLY ENTER ONE NUMBER ON THIS SCREEN

OPEN

**QStable****[ASK IF QFuture=1]**

In case you had moved house by the time we tried to recontact you (IF QEmail OR QTelno OR QTelno2<> NULL OR REF: and we were also unable to contact you using the (IF QEmail <> NULL OR REF: e-mail address) (IF QTelno OR QTelno2<> NULL OR REF: and phone number(s) you've provided)), is there someone we can contact who would be able to give us your new address?

1. Details given – INTERVIEWER PLEASE COLLECT NAME AND ADDRESS ON NEXT FEW SCREENS
2. Details NOT given
3. *Don't know*
4. *Refused*

**QRelat****[ASK IF QStable=1]**

And what is this person's relationship to you? READ OUT AND CODE ONE ONLY

1. Parent(s)
2. Child
3. Other relative
4. Friend
5. Other (specify)
6. *Don't know*
7. *Refused*

**QMove****[ASK ALL]**

Do you think there is any possibility that you will move house in the next three years?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**QMove2****[ASK IF QMove=1]**

How would you rate the likelihood of this happening?

READ OUT

1. Very likely
2. Quite likely
3. Evens
4. Quite unlikely
5. Very unlikely
6. *Don't know*
7. *Refused*

**QSuperv****[ASK IF QFuture = 1 AND ((QTelno <> NULL OR REF) OR (QTelno2 <> NULL OR REF))]**

A few interviews on any survey are checked by a supervisor to make sure people are satisfied with the way the interview was carried out. In case my supervisor needs to contact you, can they use the telephone number(s) you have just provided for this purpose?

1. Yes
2. No

**QSuperv2 [ASK IF (QFuture = 2-4) OR ((QFuture = 1) AND (QTelno = NULL OR REF) AND (QTelno2 = NULL OR REF))]**

A few interviews on any survey are checked by a supervisor to make sure people are satisfied with the way the interview was carried out. In case my supervisor needs to contact you, it would be helpful if you could let me have your landline telephone or mobile number.

ENTER LANDLINE OR MOBILE ON THIS SCREEN, INCLUDING DIALLING CODE, AND READ BACK TO RESPONDENT TO CHECK BEFORE MOVING ON, OR CODE 'NULL' IF NO LANDLINE OR MOBILE OR 'REF' IF REFUSED.

OPEN

**QPubData****[ASK ALL]**

It is sometimes possible to link the data we have collected from you with other surveys or datasets, to which our clients have authorised access. In doing this, we assure you that your confidentiality will be respected and the linked data will be anonymised and used for statistical and analytical purposes only, with only authorised researchers having access to the linked data.

INTERVIEWER NOTES TO BE USED IF CLARIFICATION SOUGHT:

Access to these additional datasets is authorised by their owners – in the case of Office for National Statistics data this is given by the UK Statistics Authority.

Would you be content for our clients to do this, as it can provide potential for further analysis?

1. Yes
2. No

IF QPubData = NO or DECLINES TO ANSWER: IF WORKING AT HOME, CODE TTWA FROM POSTCODE

**QEmpName [ASK IF QPubData=1]**

What is the name of the employer at the place where you actually work?

**INTERVIEWER NOTES TO BE USED IF**

**CLARIFICATION SOUGHT:** Why do you need to know the name and address of my workplace? The name and address of where you work allows us to match the data to a government business register. Each company has a unique anonymised reference number, which allows your response to be linked to other datasets. The matching is undertaken under strictly secure conditions. Only authorised researchers would have access to your name and workplace details.

WRITE EMPLOYER'S NAME IN FULL

OPEN

**QAddPC**

**[ASK IF QPubData=1]**

PLEASE ENTER EMPLOYER'S ADDRESS

Can I first have the POSTCODE of the workplace (organisation)?

ENTER POSTCODE, EVEN IF INCOMPLETE  
CODE NULL IF UNKNOWN

OPEN

**QAdd1**

**[ASK IF QPubData=1]**

PLEASE ENTER EMPLOYER'S ADDRESS Line 1

OPEN

**QAdd2**

**[ASK IF QPubData=1]**

PLEASE ENTER EMPLOYER'S ADDRESS Line 2:  
CODE NULL IF NO MORE TO ADD

OPEN

**QAdd3**

**[ASK IF QPubData=1 AND QAdd2<>NULL]**

PLEASE ENTER EMPLOYER'S ADDRESS Line 3:  
CODE NULL IF NO MORE TO ADD

OPEN

**QAdd4**

**[ASK IF QPubData=1 AND QAdd3<>NULL]**

PLEASE ENTER EMPLOYER'S ADDRESS Line 4:  
CODE NULL IF NO MORE TO ADD

OPEN

**QAdd5**

**[ASK IF QPubData=1 AND QAdd4<>NULL]**

PLEASE ENTER EMPLOYER'S ADDRESS Line 5:  
CODE NULL IF NO MORE TO ADD

OPEN

Town and county asked to enable TTWA to be coded, if employer name not collected
--

**QTown**

**[ASK IF (QPubData <> 1) OR (QAdd1 = DK OR REF)]**

In which city, town or village is your main place of work?

TAKE NEAREST TOWN, ETC.

IN LONDON TRY TO GET NAME OF AREA (eg PLACE WITHIN BOROUGH)

OPEN

**QCounty**      **[ASK IF (QPubData <> 1) OR (QAdd1 = DK OR REF)]**

And which county/city is that in?

CODE NULL IF NOT APPLICABLE

OPEN

**QBigger**      **[ASK ALL]**

Is your workplace part of a bigger organisation?

1. Yes
2. No
3. *Don't know*
4. *Refused*

**BBigName**      **[ASK IF QBigger=1]**

What is the name of that bigger organisation?

WRITE ORGANISATION'S NAME IN FULL

OPEN

**Disp**      **[ASK ALL]**

I have now got to the end of the questions I want to ask you.

Thank you very much for giving your time to help us.

{{SIntLen "Computer Interview Length": 1...997}}

**CLASSIFICATION THEN COLLECTED TO CONFIRM NAME AND ADDRESS OF  
RESPONDENT (Sname, address1, address2, address3, address4)**

## Appendix B: Report on cognitive pilot

### IStLoss battery

#### General points

- Generally, respondents were able to answer these with relative ease with no hesitation in the use of the scale.
- 'Future changes – at the 2<sup>nd</sup> stage, respondents were prompted about how far in the future they were thinking. Generally, people were thinking in the short (next 3 to 6 months) to mid-term (next 2 to 3 years).
- If the desire is to assess both the likelihood of an event and the impact of an event (equivalent to a 'risk register', as discussed at the last meeting) the question does not currently achieve this aim, because people sometimes answer on the basis of **likelihood** and sometimes on the basis of **impact/consequences**.

#### **IStLoss1: 'Future changes to my job that may give me less say over how it is done':**

- Interpretations of 'changes' varied widely, e.g.:
  - Several respondents referred specifically to changes in the wider market/economy which might result in changes / restructuring in their workplace.
  - Being moved somewhere else in the organisation
  - Having a lighter workload
  - One respondent needed clarification that we meant changes in her current job, and not changes in terms of a *new job* in a new company.
- Interpretations of 'Less say over how you do your job':
  - One respondent thought this meant *less say over what job you do* (having recently been forced into a new role).
  - One respondent, who was very anxious, said it meant losing some autonomy because the management did not trust the way you do things.
- Respondents could give the same answer but often for very different reasons. For examples respondents said 'not very anxious' because of the following:
  - Several respondents were not anxious because of their life stage (near retirement), so they didn't mind if this happened.
  - Two respondents said they were already, in the words of one of the respondents 'bottom of the pile' therefore there was no need for them to be anxious about this possibility.
  - One worked on a production line and said that the processes that were in place couldn't really be changed and therefore it thought it was unlikely that he would be given less say over how it is done (he also joked that he couldn't have less say over how it was done anyway).
  - One respondent said they were not anxious because if there were any future changes that gave them less say then they would move to another role.

**/StLoss2: 'Future changes to my job that may make it more difficult to use my skills and abilities':**

- The interpretation of 'skills and abilities' varied from specialist technical skills to softer skills such as people skills and negotiating.
- 'Future changes': there were some issues around feeling informed enough to give an answer: one respondent said she had just started her job, and another said that she 'doesn't have crystal ball', so found it difficult to respond.
- Many respondents simply could not envisage a situation where their skills would not be needed in their current job. One respondent thought about a need to 'up-skill' in their current job and there was another instance where the respondents thought about their **job changing** so that they were moved to a position in which their current skills weren't needed and they were 'deskilled'
- Mostly answered from the point of view of **likelihood**.

**/StLoss3: 'Future changes that may reduce my pay':**

- The interpretation of this question seemed to be split between those who gave a response in terms of whether it would happen and those who heard the words 'reduce my pay' and thought about the consequences. For the latter, most said they were very anxious. This is not surprising given the current climate. For instance:
- Those who thought in terms of **likelihood** gave the following reasons:
  - 'I am too valuable to the organisation'
  - Other reasons include good unions, on a set government wage structure, on maternity and unlikely to reduce my pay.
- Those who thought about the **consequences** of a reduction in pay gave the following reasons:
  - One said that she was very anxious because a reduction in pay would mean she wouldn't be able to pay her household bills.
  - Very anxious: 'Nobody would like that'
  - Very anxious because they have experienced of a sudden drop in income before and not a nice experience

**/StLoss4: 'Being transferred to a less interesting job in the organization':**

- Again, interpretation very much split in terms of whether thinking of likelihood or consequences of being transferred
- Some couldn't envisage what a 'less interesting job' in the organisation might be
- Several respondents explicitly stated that for them 'less interesting' meant 'more junior'; i.e. similar to a demotion. Others referred to a job being less varied and more routine.
- There were varying reasons for saying 'not at all' including:
  - A less interesting job may mean less pressure, so it is a positive thing
  - Not an issue because there are no other roles in the organisation
  - Not an issue because wouldn't accept a transfer to a less interesting role / would move on
  - Not an issue as respondent considers his/her role essential to the organisation

**Discussion points**

- Split the question: first ask about likelihood, then about anxiety level relating to impact.

<ul style="list-style-type: none"><li>• The SES team confirmed that they do not wish to split the question into two parts</li><li>• We discussed possibly adding a clarification to the question by referring to 'current job'</li></ul> <p>To aid analysis a 'Not applicable' could be added to the scale, but as this battery is part of the self-completion section, that option would be visible to respondents</p>
---

**BLearnEn battery**

**General points**

- The question stem was slightly shortened in second round and 'to what extent' was added, which worked better from an administration point of view.
- However, the questions are still quite long, and there was still a need to repeat the question stem at least once to most respondents.
- The key challenge for respondents is **keeping two concepts in mind at once**: the new things they have learnt, and what this entailed/how it affected their job
- Often, the first part of the question was disregarded, i.e. respondents often started answering in terms of their job *in general*, rather than in the context of *recent things learnt*.
- In some cases respondents tried to think of specific training (meaning they gave similar answers in the BLearn and JLearn batteries; a couple commented that they thought we were repeating questions). 'Recent things learned' might therefore be too vague and wide a concept.
- One respondent did not include 'self-taught' learning in his idea of 'recent things learnt' - said he could not easily answer the questions as he hadn't learnt anything recently, except things that he's taught himself.
- In terms of what insights the questions provide, we feel that respondents' answers reflected the nature of their job role as opposed to their **style** of learning.

### **BLearnEn1**

#### **Stage 1 wording: 'Make you think of new ways of doing your job':**

- 'New ways of doing your job' seemed to be interpreted in one of two main ways:
  - 'Better', 'more efficient' ways of doing your existing job, or
  - New skills learnt that enable you to expand your current role/progress
- Crucially, many respondents did not seem to register the phrase '**think of**' in the question wording; they mainly just thought of whether the learning (or their job in general) *enabled them* to do their job in new ways.

#### **Stage 2 wording: 'Make you think of different ways of doing your job':**

- Changed to avoid repetition of the word 'new' and this was easier to administer
- This worked better when reading out also still was interpreted in much the same way as 'new ways', and the '**think of**' phrase still seemed to be overlooked

We discussed the possibility of changing the wording to emphasise the '**think**' element. For example:

- Make you think hard of different ways of doing or job; or
- Make you think hard about how you do your job

**SES team to advise which wording they prefer.**

## **BLearnEn2**

### **Stage 1 wording: 'require following instructions to the letter':**

- Hard to answer: two interpretations
  1. follow processes to make sure do job right; being precise in job and doing it well, and
  2. following set, written guidelines line by line
- Wording was revised for second round of pilot to incorporate both these ideas.
- One woman interpreted 'to the letter' literally - in terms of written correspondence – so this was changed to 'precisely'.

### **Stage 2 wording: 'require following instructions and processes precisely':**

- Another interpretation of 'instructions and processes' that came up: new legislation (e.g. changes in property law that must be adhered to). So thinking in terms of *rules* and *laws*.
- One woman said 'to some extent' because at a recent presentation skills workshop, they were shown how to structure a presentation (so *ideal* or *recommended* ways of doing things, rather than obligatory processes or instructions essential to the job).
- One respondent said they thought someone who was not following instructions precisely had a 'couldn't care less attitude' at work, again illustrating that this statement can also be viewed as how much is someone doing the job in the right way and doing it well.

We discussed the use of the word 'precise' and people's interpretation that this was a positive feature. We discussed changing the wording to:

- Require following instructions and processes rigidly; or
- Require following instructions and processes strictly

**SES team to advise which wording they prefer.**

## **BLearnEn3: Need to be memorized off by heart**

- When things **needed** to be memorized off by heart respondents were, in the main, referring to rules, regulations and industry standards set in law / by the industry watchdog e.g. FSA rules, or customs laws. There was a **requirement** to learn these things and use / implement these in their everyday job.
- In some cases respondents said that they did learn things off by heart but this wasn't a **requirement** – rather it was result of experience of working in that job.
- There was little evidence of people memorizing things off by heart and not using this information in a practical way in their job.
- Respondents often give the middle response (to some extent) or lower response (a little) because there were some things that they memorized (although note respondents weren't always thinking about the requirement to learn) whilst other things they didn't learn (because maybe they could refer to a manual or ask someone else).



## **BLearnEn4**

### **Stage 1 wording: Give you more influence over how you do your job**

- This caused problems with some respondents unable to understand how they could have more influence over how they did their job (these tended to be professional/managerial respondents) who couldn't relate to the concept of having 'more influence' over how they did their job
- Interpretation of 'influence' varied – control, choice, enabling people to do their job properly
- One respondent could answer in terms of whether the new things she had learnt 'influenced how she did her job' and she answered on that basis

### **Stage 2 wording: Give you more choice over how you do your job**

- Interpreted very differently by different respondents: the word 'more choice' seems to be open to individual interpretation:
  - Some respondents said that it meant learning more and therefore working more effectively / making the job easier
  - Flexibility in how you approach your job
- There is now quite a lot of similarity between this statement and 'thinking about different ways of doing my job'

We debated the essence of the question, which is about empowerment to apply learning and becoming a more independent worker. We discussed changing the wording to:

- Give you more independence in how you do your job; or
- Leave the wording as 'give you more influence over how you do your job' but allow a 'not applicable' response option for those individuals who have a great deal of autonomy and control in their job role.

**SES team to advise which wording they prefer.**

### **Discussion points**

- Do the questions really 'get at' the concepts of interest?
- We are expecting a lot from respondents in terms of juggling two ideas at once
- To aid analysis a 'Not applicable' could be added to the scale

## **JTrain**

JTrain was not subject to testing or probing. However, for information we have provided the following feedback that was spontaneously given by respondents:

- Code 1 ('received instruction or training...') - some respondents did not understand what was meant by the term 'took you away' – they didn't know whether it meant off-site training or whether it meant training in a different job completely. They viewed training sessions that were carried out in their building (but not necessarily at their place of work) as being part of your normal job (rather than being taken away from it)
- Suggest revising code 3 ('Taught yourself..') by adding in 'internet /DVD' (and possibly removing 'cassette' as this felt very dated to respondents).

## **JLearnEn battery**

### **General points:**

- This statement was less problematic than BLearnEn in relation to training than when applied to 'new things' respondents had learned, as the question is anchored to a specific event.
- As mentioned above under BLearnEn, some respondents thought these questions were a repetition on BLearnEn, especially where they had thought about 'new things learnt' in terms of recent training.
- One respondent mentioned that her most recent spell of training or education was an Open University course. This led her to say (in relation to the question wording) "I'm loathe to call it training ... it's education" Therefore, we suggest changing the stem to 'To what extent did that training or education...'

GfK agreed to change the wording to: 'to what extent did that training or education....'
--

### ***BLearnEn1: Make you think of new ways of doing your job' / 'Make you think of new ways of doing your job:***

- BLearnEn comments apply here.

### ***BLearnEn2: 'Require following instructions to the letter' / 'require following instructions and processes precisely':***

- BLearnEn comments apply here.

### ***BLearnEn3: Need to be memorized off by heart***

- BLearnEn comments apply here.

### ***BLearnEn4: Give you more choice over how you do your job***

- Someone said that it didn't give them more choice as it was prescriptive others said that their training gave them more choice because it helped them in their role/made them more efficient /confident

## **ISatis**

- All respondents found this easy to answer, despite most of them weighing up multiple factors as part of reaching their answer
- When respondents were asked what they thought about when they gave their answer, spontaneous responses included:
  - Pay and (occasionally) benefits (e.g. holiday, maternity cover)
  - Work/life balance (hours worked, travel time, flexibility for parents)
  - Whether they enjoy the actual day to day job
  - Relationship with colleagues
  - General morale / good company ethics
  - Whether they are proud to be associated with the company (company ethics, size/prestige of company/organisation)
  - General morale/environment
  - Whether job is meaningful/helps others/society
- In the second round, on prompting, most respondents agreed that they thought of their current job satisfaction in relation to previous jobs they had had. Fewer respondents mentioned that they were thinking about it in relation to other people's jobs / their expectations of the job / other jobs that they might obtain

GfK agreed to provide more detail in the final write up regarding of the numbers of people who, when prompted, mentioned the different comparisons (e.g. past oriented, peer oriented, etc.).
---

## Appendix C: Changes between 2006 and 2012 questionnaires

**Table 8: Questions added to the SES 2012 questionnaire**

Variable label	Question text
<b>BTimeOff</b>	Would you say that for you arranging to take an hour or two off during working hours to take care of personal or family matters is....?
<b>BLearnEn1-4</b>	To what extent do these new things that you learn ... <ul style="list-style-type: none"> <li>• 'make you think harder about different ways of doing your job'</li> <li>• 'require following instructions or processes strictly'</li> <li>• 'need to be memorized off by heart'</li> <li>• 'give you more independence in how you do your job'</li> </ul>
<b>JLearnEn1-4</b>	To what extent did/does that training or education ... <ul style="list-style-type: none"> <li>• 'make you think harder about different ways of doing your job'</li> <li>• 'require following instructions or processes strictly'</li> <li>• 'need to be memorized off by heart'</li> <li>• 'give you more independence in how you do your job'</li> </ul>
<b>IChoice</b>	'When you were looking for your current job, how much choice would you say you had over the type of job you could get?'
<b>ISick</b>	Over the past 12 months did you work when you were sick?
<b>ISickDay</b>	How many days did you work when you were sick?
<b>IDismiss</b>	How anxious are you about these situations affecting you at your work? 'Being dismissed without good reason'
<b>IDiscrim</b>	How anxious are you about these situations affecting you at your work? 'Being unfairly treated through discrimination'
<b>IVictim</b>	How anxious are you about these situations affecting you at your work? 'Victimisation by management'
<b>IStLoss1</b>	How anxious are you about these situations affecting you at your work? 'Future changes to my job that may give me less say over how it is done'
<b>IStLoss2</b>	How anxious are you about these situations affecting you at your work? 'Future changes to my job that may make it more difficult to use my skills and abilities'
<b>IStLoss3</b>	How anxious are you about these situations affecting you at your work? 'Future changes that may reduce my pay'
<b>IStLoss4</b>	How anxious are you about these situations affecting you at your work? 'Being transferred to a less interesting job in the organisation'
<b>IPers1-10</b>	People have very different personalities, could you tell me how strongly you agree or disagree that the following statements apply to you. I see myself as ... <ul style="list-style-type: none"> <li>• Extroverted, Enthusiastic</li> <li>• Critical, Quarrelsome</li> <li>• Dependable, Self-disciplined</li> <li>• Anxious, Easily upset</li> <li>• Open to new experiences, Complex</li> <li>• Reserved, Quiet</li> <li>• Sympathetic, Warm</li> <li>• Disorganized, Careless</li> <li>• Calm, emotionally stable</li> <li>• Conventional, Uncreative</li> </ul>

**Table 9: Questions removed from the SES 2012 questionnaire**

Variable label	Question text
<b>BMonito1-8</b>	How is the quality of your work monitored?
<b>BThing1-7</b>	Looking at the list on this card, which of the following things would someone need to get the type of job you have now?
<b>BThing8</b>	What is the most important thing?
<b>BThing9</b>	What is the second most important thing?
<b>BReason1-4</b>	Can I just check, what is the main reason that you could learn to do this type of job well in this time?
<b>BTQuals</b>	(IF BFinished=1: Did/IF BFinished=2: Will) any of this training lead to a
<b>BSup1</b>	How much influence does your (main) supervisor or superior have on... 'how hard you work?
<b>BTrTake</b>	Once again, I would like you to think about the time when you first chose a job with your present employer. At that time, how important were those training opportunities <b>in your decision to take the job?</b> PROMPT IF NECESSARY: Please think back to the time when you first chose your job
<b>CDetail</b>	Firstly, in your job, how important is paying close attention to detail?
<b>CNoErrors</b>	(And how important is...) 'checking things to ensure that there are no errors?' This could be with your own work or someone else's.
<b>CMistake</b>	(And how important is...) 'noticing when there is a mistake?' This could be with your own work or someone else's.
<b>CNetuse</b>	In your job, how important is using the Internet? This could include an intranet or internal electronic communication system.
<b>DSkhow</b>	To what extent were the following activities helpful in developing the skills and knowledge you need to do your job? <ul style="list-style-type: none"> <li>• "Doing this job or similar work on a regular basis",</li> <li>• "Studying for educational qualifications",</li> <li>• "Studying for technical qualifications",</li> <li>• "Watching and listening to others at work, or being shown by others while you work",</li> <li>• "Doing a training course with your current employer, away from your usual place of work",</li> <li>• "Doing a training course with a previous employer, away from your usual place of work",</li> <li>• "Reading manuals, books, videos or on-line materials",</li> <li>• "Activities outside of work, education, or training",</li> </ul>
<b>DSkhowX</b>	And were any other activities helpful in developing the skills and knowledge you need to do your job?
<b>DSk9</b>	And to what extent was this activity/were these activities helpful in developing the skills and knowledge you need to do your job?
<b>DHowNe01-10</b>	When your job involves using the Internet, which of these do you do?
<b>DSiblings</b>	When you were a child, did you have any brothers or sisters living in the same household?
<b>DBrthOrder</b>	In relation to your brothers and sisters, were you the eldest, second, third or subsequent child?
<b>FFriend</b>	(Looking at this card, how important is each of these things in <b>your</b> life) "Friends"

<b>FLtime</b>	(Looking at this card, how important is each of these things in your life) “Leisure time”
<b>EFailure</b>	If all the computers or automated equipment used in your workplace were to fail, how long would it be before the main work activities would have to stop?
<b>HFulTime</b>	At that time, were you working full-time or part-time?
<b>HWkHard</b>	How much do you agree or disagree with the following statement: My job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago required that I worked very hard. With regard to your current job, you answered <BHard>
<b>HChoice</b>	How much choice did you have over the way in which you did your job... With regard to your current job, you answered <BChoice>
<b>HVariety</b>	Was there much variety in your job... With regard to your current job, you answered <BVariety>
<b>JHowLea1-9</b>	How have you learned these increased skills?
<b>JCompChg</b>	So, compared with your job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago, has the importance of computer skills in your job...?
<b>JComp2</b>	And would you say it has (IF JCompChg=1: increased/If JCompChg=2: decreased) a lot or a little?
<b>JVariety</b>	And [compared with your job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago,] has the variety of tasks you perform...?
<b>JVar2</b>	And would you say it has (IF JVariety=1: increased/If JVariety=2: decreased) a lot or a little?
<b>JEffort</b>	And [,compared with your job [IF H5ago=1:five/IF H4ago=1:four/IF H3ago=1:three] years ago,] has the effort you have to put into your job...?
<b>JEff2</b>	And would you say it has (IF JEffort=1: increased/If JEffort=2: decreased) a lot or a little?
<b>JTplan</b>	Do you have a written career or training plan at work, that is, a written document which sets out your future job-related learning, training or education?
<b>JType</b>	What types of new skills or qualifications are you thinking of?
<b>JBenefit</b>	What do you see as the benefits to you of doing this?
<b>JBestOpp</b>	If you were trying to get a better job, generally speaking, which would offer you the best opportunities – staying with your current employer or changing employer?

## Appendix D: Interviewer instructions

Thank you for agreeing to work on this project. Please ensure that you read these instructions carefully before you start, in conjunction with the Guide to the Questionnaire, contact sheet and completing two dummy interviews. If you have any problems or queries please contact your Area Manager or Head Office.

Any interviews completed with respondents who do not fall within the criteria laid out in the contact sheet and/or instructions will not be used and payment for these will be withheld.

### Contents of your main packs and briefing pack

Contents	Number enclosed	Contents	Number enclosed
<b>Main pack</b>		<b>Briefing pack (given at the briefing)</b>	
Contact sheets	44/48 per point	Interviewer Instructions	1
Advanced letters (bilingual) B&W pre packed with leaflets un sealed	44/48 per point	Example Contact Sheet	1
Respondent specific letter B&W	5	Leaflet - colour	1
Spare leaflets (English Only)	3	Copy of the Advance Letter	1
		Copy of Selected respondent letter	1
Laminated copy of leaflet	1	Set of Showcards (38 pages on card)	1
Laminated copy of advance letter	1	Doorstep 'selling points'	1
Copies of the Advance Letter B&W	4		
Copy of advance letter in large font	1	Guide to the Questionnaire	1
Copy of leaflet in large font (B&W)	1	Payclaim	1
Address Listings & Map	1	Yellow Payclaim	1
Calling/Appointment cards	24	Expense Record Sheet	1
Language Sheet (paper)	1	A5 Return to Chelmsford	1
Payclaim	3	Call Pattern sheet	1
Yellow Payclaim	3	Example map (B&W)	1
Expense Record Sheet	3		
Thank You leaflets	15		
Large font Thank You leaflets	2		
Police Notification letter	1		
Red field memo	1		
Return to Chelmsford A5 envelope	3		
Fee and Tender Sheet	1		
Stationary Request Form	1		
ESMS handout	1		

**IF ANY CONTENTS ARE MISSING PLEASE CONTACT THE OFFICE IMMEDIATELY AND WE WILL DESPATCH WHATEVER YOU REQUIRE.**

## Background to the survey

**The 2012 Skills and Employment Survey** is a national study of people in work. Similar studies were conducted in 1986, 1992, 1997, 2001 and 2006. The findings have formed the background for government policy affecting many aspects of working life. Previous surveys have been used extensively by the government's national skills task force, by the international labour organisation and by university researchers. The work is funded by a number of government agencies and has been designed by a team from the universities of Cardiff and Oxford, and the Institute of Education in London. It covers many aspects of people's jobs and how they have changed over the last few years.

The overarching aim of the survey is to provide data on the experiences of working life in Britain in 2012. Stemming from this overarching aim, there are four further objectives to be addressed, using the survey data:

- Describe and analyse the level and distribution of skills requirements of jobs in British workplaces in 2012 and compare these patterns with earlier data points.
- Similarly, describe and analyse the level and distribution of key aspects of workers' experiences of their jobs in 2012, and compare with earlier data points.
- Use the data to develop three distinctive original and substantive contributions to scholarship surrounding job quality and job skill.
- Make the data available and provide the necessary data support and infrastructure for further analyses by academic or policy-based researchers in the field of skills and job quality.

These are just some of many important and interesting pieces of evidence that this survey (and no other) will generate. The questionnaire has been designed so that it applies to **all** people in paid work, no matter what the job.

Although the main subject of the survey is **skills**, we will not mention this word when introducing the survey to respondents, because there is a risk that people who do not consider their work to be skilled may think the survey does not apply to them. You should be aware that some people have jobs in the 'black economy', who may fear that the study is in some way checking whether they declare their income for tax or whether they are signing-on for jobseeker's allowance or other benefits at the same time as working. You can reassure respondents that we are not 'checking-up' on them. No-one outside GFK NOP will know who has taken part in the research (unless the respondent agrees for their details to be shared).

The survey has quite a history, and some of the responses now will be compared with previous surveys in 1986, 1992, 1997, 2001 and 2006.

In 2012, the survey will cover England, Scotland and Wales with an additional 'boost' sample in Wales (this will provide an overall larger sample in Wales leading to greater potential for data analysis).

## The Survey and Your Assignment

The main stage fieldwork runs from January to April 2012 and this follows a stage of survey development. The first part of the process was a cognitive pilot whereby the new questions in the survey were tested among a small sample of respondents. Following that exercise, the questionnaire was finalised for a 'dress rehearsal' (a large scale pilot) which took place in November/December 2011.

We have reviewed the CAPI script and the survey administration procedures following feedback from the dress rehearsal in order to assist your assignment.

Each assignment will consist of **44 pre-selected addresses (48 in London sample points)**. You may **ONLY** interview at the addresses you have been issued with. For each of these addresses you will receive a contact sheet - for this survey we are only looking to interview **people aged 20-65 who are in paid work** (note: for those who work irregularly, they must as a minimum have worked at least once in every



two weeks). This means that at each address you will first have to screen for eligible adults and, if there is more than one person eligible, you will need to select one to take part in the survey. This screening process is detailed in Section 7 where we discuss the contact sheet in detail.

The addresses will break down into deadwood, screened households and then eligible interviews but the exact numbers will vary from point to point depending on the numbers of people employed (and therefore eligible) in that locality.

## Who to interview

At each address, you will need to conduct a short screening interview, followed by an interview with ONE person at each eligible address (see section 7).

### Dwelling and household eligibility

The sample has been drawn from the Small User version of the Postcode Address File (PAF), so it excludes most businesses and institutions, but not every address in your sample will necessarily be eligible for interview. The Small User file contains some small businesses such as shops, small offices and light industrial premises, and non-residential addresses should just be coded as such on the Contact Sheet. But you should always check – especially in the case of shops with flats above, whether the flat above shares exactly the same address as the shop. If it does, you should attempt to interview in the flat (and carry out the dwelling selection process using Kish – see section 7 - if there is more than one flat sharing the same address).

There will very occasionally be cases where there are multiple dwellings at the sampled address. This is much less of a problem than it was 10-20 years ago as PAF is now much better at identifying individual flats, etc but it will still crop up somewhere on a project of this scale. However, there may still be some instances of recent conversions where it is apparent that there is something different about the address as you approach the front door – for example, you might be contacting 123 High Street but you can see there are bells for Flats A, B and C. Where this occurs, you will need to use the Kish selection process (see section 7)

If you have called at an address a few times without finding anyone at home, and there are no obvious signs that the house or flat is occupied, it is worth checking with neighbours to see if they know if the property is in fact vacant. In this case (and there is no likelihood of it being occupied in the near future) you can again just code this on the Contact Sheet and close off the address (see section 7).

To be eligible for the survey, the address given must be someone's main home. So a weekend cottage used only occasionally, or a holiday home that is mostly rented out, should be coded as non-residential on the Contact Sheet (code 4 – see section 7) and the address closed off.

You **must** check how many households there are at an address – don't assume that you know! The wording to use is provided on each contact sheet. If someone has a lodger living with them, the lodger should be **included** as part of their household (i.e. not treated as a separate household).

To be a household, residents must either:

- share a living room, or
- share at least one meal a day, or
- share substantial amount of domestic arrangements (e.g. food shopping)

If there is more than one household at the address, you will need to make a selection at random using the Kish grid (see section 7). **This will only happen rarely!** Please contact head office if anything is complex or unclear.

### Eligibility rules for individuals

Our target population is **people aged 20-65 who are in paid work**. It doesn't matter if they are employed or self-employed, full-time or part-time, as long as they are paid for their work and do **at least one hour a week**.

In most cases, the distinction between eligible and ineligible should be easy to determine, since the criteria for selection are relatively simple (i.e. in paid work at least one hour a week). To follow are some examples of cases in which the situation would be less clear-cut and tips on how to handle each:

1. *Someone claiming an unemployment benefit* (e.g. Jobseekers Allowance). This person might say to you "I'm on the dole, so it's not relevant to me". Please remember that (a) many people who claim benefit also do work, often legally, and (b) benefit status is not an issue for this study - we are only interested in the paid work that people are doing. So it is perfectly possible that someone in this situation would be **eligible** (although you should obviously be tactful when probing further - we don't want people to think we are checking up on them).
2. *Someone doing voluntary work*. Unless (s)he is also doing paid work, this person would be **ineligible**. Some voluntary workers do get their expenses reimbursed, but if that is the extent of 'payment', (s)he would still be ineligible.
3. *Someone who is on holiday/maternity leave/sick leave*. As long as the job has not come to an end as a result of the period of absence, (s)he would be **eligible**. Please note: long term sick leave is defined as 6 months or more for this survey; if a person has been off sick for less than 6 months, they are **eligible**; for longer periods of sick leave please check with head office.
4. *Someone on a period of unpaid leave or a sabbatical*. If the respondent feels that (s)he still has a job to go back to at the end of the period of unpaid leave, (s)he is **eligible**.
5. *Someone who has an irregular job* (i.e. doesn't work a regular number of hours, or doesn't work every week). If the job is ongoing, this person is **eligible**, even if (s)he hasn't worked in the seven days prior to interview. So, for example, an oil rig worker who works one week on, one week off would be eligible. (For the purposes of the survey, you can treat the week they do not work as holiday.) However, the minimum eligibility requirement for someone who works irregularly is that they must have worked at least once in every two weeks. So, for example, a self-employed gardener who works for 7 hours one Saturday every month would be **ineligible**.
6. *Someone who has a domestic arrangement whereby (s)he is 'paid' to keep house*. Some couples have an arrangement whereby one partner has an earned income, and the other takes a share of that income as 'payment' for keeping the home running. In most cases, the 'housekeeping' partner would be **ineligible**, unless the arrangement is so formal as to have some kind of contract.
7. *Someone who is paid but does not work* (e.g. a non-executive Director of a company who gets a wage but only has to, say, sit in on a Board meeting once a year). Assuming this person has no other paid work, (s)he would be **ineligible**. In effect, they are not satisfying the 'at least one hour paid work a week' rule.
8. *Someone who works in a family business but does not draw a wage*. In this instance, you would have to leave it up to the respondent to decide whether or not (s)he gets any pay or financial profit from the work (s)he does in the business. If so, (s)he is **eligible**, if not, (s)he is **ineligible**.
9. *Someone who is almost 20 or only just turned 66, and in work*. You must take the date that eligibility is established as the cut-off point for eligibility. If the person is not within the required age range on that date, (s)he is **ineligible**.
10. *Someone who says they were made redundant last week*. You should check whether they did any paid work for at least one hour last week. If they did so, they are **eligible** (but see example 5 for irregular working patterns).

Another rare situation would be if someone was eligible (i.e. in paid work) on the date that eligibility is established, but when you came to do the interview, his/her job had come to an end. In that situation, you should do your best to persuade her/him to do the interview on the basis of the job (s)he was doing at the time of selection. We appreciate that this might not be easy, particularly if the loss of job was a traumatic experience, but do your best and withdraw tactfully if necessary.

11. *Someone who has been made redundant but has been 'paid off' rather than work their notice* (sometimes known as 'on gardening leave'). It depends on how recently they were paid off; check whether they did any paid work for that employer for at least one hour last week in the last week - if they did so, they are **eligible**, if not, they are ineligible.

12. *Someone who has been suspended from work pending a decision.* If they expect to return to their job (for at least one hour per week) and the duration of their suspension is less than 6 months at the time you talk to them, they are **eligible**. For all other cases, please check with head office.

Hopefully the above list covers all the situations which you might encounter. If you are ever uncertain, please check with your Area Manager or Head Office.

### **Examples of eligibility**

Below are some examples of people who would and would not be eligible, as covered in the briefing you attended:

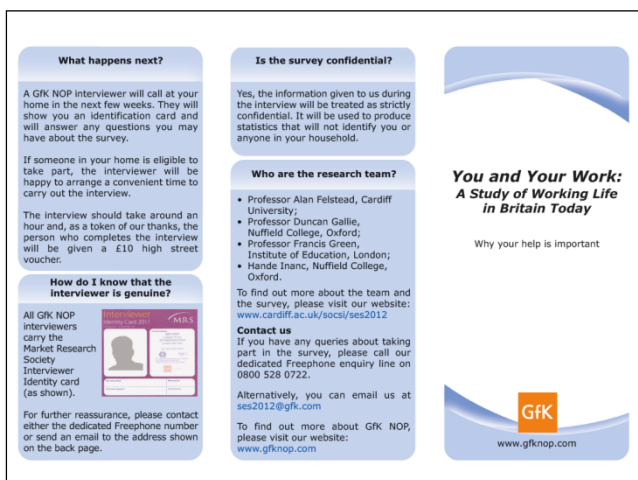
1. Jane is 32 and currently off sick with a back injury. She has been off work for 3 weeks but is hoping to return to work full-time next week. Jane would therefore be eligible because, although she hasn't worked in the last 7 days, she nonetheless has a job to go back to when she is better. (For Jane, the last 7 days would constitute the last 7 days she was working before she fell ill.)
2. Ken is 43 and a freelance photographer. He works every other week for a fashion magazine for about 20 hours. He did not work in the last 7 days but is working next week. Ken would therefore be eligible as, although he hasn't worked in the last 7 days, he did work the week before and intends to work next week, so his job is ongoing. As he in fact works every other week, his weeks off would be treated as a holiday and, like Jane in the example above, the last 7 days for him would constitute the last 7 days he worked (i.e. the week before last).
3. Carrie, aged 20, receives unemployment benefit but has a small cleaning job at a local shop, where she does a 30-45 minute shift once a week. Carrie would therefore be ineligible as, although she does do some paid work alongside receiving her unemployment benefit, she falls short of the minimum requirement of 1 hour of paid work a week to qualify for the survey.
4. Bob is 64 and was made redundant from a full time job at the end of last week, but he had worked Monday to Friday last week. As he was in paid work for more than one hour last week, Bob would be eligible.

## Initial contact

### Advance letter and leaflet

In your pack you will find at least 48 envelopes (and up to 53) containing an advance letter and leaflet (as shown). These should be posted out BEFORE you start work– you should ensure that you post the letters so that they arrive no more than a day or two before you make your first call at an address, so you should post them 3 – 4 days before visiting that address. If you intend to work your addresses in batches (e.g. because they are quite widespread), then please think carefully about the most appropriate date to do the mailing. You have been supplied with a map showing all the addresses in your point to help with structuring your work pattern.

Please note: for Welsh points, the advance letter is provided bilingually, with Welsh on the reverse. You also have a Welsh version of the leaflet in your advance mailing envelopes.



Both the letter and leaflet contain a freephone telephone number for people to call head office if they have any queries, if they think they are ineligible or if they wish to refuse in advance (there is a separate Freephone number for people who wish to communicate in Welsh and this is detailed in the Welsh version of the advance letter and leaflet). As a result of this mail out we may receive calls informing of ineligibility and you **may not** receive all 48/53 contact sheets (or you may be informed during

fieldwork that you need to send back a contact sheet because it has been withdrawn for that reason).

Please make sure that you are fully aware of the content of the letter and have spare copies in case some households do not remember receiving it (you have a laminated copy of the letter and the leaflet in your pack). The leaflet explains in a little more detail what the survey is about and what the survey data is going to be used for. As with the letter, please make sure you have spare copies to hand.

## Selected respondent letter



Your pack contains copies of a second letter. We would like you to use this in cases where the person who is selected to take part in the survey is not at home when you conduct the screening, and if there is any doubt about whether the selected person will be available for an appointment in the near future. You can use your discretion as to whether you (i) leave the follow-up letter with another person in the household with whom you've been talking or (ii) post the letter through the letterbox. Feedback from previous waves of the survey suggests that using this letter when appropriate could be advantageous in helping you to achieve an interview.

An example of (ii) might be someone living in a bedsit, where you have selected the 'household' according to the procedure, but the person you are talking to is a neighbour. Rather than rely on this person to pass on the letter to the respondent, write on the name and address of the selected respondent, and put it through their letterbox on another occasion.

There is a space for you to write in your name on the letter. You should also write in the name of the respondent, the date and reference number which is at the top of the contact sheet (this is important in cases where respondents want to call head office).

Further, whenever there will be any delay between selection and interview, it will probably be worthwhile putting the follow-up letter through the respondent's letterbox on a future occasion (rather than leaving it with someone else in the household).

## Introducing the study and answering questions

At some addresses, you will need to explain the survey twice: first to the person who provides you with information on those living at the address to enable you to make your selection; and then to the selected individual. In general, you should keep your initial introduction brief, while responding to any points raised by the person you are talking to.

### Introducing the study

As with other government surveys, there is no obligation to take part in this survey. However, the survey is very important, and you should use your skills to encourage respondents to take part. When you introduce the survey you should explain:

#### a. Who you are

Please follow the text on the contact sheet, as follows:

"My name is .... from GfK NOP, the independent market research company. I am carrying out a survey about what people do in their jobs and how this is changing."

We recommend that you show the laminated copies of the advance letter and leaflet at this point and say "you should have received a letter from us informing you that I would be calling".

Please show your identity card at all addresses and to anyone who asks to see it.

#### b. What the survey is about

We do not want you to use the word 'skills' when introducing the survey to respondents. Use wording such as that in the letter, i.e. the survey is about "the things people do in their jobs". You have a 'crib sheet' of brief selling points for the survey as follows:

<b>SES 2012 SELLING THE SURVEY ON THE DOORSTEP</b>	
<b>What is the point of the survey?</b>	In the news we hear a lot about rising levels of unemployment in the recession, but we don't hear much about how things have changed for people who remain in work. This is your chance to have your say.
<b>Why is this survey different?</b>	We need to know about what work is like in the good times as well as in the bad – that is why we are doing this survey now to compare the results with what people said in the past.
<b>What is the survey about?</b>	It's about how working life has changed, in terms of anxiety and well-being, training levels and work intensity. It is also about the usefulness of qualifications for work and about what level of say people have over how they carry out their work.
<b>What happens to the results?</b>	Reports will be written to influence the government on what needs to be done – the leaflet provides some results and there is a website address where you can find out more about what has been produced in the past.
<b>I don't have much to say</b>	Everyone has a story to tell! All jobs are important to us and we need to interview a range of people, whatever they do, in order to get a true picture of what work is like today and how it has changed over the years.

And here are a few more suggestions:

- The findings could well influence government and employers, as previous surveys have done in the past. It could help show employers ways of making the quality of working life better in the future. It could also help people make better use of their talents. For example, it will show how work is changing and whether enough training is being provided to help with the new demands involved in people's jobs
- Feedback from previous surveys in the series suggests that most people really enjoyed taking part, as it was an opportunity for them to express their opinions about the work they do (and to do this away from the workplace). An example of a question that most respondents found interesting to answer involves them considering whether they would continue working if they had enough money not to have to do so.
- This is a national study which is about the kinds of paid work people in Britain are doing - we aim to learn about the world of work and how it is changing.
- The results will be reported to the sponsors of the survey (ESRC and UKCES), and will be published widely by colleagues in the Universities of Cardiff and Oxford and the Institute of Education. Interviewers working on the previous survey (in 2006) found that referring to the researchers responsible for the study was helpful: it reassured people that the study is serious research and not an exercise in selling them anything.
- We are asking respondents about their work in some detail – it is all about their own views and experiences. Other studies have collected this sort of information from personnel managers, so this study could well provide more accurate data.
- Work is organised somewhat differently in each country. This study will help to identify whether new practices are being introduced in organisations which are foreign-owned or part of global organisations. Similar questions have been asked in some other countries, so some of the analysis may involve seeing how the organisation of work in Britain compares with work in other countries.

**c. "How long will the survey take?"**

The interview will take around an hour but there will be some variation around this typical length. We appreciate that a survey of this length requires a greater commitment than a short survey and we are giving those who complete the survey **£10 worth of high street vouchers** which can be spent in many high street stores. Please remember to mention this when introducing the survey and familiarise yourself with some examples of high street stores (examples are printed on the vouchers themselves).

**d. "Who funds the survey?"**

The research is being carried out by a group of universities (Cardiff University; the Institute of Education, London; and Nuffield College, Oxford) and is funded by the Economic and Social Research Council (ESRC) and the UK Commission for Employment and Skills (UKCES).

**e. "Will the bodies who fund the survey know who took part?"**

No, they will not know who said what. The names and addresses of those interviewed in this survey are known only to GfK NOP and these details will not be passed on without the respondents' permission.

Name and address will never be revealed without your permission and no one's replies can be personally identified without these.

**f. "How can I be sure you are a genuine interviewer?"**

I have shown you my identity card. Also I have here a copy of the letter and leaflet explaining what the survey is about.

**g. "Why can't you carry out the interview at another address?"**

The address has been selected at random from the full list of residential addresses in Great Britain. We need to do the interview at this household to help ensure that the sample of households we interview

represents of all employees in Great Britain. That is why I may need to keep coming back to your address to conduct the interview.

#### **h. “Why can’t you carry out with someone else in the household?”**

In order to make the survey representative of employees in Great Britain we need to randomly select someone in the household to take part – otherwise we may not get a truly representative picture of the workforce. For example we would tend to talk to people who are easier to get hold of and they may be different in some way from other employees.

### **Additional reassurances**

Other reassurances that you can offer are as follows:

- Offer the **MRS Freephone** so respondents can verify that GfK NOP is a bona fide market research agency – they dial the operator and ask for Freephone Market Research Society or they ring 0500 39 69 99;
- Offer the **GfK NOP Freephone number** dedicated to the survey the number is 0800 528 0722; there is also a **GfK NOP email address** dedicated to the survey which respondents may use if they wish to get in touch by email: [ses2012@gfk.com](mailto:ses2012@gfk.com) (both are referenced in the advance letter and leaflet). Please note that for Welsh points, there is a dedicated Freephone number with a greeting in Welsh (this is referenced in the Welsh version of the letter and leaflet): 0800 056 4519.
- The **client team have set up a dedicated website** with more information about the survey (this is referenced in the leaflet): <http://www.cardiff.ac.uk/socsi/ses2012/>
- Hand out a **thank you leaflet** at the end of your interview with your interviewer number written on it.

### **Making Appointments**

As we have a long fieldwork period, it is important that respondents don’t feel they have to do the interview straightaway when you first call at an address, or indeed that they are under any compulsion to take part. Please be flexible and offer appointments to suit the respondent – it is VERY important that we speak to as many eligible people as possible. However, if a respondent is happy to do the interview straightaway, that’s fine – we don’t want you to risk losing interviews by making appointments unnecessarily.

### **Conducting the interview with privacy**

Ideally the whole interview should be conducted in private, without others present. However, we do realise that this is often unavoidable, and therefore you should still complete the interview even if other people are nearby. Please be aware that there is a question at the end of the survey where we ask you to code whether the respondent was on their own during the survey or whether other members of the household or friends, etc were present.

### **Respondents with limited English**

If the selected respondent does not have a sufficiently good command of English (or Welsh) to conduct the interview, please note that you can use another person as an interpreter for the interview, provided that the interpreter is aged 16 or over.

If you are unable to establish address eligibility due to language difficulties, you should use the language card to establish what language they speak. The language card has a range of languages and the householder can point to which language on the card they speak. Use outcome code 11 on the contact sheet “Contact made but unknown whether eligible because **inadequate English/ Welsh** of person contacted.” Then write in the language of the respondent (from the language sheet).

If you have got as far as selecting a respondent, but this person has insufficient English/Welsh to continue with the interview, and an interpreter is not available, code final outcome code 21 “Selected respondent **mother-tongue** interview required”. Again the language card should be used to establish what their language is and this should be written in at code 21 on the contact sheet.

### **Respondents with visual impairments**

If you encounter someone who is visually impaired you may use the large font version of the advance letter and leaflet included in your main pack (these are both printed in black and white).

## Using contact sheets

All contact sheets are pre-printed with an address of the property you must visit. You must complete and return a contact sheet for **EVERY ISSUED ADDRESS**, regardless of whether or not you achieve an interview. These can be returned as you go along, once you have established a **final** outcome for an address. The following describes how you should fill in the address contact sheet:

Figure 1 Example contact sheet – page one

Figure 1 shows the first page of the contact sheet, which contains the following information:

### ADDRESS INFORMATION

**Address** – this is pre-printed on the contact sheet

**Reference number** - this is made up of 6 numbers and is made up from a combination the sampling point number and an individual address reference number.

**Sample type** – this tells you whether the piece of sample is from the core or Welsh boost sample.

**Issue/Interviewer Name/Interviewer Number** – this will be pre-printed with the name and number of the interviewer who was **initially** issued with that piece of sample. If these boxes are blank or if the piece of sample is re-issued to you after previously being issued to another interviewer, you will need to write your name and number in the first blank box.

### CONTACT RECORD

This is the area of the contact sheet where you record details of all of the attempts that you make to contact the address.

Please use the Weekday Contact Codes provided at the very top of the box to code in the WKDAY box which day of the week you made the call, and then enter the time, date and month in the following boxes. In the COMMENTS section you should enter all relevant comments about that particular call. Finally, for each call you should note when you updated your ESMS accordingly.

When you have finished working with that particular contact sheet, whether that is because you have completed an interview, have had your request for an interview refused, or have completed your full **(8+ calls)** call pattern correctly and are returning the contact sheet as a non-contact, please enter the **number of calls** that you made at the address in the box provided. If you are the first interviewer to work with this particular piece of sample, then you will enter the number of calls that you have made in the TOTAL NUMBER OF 1<sup>st</sup> ISSUE CALLS box. This should tally exactly with the number of lines completed in the Contact Record box.

If you are working on a piece of sample that has been reissued, you should enter the number of calls that you have made in the TOTAL NUMBER OF RE-ISSUE CALLS box.

The form is titled "SES survey Address Contact Sheet" and includes the following sections:

- Reference number:** A box for the reference number.
- Sample type:** A box for the sample type, with options "<CORE / BOOST>".
- Issue:** A box for the issue number.
- Interviewer Name:** A box for the interviewer's name.
- Interviewer Number:** A box for the interviewer's number.
- Weekday Contact Codes:** A row of boxes for MON, TUE, WED, THU, FRI, SAT, and SUN, each with a corresponding number (1-7).
- Contact Record:** A large grid with columns for WKDAY, HOUR, DATE, MONTH, and COMMENTS. The grid is labeled "CONTACT RECORD" on the left.
- Comments:** A box for "COMMENTS - record outcome of each call".
- ESMS:** A box for "ESMS (if any)".
- Total number of 1<sup>st</sup> issue calls (write in):** A box for the total number of first issue calls.
- Total number of re-issue calls (write in):** A box for the total number of re-issue calls.
- A. DWELLING SELECTION:** A section with two questions:
  - Q1: Does the previous address on the contact sheet consist of just one house or flat? (If now part of a larger property, consider that larger property). Options: Yes (GO TO INTRODUCTION (SECTION B)), No - more than one house or flat (GO TO Q2).
  - Q2: Write in total number of houses/flats, then select one at random using the Kish selection on page 2, and write in selected number. Options: Total number of houses/flats, Number selected from Kish.



Section A - DWELLING SELECTION (questions 1 and 2)

The first thing that you need to do when you visit the address printed on the Contact Sheet is to establish whether it consists of just ONE house or flat (Q1). If it does consist of just one house or flat (this will be the case 99.5% of the time), then you proceed straight to the introduction (labelled B).

If you establish that there is more than one house or flat at the printed address, you must write in the total number of houses or flats at Q2 and then select one at random using the Kish selection on the second page of the contact sheet, in section C. The method that you should follow to do this is described in detail later in these instructions.

Figure 2 illustrates the second page of the contact sheet, which contains the following information:

Section B - INTRODUCTION

Please read this out once you have made contact with someone at the issued address (or if there is more than one dwelling at the address, at the one selected dwelling once you have used the Kish Grid to choose one). Make full use of the supporting materials supplied to you: the advance letter and leaflet (you have laminated copies) and you also have reminder list of ‘selling points’ for the survey which you may find useful to refer to (see section 6).

Section C - HOUSEHOLD SELECTION (questions 3 and 4)

Even if you think that there is only one household living at the address that you were issued with (or that dwelling you have selected using Kish), you **must** still ask Q3 of a householder to be 100% sure that you don’t need to go through a selection process to choose a household. If you establish that there is only one household (again, this will be the case 99.5% of the time), then you can proceed straight to the RESPONDENT SELECTION section of the sheet (Q5). If there are two or more households present, for example bedsits with no shared facilities, you must proceed to Q4 in order to select a household to attempt to interview.

KISH SELECTION PROCESS

If you discover either as soon as you visit the address, or once you have asked Q3, that the address that you have been issued with consists of more than one dwelling and/or household, you will need to use the KISH SELECTION (at Q4) in order to select a dwelling or household.

You should start this by listing all of the dwellings or households alphabetically in the box on the left hand side of the page. So, for example, you could have Flat 1, Flat 2 and Flat 3, or Flat A, Flat B and Flat C listed, or you could enter the surnames of the households if you have them, for example Brown, Jones and Smith. Please list all flats; even if one or more is actually empty at the time you call (as it could be occupied in the near future).

Figure 2 Example contact sheet – page two

**B. INTRODUCTION**

Good morning/afternoon/evening. My name is ... from GfK NOP, the independent market research company. I am carrying out a survey about what people do in their jobs and how this is changing. You should have received a letter from us informing you that I would be calling. **SHOW COPY OF LETTER & LEAFLET.**

Before I can carry out the survey I just need a few minutes of your time to ask a few questions about yourself and the people who live here with you. All the information we collect will be kept in the strictest confidence by GfK NOP and used for research purposes only. It will not be possible to identify any particular person, household or address in the results.

**IF NECESSARY:** The research is being carried out by a group of universities (Cardiff University, the Institute of Education, London, and Huddersfield College, Oxford) and is funded by the Economic and Social Research Council (ESRC) and the UK Commission for Employment and Skills (UKCES). They are interested in the experiences and attitudes of individuals who do any form of paid work, no matter what the job or where the job is done.

**C. HOUSEHOLD SELECTION**

**Q3. ALL**

Q3. Can I just check, how many households live here? By household I mean a person, or group of people who normally live here, who share a living or sitting room, or share at least one meal a day.

One household only	Yes	GO TO Q5
Two or more households	Yes	ASK Q4
Refused to do so	Yes	THANK YOU & END

Q4. Ask respondent for details of households (i.e. list houses/flats or households) alphabetically below. Then write in the total number of households and select one at random using the Kish selection below and write in selected number:

Total number of households	Number selected from Kish Grid
<div><div>List houses/flats, households and individuals alphabetically</div><div>Dwellings HHs People</div><div>1 Flat A</div><div>2 Flat B</div><div>3 Flat C</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10 IF MORE THAN 9 PHONE HEAD OFFICE</div></div>	<div><div><b>KISH SELECTION</b></div><div>Q2/4/6: NUMBER OF HOUSES OR FLATS / HOUSEHOLDS / ELIGIBLE INDIVIDUALS:</div><div>SELECTION NUMBER:</div><div>1 2 3 4 5 6 7 8 9</div><div>1 1 2 3 2 5 2 4 1</div></div>

**KISH SELECTION INSTRUCTIONS:**  
SELECT A HOUSE/FLAT OR HOUSEHOLD OR ELIGIBLE INDIVIDUAL TO CONDUCT THE INTERVIEW USING THE KISH SELECTION

Read along the top row of numbers to the number of houses/flats, households or individuals that you are selecting from; the number immediately below it is the one to select.

For example, if there are flats A, B and C at the address, read along the top line of digits to the number 3; if it was a number 2 printed below that then you would conduct the screening at Flat B (the second of A, B and C).

The same procedure is used for each of Q2, Q4 and Q6. Selection numbers are unique to each contact sheet to ensure a random selection is carried out.

**NOTES**

If more than 9 houses/flats (for Q2) or households (for Q4), or more than 9 people (for Q6) call Area Manager for instructions.

Continue with screening procedure at next question after selection.

If situation complex, or you are unsure of how to count houses/flats or households, contact Area Manager for guidance.

**Once a selection has been made no substitutions are allowed**

List houses/flats, households and individuals alphabetically	Dwellings	HHs	People	KISH SELECTION	Q2/4/6: NUMBER OF HOUSES OR FLATS / HOUSEHOLDS / ELIGIBLE INDIVIDUALS:								
					1	2	3	4	5	6	7	8	9
1 Flat A					1	1	2	3	2	5	2	4	1
2 Flat B													
3 Flat C													
4													
5													
6													
7													
8													
9													
10 IF MORE THAN 9 PHONE HEAD OFFICE													

**KISH SELECTION INSTRUCTIONS:**  
SELECT A HOUSE/FLAT OR HOUSEHOLD OR ELIGIBLE INDIVIDUAL TO CONDUCT THE INTERVIEW USING THE KISH SELECTION

Read along the top row of numbers to the number of houses/flats, households or individuals that you are selecting from; the number immediately below it is the one to select.

For example, if there are flats A, B and C at the address, read along the top line of digits to the number 3; if it was a number 2 printed below that then you would conduct the screening at Flat B (the second of A, B and C).

The same procedure is used for each of Q2, Q4 and Q6. Selection numbers are unique to each contact sheet to ensure a random selection is carried out.

**NOTES**

If more than 9 houses/flats (for Q2) or households (for Q4), or more than 9 people (for Q6) call Area Manager for instructions.

Continue with screening procedure at next question after selection.

If situation complex, or you are unsure of how to count houses/flats or households, contact Area Manager for guidance.

**Once a selection has been made no substitutions are allowed**

For example, if you turned up at an address and it was split into three then you would write the names of each flat into the grid on the left hand side:

On the right hand side of the page is a box labelled “Kish Selection”. You will see that the numbers 1-9 appear on the right hand side of the box in grey boxes. Beneath these are pre-printed, random numbers (selection numbers). You should read along the top row of

numbers (in the grey boxes) and stop when you get to the number of houses or flats that you are trying to select from, and then look in the box immediately below that, where you will find a number. This is the number of the dwelling or household that you should select. The selection numbers are unique to each contact sheet and this will ensure that a random selection is carried out. So, in this example below, as you are selecting from three dwellings in total (Flat A, Flat B and Flat C) you would select the number of the dwelling in the box BELOW the number 3 – selection number is 2 – which is Flat B:

List houses/flats, households and individuals alphabetically			
	Dwellings	HHs	People
1	Flat A		
2	Flat B		
3	Flat C		
4			
5			
6			
7			
8			
9			
10	IF MORE THAN 9 PHONE HEAD OFFICE		

KISH SELECTION	Q2/4/6: NUMBER OF HOUSES OR FLATS / HOUSEHOLDS / ELIGIBLE INDIVIDUALS:	1	2	3	4	5	6	7	8	9
SELECTION NUMBER:		1	2	3	2	5	2	4	1	

**KISH SELECTION INSTRUCTIONS:**  
**SELECT A HOUSE/FLAT OR HOUSEHOLD OR ELIGIBLE INDIVIDUAL TO CONDUCT THE INTERVIEW USING THE KISH SELECTION**

Read along the top row of numbers to the number of houses/flats /households or individuals that you are selecting from; the number immediately below it is the one to select.

For example, if there are flats A, B and C at the address, read along the top line of digits to the number 3; if it was a number 2 printed below that then you would conduct the screening at Flat B (the second of A, B and C).

The same procedure is used for each of Q2, Q4 and Q6. Selection numbers are unique to each contact sheet to ensure a random selection is carried out.

**NOTES**  
 If more than 9 houses/flats (for Q2) or households (for Q4), or more than 9 people (for Q6) call Area Manager for instructions.  
 Continue with screening procedure at next question after selection.  
 If situation complex, or you are unsure of how to count houses/flats or households, contact Area Manager for guidance.

**Once a selection has been made no substitutions are allowed**

If you are at all confused by this or in the extremely unlikely instance that you encounter an address where there are more than 9 dwellings or households present, please call your area manager for further guidance.

**PLEASE NOTE: \*\*ONCE A SELECTION HAS BEEN MADE VIA KISH, NO SUBSTITUTES ARE ALLOWED IN ANY CIRCUMSTANCES\*\***

Figure 3 Page 3 of the contact sheet

## D. RESPONDENT ELIGIBILITY AND SELECTION

Next you need to establish who is eligible to take part in the survey. To do this you need to speak to a responsible adult in the household (preferably a householder) who you think would be able to give you information about all adult members of the household. We strongly recommend that you carry out the eligibility check with a householder, rather than, for example, with a son/daughter or anyone else living at the address. If you do the screening with a non-householder, they must be aged at least 18.

### Question 5

Firstly, at Q5, you need to establish with the person you speak to how many people within the household are currently in paid work – this includes all those who are doing at least one hour of work. Please enter the number clearly in the box at Q5.

If you find that no one is eligible (generally just under half of households), please thank the householder for their time and tell them that unfortunately no one is eligible to do the interview; in this case, please code 14 as the Final Outcome on the contact sheet and return it.

If the respondent requires clarification regarding who they should include as part of the household then please use the following guidelines:

#### INCLUDE:

- PEOPLE WHO NORMALLY LIVE AT THE ADDRESS BUT ARE AWAY FOR LESS THAN 6 MONTHS
- PEOPLE AWAY AT WORK FOR WHOM THIS IS THE MAIN ADDRESS
- BOARDERS AND LODGERS

#### EXCLUDE:

- PEOPLE WHO LIVE ELSEWHERE TO WORK AND IS NOT THEIR MAIN ADDRESS
- SPOUSES WHO ARE SEPARATED AND NO LONGER RESIDENT
- PEOPLE AWAY FOR 6 MONTHS OR MORE

D. RESPONDENT ELIGIBILITY AND SELECTION	
ASK THE FOLLOWING QUESTIONS OF A RESPONSIBLE ADULT IN THE HOUSEHOLD (PREFERABLY A HOUSEHOLDER)	
Q5. In order to see if anyone is eligible to take part in the survey can I first check how many people in the household are currently in paid work? This includes all people doing a total of at least one hour per week of any type(s) of paid work. If necessary, this includes both employees and self-employed individuals.	
Write in number in paid work	<input type="checkbox"/> 12. YES - PLEASE CODE 14 AS THE FINAL OUTCOME ON PAGE 4 AND RETURN THE CONTACT SHEET <input type="checkbox"/> 13. NO - PLEASE FILL IN DETAILS AT Q7 - Q10 AND INTERVIEW THAT PERSON <input type="checkbox"/> 14. MORE THAN ONE - USE THE KISH GRID ON PAGE 2 TO SELECT ONE RESPONDENT FOR INTERVIEW AND FILL IN DETAILS AT Q7 - Q10 AND INTERVIEW THAT PERSON
Q6. Of these people in paid work how many are aged between 20 and 65 inclusive?	
Write in number in paid work who are aged 20 - 65 inclusive	<input type="checkbox"/> 15. YES - PLEASE FILL IN DETAILS AT Q7 - Q10 AND INTERVIEW THAT PERSON <input type="checkbox"/> 16. NO - PLEASE FILL IN DETAILS AT Q7 - Q10 AND INTERVIEW THAT PERSON <input type="checkbox"/> 17. MORE THAN ONE - USE THE KISH GRID ON PAGE 2 TO SELECT ONE RESPONDENT FOR INTERVIEW AND FILL IN DETAILS AT Q7 - Q10 AND INTERVIEW THAT PERSON
Number selected from Kish Grid	18. NO SUBSTITUTIONS ONCE SELECTED
<b>INCLUDE:</b> <ul style="list-style-type: none"> <li>PEOPLE WHO NORMALLY LIVE AT THE ADDRESS BUT ARE AWAY FOR LESS THAN 6 MONTHS</li> <li>PEOPLE AWAY AT WORK FOR WHOM THIS IS THE MAIN ADDRESS</li> <li>BOARDERS AND LODGERS</li> </ul>	
<b>EXCLUDE:</b> <ul style="list-style-type: none"> <li>PEOPLE WHO LIVE ELSEWHERE TO WORK AND IS NOT THEIR MAIN ADDRESS</li> <li>SPOUSES WHO ARE SEPARATED AND NO LONGER RESIDENT</li> <li>PEOPLE AWAY FOR 6 MONTHS OR MORE</li> </ul>	
READ OUT TO SELECTED PERSON IF NECESSARY: To show our appreciation for your time, at the end of the interview, you will receive a £10 voucher which can be used in many high street stores.	
Q7. PLEASE ENTER THE FULL NAME OF THE RESPONDENT TO BE INTERVIEWED:	
Q8A. WRITE IN AGE OF SELECTED PERSON	Q8B. IS AGE AN ESTIMATE? Yes estimate No actual age
Q9. CONFIRM SEX OF SELECTED PERSON	Male Female Refused/Not known
BEFORE INTERVIEWING, PLEASE CHECK THE FOLLOWING WITH THE PERSON WHO NEEDS TO BE INTERVIEWED (IF YOU HAVE NOT ALREADY DONE SO):	
Q10. Can I just check, are you aged between 20 and 65 and currently in paid work, working for at least one hour per week?	
Yes No	
Q11. I SELECT ANOTHER RESPONDENT VIA KISH GRID OR CODE APPROPRIATE FINAL OUTCOME	
I confirm that I have received High Street Vouchers to the value of £10 in exchange for taking part in this survey.	
SIGNATURE:	DATE: / / 12

## Question 6

If the answer is 1 or more then you need to ask question 6 to find out how many of those included at Q5 are aged between 20 and 65 inclusive. Please write this number in the box at Q6.

Depending on the answer at Q6 the following courses of action should be taken:

- If zero – please code 14 as the final outcome and return the contact sheet
- If one – please fill in details at q7-q10 and interview that person
- If more than one - use the Kish grid on page 2 to select one respondent for interview and fill in details at q7-q10 and try to interview that person

**NB – it is very important that you record the numbers as we need them to help us analyse the data. You will be asked to fill in the numbers from Q5 and Q6 on the contact sheet at the start of every CAPI survey.**

Some respondents are wary about the selection grid and suspicious about why we are using it. You can reassure them by saying that this is standard procedure on surveys of this nature and the selection means that we choose someone at random rather than interviewing just those who are most keen to take part or who are easy to find at home – the people who are less keen or less often at home may have very different views so we have to go to some lengths to ensure we include them in our survey to make it representative of all employees in Great Britain.

Please note the reminder text after Question 6 about **the ‘thank you’ gift of £10 high street vouchers** – this will be given to the selected respondent when they complete the survey as an acknowledgement of the time they have taken to share their views with us. If you have not already mentioned it, then please do so at this point as it may tip the balance towards the selected respondent agreeing to take part there and then rather than ‘fobbing you off’ and requesting you call back at another time. We know that £10 will have little impact on some people's decision to take part, but in the dress rehearsal we know it was a deciding factor for some respondents.

## Questions 7-10

Questions 7-9 ask you to write in the name, age and gender of the selected respondent. If you are not able to ask directly (or it is inappropriate to do so), you may estimate someone's age – please mark this accordingly. This is especially useful if the contact sheet needs to be re-issued to another interviewer so they know who they are looking to interview.

Question 10 – This is a final check question and should be asked in instances where the household screening has not been carried out by the respondent who was selected to take part in the survey.

## Collecting signatures

At the bottom of page 3 there is space for respondents to sign to say they have received their £10 high street gift vouchers – please ensure this is signed so we have record of who has received a voucher.

## Final outcome codes

One of the most important parts of the contact sheet is the Final Outcome section. This is on page 4 of the contact sheet and is illustrated in figure 4. This is where you tell us what the outcome of the approach for interview was, whether it resulted in an interview or not (and if not why not). It is vital that we have this information because it helps us to monitor progress of fieldwork as well as telling us about the representativeness of the survey in general.

The left hand side of the page contains all the possible outcomes that you may have at an address you visit – you need to put a cross by ONE of the final outcome codes to indicate what happened at that address. If you are the first interviewer to work on that piece of sample then you need to put the cross in the “1<sup>st</sup> issue” column (if this piece of sample has already been worked and it has been re-issued to you then you need to put a cross in the re-issue column).

There are three sub headings designed to help you find the correct outcome for each piece of sample. The first category is ‘address ineligible’. This contains seven codes that cover situations where an address cannot produce an interview with an eligible resident. These codes are described as follows:

Figure 4 Page 4 of the contact sheet

The form is titled 'FINAL OUTCOME' and is divided into several sections. The first section, 'ADDRESS INELIGIBLE', contains codes 1 through 6. The second section, 'UNKNOWN ELIGIBILITY', contains codes 7 through 11. The third section, 'HOUSEHOLD SCREENED FOR ELIGIBILITY', contains codes 12 through 17. The fourth section, 'OTHER', contains codes 18 through 20. There are also columns for '1st issue' and 'Re-issue'.

Address ineligible		
Code	Code number	Further notes
Property vacant	1	When a property is completely empty and you do not expect it to be occupied during the fieldwork period. If you think it might be occupied in the near future, please hold on to your contact sheet and go back to the address when someone might be living there
Property demolished /derelict	2	
Property not yet built	3	There may be some cases where a property is already listed by Royal Mail in PAF but has not yet been built
Non-residential property	4	As well as business premises, this also includes holiday homes (which are not eligible for inclusion in the survey)
Property inaccessible	40	This is where you cannot gain access to an address e.g. because of a permanently locked gate
Institution – no private households	5	Including hotels, hostels, care homes, university halls of residence (although very few of these cases will occur)
Not found – no trace of address	6	If you cannot find the address, please check with your area manager who may be able to help you to trace the address. We do not expect many addresses issued to be coded this way.

The next category of final outcomes come under the heading of 'unknown eligibility' and these are defined as follows:

<b>Unknown eligibility</b>		
<b>Code</b>	<b>Code number</b>	<b>Further notes</b>
Refused before working out number of eligible respondents	7	When you cannot establish with someone in the household how many people there might be eligible for the survey because no one in the household will give you this information.  If this happens, please fill in the right hand side of the back page. Firstly please code the reasons for refusal and also write in a description of what the person said about why they did not want to take part. It is really important to get this information because it will help us to decide whether this piece of sample might be re-issued at a later date
Unsure if occupied, no contact after 8+ calls	8	You have called at the address 8 or more times with the correct call pattern and you are still unsure as to whether the property is occupied (although there seems to be furniture etc. in the house which distinguishes it from code 1 – property vacant)
Occupied, no contact at address after 8+ calls	9	When you are certain that there is someone living at the address but after 8 or more calls you have been unable to make contact with anyone at the address
Contact made but unknown whether eligible because person physically or mentally unable to provide information	10	You have made contact, however the person you spoke to was physically or mentally unable to provide you with enough information for you to establish whether there is anyone in the household who is eligible to take part
Contact made but unknown whether eligible because inadequate English of person contacted WRITE IN LANGUAGE:	11	You have made contact however the person you spoke to had inadequate English to provide you with enough information to establish whether there is anyone in household who is eligible to take part.  Please use the language card provided to establish with them which language they speak and write this on the contact sheet.
Entry to block/scheme refused by warden etc.	12	You have been unable to make contact with the actual address because entry to the block has been refused by a warden

The third category of codes is for cases where you have been able to screen the household to find out if anyone is eligible.

<b>Household screened for eligibility</b>		
<b>Code</b>	<b>Code number</b>	<b>Further notes</b>
Successful interview with selected respondent	13	If you get an interview with the selected respondent please code this outcome
No eligible people in household	14	If you screen the household for those working for one hour a week between the ages of 20 and 65 and find there is no one eligible, please code here
No contact with selected respondent after 8+ calls	15	If you have been able to screen the household but have not been able to make any contact with the selected respondent please select this code
Some contact with selected	16	If you have been able to screen the household but

respondent but no interview after 8+ calls		<p>have only been able to make limited contact with the selected respondent please select this code</p> <p>If you have made some contact with the respondent, it is useful for us to know why you have not been able to get an interview so that if we re-issue that piece of sample, the next interviewer can use this information when they visit the house. Please put this information in the box in the bottom right hand corner of the contact sheet</p>
Selected respondent refused	17	<p>If you select a respondent from the household but they refuse to take part, then code here</p> <p>If this happens please fill in the right hand side of the back page. Firstly please code the reasons for refusal and also write in a description of what the person said about why they did not want to take part. It is really important to get this information because it will help us to decide whether this piece of sample might be re-issued at a later date</p>
Someone else refused on behalf of selected respondent	18	<p>If you select a respondent from the household but someone else in the household refuses on their behalf please use this code.</p> <p>If this happens, please fill in the right hand side of the back page. Firstly, please code the reasons for refusal and also write in a description of what the person said about why the selected respondent did not want to take part. It is really important to get this information because it will help us to decide whether this piece of sample might be re-issued at a later date</p>
Selected respondent too ill to participate	19	If the selected respondent is too ill to take part in the survey please write in why and we can use this information to help decide whether to re-issue this piece of sample
Selected respondent away during fieldwork	20	If you select the respondent and find out they are away during fieldwork please code this; please also write in the date they will be back to help us to decide if this can be re-issued
Selected respondent mother-tongue interview required	21	Please use this code when you select a respondent who cannot complete the survey in English and no one can translate for you (see section 6 for further instructions). Please use the language card to establish which language they speak and write this in

The final category of outcome codes are categorised under 'other'. These are as follows:

Other		
Code	Code number	Further notes
Other	22	<p>Please only use this code as a last resort if you really cannot code the situation under any of the other codes. Please write in the reason why you had to code it under other.</p> <p>If you come across a situation where someone has died since you selected them for interview, you should code that outcome here.</p>
Head office – address level refusal	23	This may happen when the letter is received and the

		person at that house calls the survey helpline and does not want to take part at all. Your area manager will notify you about this if this is the case
Head office – selected respondent refusal	24	Again your area manager will inform you if the selected respondent has called the survey helpline to refuse to take part
Head office – ineligible	25	Your area manager will let you know if someone has called to say that cannot take part because they are not eligible

## Refusal information

As already stated if someone has **REFUSED**, we would like you to provide us with some **refusal information**. You should enter this in the grid on the right hand side of the page. If you can't see a code that accurately describes the reason for refusal, please write it in the box marked Other. This is really important as we will use this information if we decide that we are going to reissue refusals.

We would also like you to tell us, in your opinion, if you think that we should not attempt to re-contact the household. This may be used if you think the respondent would take offence if they were called on by someone else. If you feel that we should NOT attempt to re-contact them, (and this should only be used in appropriate circumstances) please code the **DO NOT RECONTACT** box.

## Returning contact sheets

Contact sheets should be filled in as you make calls and complete interviews. It is important that you do fill these in for every address so that we have an accurate record of outcomes for all addresses issued – this information will be passed onto the client on a regular basis. Contact sheets should be returned to Chelmsford, unless otherwise instructed.

## CALL PATTERN

Due to the nature of the sample (working people) we are expecting you to work evenings and weekends in order to achieve the highest number of interviews possible. However, the dress rehearsal showed that day times were productive for first calls in order to establish where addresses are and complete initial screening/ establish 'deadwood'. You may also get some daytime interviews with people who work part time or work shifts.

Please attempt a visit to each address in your sample within the first week. You must complete a 21-28 day call pattern, making a **minimum of 8 calls** at an address before classifying it as a non-contact, with the following minimum requirements:

- 2+ calls daytime before 5.30pm
- 2+ calls after 5.30pm weekday evenings
- 2+ weekend calls

Calls must be made on different days of the week and at the weekend, spread over a 3-4 week period.

Once you have established who should take part in the survey, at least 8 attempts to contact the respondent should be made, recording your call pattern clearly on the Contact Sheet and reporting this information back via the ESMS. Non-contacts and screening failures will be paid for based on the information on the Contact Sheets and will be returned to you if the call patterns are not correct.

## AFTER THE BRIEFING

When you are at home, we would like you to go through the briefing script to familiarise yourself with the survey. We suggest that you answer the script as a self-employed person as this route will not be covered during the briefing. Please pay particular attention to the pre-codes at unprompted questions. You are required to complete **two** dummy interviews and dial them back before you start working. You should use your briefing script to complete the dummy interviews, using serial numbers 99991-99995; please ensure you use your ID number so we can identify that you have completed a dummy interview.



## LANGUAGE CARDS

As noted in section 6, if you come to a household where no one speaks English and there is no means of informal interpretation, please use the language card to establish what language they speak. The language card has a range of languages and the householder can point to which language on the card they speak. This can be used when establishing eligibility (code 11 on the contact sheet) and at code 21, where the selected respondent (if you get that far) has insufficient English to participate.

[illegible]

## CALLING CARDS

We have also issued you with Calling/Appointment cards. We recommend that these are used in two ways 1) to leave with a selected respondent when you agree a time to visit and interview them and 2) you may

**You and Your Work – A Study of Working Life in Britain Today**  
**CALLING/ APPOINTMENT CARD**

We wrote to you a few days ago to let you know that a GfK NOP interviewer would be calling to discuss whether and when you would like to take part in our survey. Our interviewer \_\_\_\_\_ called when you were out. They will call again on \_\_\_\_\_ at \_\_\_\_\_.

If this is not convenient, please contact GfK NOP on **0800 526 0722** (09:30 – 17:30 and 24-hr answer phone). Or contact the interviewer direct on: \_\_\_\_\_

a time to visit and interview them; and 2) you may choose to put these through the letterboxes of households where you have a situation of a broken appointment. We don't recommend using these before you have had any contact with the household (unless you have followed your 8+ call pattern and wish, as a last resort, to leave a record of your attempt to make contact). Some interviewers are happy to put their own phone number on the card, and some aren't: we leave that decision up to you.

**\*\*UNDER NO CIRCUMSTANCES IS IT PERMISSIBLE TO INTERVIEW PEOPLE WHO ARE KNOWN TO YOU.\*\***

## THE QUESTIONNAIRE

Please make sure you pick up the correct main script for this project. The opening screen will read:

**Project Number: LUDF452682M**  
**Claim number: 910877**  
**Project: Skills and Employment Survey 2012**  
**Version 5**

Script names:

Main interviewing script:	LUDF452682M
ESMS script:	LUDF452682E
Sample:	LUDF452682S

The script for the survey is: **LUDF452682M**. Any interviews done on the wrong script cannot be used and will not be paid for. The other two script that you will pick are the ESMS (LUDF452682E) and the sample (LUDF452682S – which you won't need to open at any point during the project but you need to have it in order to work). Please ensure you have successfully picked up all three scripts. Subsequent releases (if applicable) of the script will have a different version number on the opening screen.



As the questionnaire is on CAPI you obviously don't need to worry about filters and routing as CAPI will take care of this for you, but it is important that you understand how the questionnaire works, as the sections that you will get will differ for some respondents (e.g. self-employed workers are routed past some questions and asked others specific to them). That said, there is only limited filtering in the script. PLEASE READ THE SEPARATE "GUIDE TO THE INTERVIEW" DOCUMENT. THIS EXPLAINS THE QUESTIONNAIRE AND IT IS IMPORTANT YOU READ THROUGH THIS.

## SHOW MATERIAL

There is a numbered set of show cards to use during the interview.

Please make sure that at the end of the interview (at the MRS declaration) you close down your CAPI machine so that we are able to monitor the questionnaire length

## Interviewing

The Guide to the Questionnaire provided in your pack forms an 'at a glance' guide to the survey and should be referred to when you do your practice interview at home. Please note that when you go through the CAPI script you will see various questions have certain words are in bold. THIS IS DELIBERATE and is to indicate that you should place specific **emphasis** on those words. This is how the questions were administered in earlier survey waves and it's important that they are asked the same way in 2012.

You will also see on a number of questions that there are 'don't know' and 'refused' options; where these are italicised on the CAPI script they should not be offered as response options but coded if that's the unprompted response given by the respondent.

## WHEN TO INTERVIEW

- Please select:**
- |   |                                     |
|---|-------------------------------------|
| Day time (6 hours between 9am and 9 pm)           | <input checked="" type="checkbox"/> |
| Afternoon / Evening (6 hours between 2pm and 9pm) | <input checked="" type="checkbox"/> |
| Saturday  | <input checked="" type="checkbox"/> |
| Sunday  | <input checked="" type="checkbox"/> |
| Other (please specify):                           |                                     |

If you are being accompanied then you will need to be flexible with the times of day you work. Please note, as the survey is about people in paid work the most productive times to find people will be evenings and weekends.

**It is imperative that the interviewees are recruited at the times stipulated above; failing which GfK NOP reserves the right to withhold payment of the interview fees.**

## PLACE OF INTERVIEW

- Please select:**
- |           |                                     |
|-----------|-------------------------------------|
| In Home   | <input checked="" type="checkbox"/> |
| In Street | <input type="checkbox"/>            |
| In Store  | <input type="checkbox"/>            |

## WHERE TO INTERVIEW

Only at the addresses shown on your address listing/ contact sheets. Please plan your work schedule with the map provided within your work pack which details where all of your addresses are. The number on the map (01 for example) is for the serial/reference number ending 01 (for example 10101) on your Address Listing and Contact Sheet.

## NUMBER OF INTERVIEWS REQUIRED

As many as possible with eligible/selected individuals, subject to only one interview per eligible household and no use of substitutes.

## INTERVIEWING VULNERABLE ADULTS

A vulnerable adult is an individual who may have a learning disability, a mental / physical disability, visual / hearing impairment.

Rule A10 of the MRS Code states – First, do no harm.

We must take all reasonable precautions to ensure that Respondents are not harmed or adversely affected as a result of participating in a research project

You should:

- Clearly provide your identification, and that of GfK NOP and explain the purpose of your visit
- Contact the warden if you are interviewing in sheltered housing
- Terminate the interview if it becomes apparent that the respondent lacks the capacity to give informed consent – always be polite and thank them for their time
- Give consideration to notices requesting private callers only

## COMMUNICATIONS

**If you have an urgent query please contact your Area Manager or the Project Manager.**

**NOTE:** If your Area Manager is not in, you should leave the required information on the Ansaphone.

**If you have a CAPI related query please contact the CAPI Helpline on 0800 279 8999. The CAPI Helpline operational hours are as follows:**

Monday	09:30 – 21.00
Tuesday	09.30 – 17.30
Wednesday	09:30 – 21.00
Thursday	09.30 – 17.30
Friday	09.30 – 17.30
Saturday	09.30 – 18.00

## DIALLING BACK

Please ensure that you dial in your CAPI machine daily for the duration of the project you are working on. This is particularly important, even if you have not yet completed any interviews, as we may have sent electronic messages relating to the project.

Please dial back your first day's work/first few interviews immediately. This is important as it will give us an indication of how well the interview is working in the field and it will enable us to give feedback to our client.

All work must be dialled back into the office by:

Within 24 hours of achieving the interview  
along with the corresponding ESMS entry

Please use the return envelopes provided within your work-pack for returning survey materials.

**NOTE:** If we do not receive your work within the specified time we may not be able to use your interviews and therefore will not be able to pay for the work received outside the specified dates. The exception to this would be if, due to special circumstances, you had agreed an alternative return date with your Area Manager and the office.

## **E-SMS DAILY UPDATES**

It is really important that you make an entry for every visit to an address even if you do make contact. This helps the head office track the progress of the survey as a whole. This progress report needs to be completed **every day that you work**.

You have been sent a separate hand-out about completing the ESMS – please refer to this and please contact your Area Manager if you have any queries or problems.

## **SAMPLE/ADDRESS LISTINGS**

Please don't forget that you are responsible for keeping all sample and address listings, and any other records containing personal data, **secure** whilst they are in your possession.

We hope you enjoy working on this project.

Good Luck!

## Appendix E: Contact sheet



GfK NOP

### SES survey Address Contact Sheet

Jn. 452682 (rev 13.1.12)

<b>ADDRESS INFORMATION</b>			Reference number:		Point number:
			Sample type: <core / boost>		
			Issue	Interviewer Name:-	Number:-
			1		
			2		
			3		

<b>CONTACT RECORD</b>	WEEKDAY CONTACT CODES:			MON = 1 ♦ TUES = 2 ♦ WED = 3 ♦ THURS = 4 ♦ FRI = 5 ♦ SAT = 6 ♦ SUN = 7			
	WKDAY (1-7)	HOUR (24 HR)	MIN	DATE (01-31)	MONTH (01-12)	COMMENTS – record outcome of each call	ESMS entry (date)
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						

TOTAL NUMBER OF 1 <sup>ST</sup> ISSUE CALLS (WRITE IN)	<input type="text"/>	TOTAL NUMBER OF RE-ISSUE CALLS (WRITE IN)	<input type="text"/>
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ALL ADDRESSES MUST BE CALLED 8 OR MORE TIMES - OR UNTIL A FINAL OUTCOME IS OBTAINED - (AT LEAST TWO WEEKDAY CALLS DURING THE DAY, TWO WEEKDAY CALLS AFTER 5.30PM AND TWO WEEKEND CALLS AT ANY TIME) WITH AT LEAST 2-4 WEEKS BETWEEN THE FIRST AND LAST CALL FOR ALL NON CONTACTS

#### A. DWELLING SELECTION

- Q1. Does the precise address on the contact sheet consist of just one house or flat?  
(IF NOW PART OF A LARGER PROPERTY CONSIDER THAT LARGER PROPERTY)

Yes	<input type="checkbox"/>	GO TO INTRODUCTION (SECTION B)
No – more than one house or flat	<input type="checkbox"/>	GO TO Q2

- Q2. Write in total number of houses/flats, then select one at random using the Kish selection on page 2, and write in selected number:

Total number of  
houses/flats

Number selected  
from Kish

## B. INTRODUCTION

Good morning/afternoon/evening. My name is .... from GfK NOP, the independent market research company. I am carrying out a survey about what people do in their jobs and how this is changing. You should have received a letter from us informing you that I would be calling. **SHOW COPY OF LETTER & LEAFLET.**

Before I can carry out the survey I just need a few minutes of your time to ask a few questions about yourself and the people who live here with you. All the information we collect will be kept in the strictest confidence by GfK NOP and used for research purposes only. It will not be possible to identify any particular person, household or address in the results.

**IF NECESSARY:** The research is being carried out by a group of universities (Cardiff University; the Institute of Education, London; and Nuffield College, Oxford) and is funded by the Economic and Social Research Council (ESRC) and the UK Commission for Employment and Skills (UKCES). They are interested in the experiences and attitudes of individuals who do any form of paid work, no matter what the job or where the job is done.

## C. HOUSEHOLD SELECTION

ASK ALL

- Q3. Can I just check, how many households live here? By household I mean a person, or group of people who normally live here, who share a living or sitting room, or share at least one meal a day.

One household only	<input type="checkbox"/>	GO TO Q5
Two or more households	<input type="checkbox"/>	ASK Q4
Refused to do screener	<input type="checkbox"/>	THANK AND CLOSE

- Q4. Ask respondent for details of households – list houses/flats or households alphabetically below. Then write in the total number of households and select one at random using the Kish selection below and write in selected number:

Total number of households

Number selected from Kish Grid

List houses/flats, households and individuals alphabetically			
	Dwellings	Hhs	People
1			
2			
3			
4			
5			
6			
7			
8			
9			
<b>IF MORE THAN 9 PHONE HEAD OFFICE</b>			

KISH SELECTION	Q2/4/6: NUMBER OF HOUSES OR FLATS / HOUSEHOLDS / ELIGIBLE INDIVIDUALS:	1	2	3	4	5	6	7	8	9
		SELECTION NUMBER:	1	1	2	3	2	5	2	4

**KISH SELECTION INSTRUCTIONS:**  
*SELECT A HOUSE/FLAT OR HOUSEHOLD OR ELIGIBLE INDIVIDUAL TO CONDUCT THE INTERVIEW USING THE KISH SELECTION*

Read along the top row of numbers to the number of houses/flats, households or individuals that you are selecting from; the number immediately below it is the one to select.

*For example, if there are flats A, B and C at the address, read along the top line of digits to the number 3; if it was a number 2 printed below that then you would conduct the screening at flat B (the second of A, B and C).*

The same procedure is used for each of Q2, Q4 and Q6. Selection numbers are unique to each contact sheet to ensure a random selection is carried out.

**NOTES**  
 If more than 9 houses/flats (for Q2) or households (for Q4), or more than 9 people (for Q6) call Area Manager for instructions.

Continue with screening procedure at next question after selection.

If situation complex, or you are unsure of how to count houses/flats or households, contact Area Manager for guidance.

**Once a selection has been made no substitutions are allowed**

## D. RESPONDENT ELIGIBILITY AND SELECTION

ASK THE FOLLOWING QUESTIONS OF A RESPONSIBLE ADULT IN THE HOUSEHOLD (PREFERABLY A HOUSEHOLDER)

Q5. In order to see if anyone is eligible to take part in the survey can I first check how many people in the household are currently in paid work? This includes all people doing a total of at least one hour per week of any type(s) of paid work. If necessary: This includes both employees and self-employed individuals

Write in number of people in paid work	<input type="text"/>	IF ZERO- PLEASE CODE 14 AS THE FINAL OUTCOME ON PAGE 4 AND RETURN THE CONTACT SHEET
--	----------------------	---

Q6. Of those people in paid work how many are aged between 20 and 65 inclusive?

Write in number in paid work who are aged 20 – 65 inclusive	<input type="text"/>	IF ZERO- PLEASE CODE 14 AS THE FINAL OUTCOME ON PAGE 4 AND RETURN THE CONTACT SHEET IF ONE – PLEASE FILL IN DETAILS AT Q7 – Q10 AND INTERVIEW THAT PERSON IF MORE THAN ONE - USE THE KISH GRID ON PAGE 2 TO SELECT ONE RESPONDENT FOR INTERVIEW AND FILL IN DETAILS AT Q7 – Q10 AND INTERVIEW THAT PERSON
Number selected from Kish Grid	<input type="text"/>	NO SUBSTITUTIONS ONCE SELECTED

### INCLUDE:

- PEOPLE WHO NORMALLY LIVE AT THE ADDRESS BUT ARE AWAY FOR LESS THAN 6 MONTHS
- PEOPLE AWAY AT WORK FOR WHOM THIS IS THE MAIN ADDRESS
- BOARDERS AND LODGERS

### EXCLUDE:

- PEOPLE WHO LIVE ELSEWHERE TO WORK AND IS NOT THEIR MAIN ADDRESS
- SPOUSES WHO ARE SEPARATED AND NO LONGER RESIDENT
- PEOPLE AWAY FOR 6 MONTHS OR MORE

READ OUT TO SELECTED PERSON IF NECESSARY: To show our appreciation for your time, at the end of the interview, you will receive a £10 voucher which can be used in many high street stores.

Q7. PLEASE ENTER THE FULL NAME OF THE RESPONDENT TO BE INTERVIEWED:			
Q8A. WRITE IN AGE OF SELECTED PERSON	<input type="text"/>	Q8B. IS AGE AN ESTIMATE?	Yes, estimate <input type="checkbox"/> No, actual age <input type="checkbox"/>
Q9. CONFIRM SEX OF SELECTED PERSON	Male <input type="checkbox"/> Female <input type="checkbox"/> Refused/Not known <input type="checkbox"/>		

BEFORE INTERVIEWING, PLEASE CHECK THE FOLLOWING WITH THE PERSON WHO NEEDS TO BE INTERVIEWED (IF YOU HAVE NOT ALREADY DONE SO):

Q10. Can I just check, are you aged between 20 and 65 and currently in paid work, working for at least one hour per week?

Yes <input type="checkbox"/>	GO TO INTERVIEW
No <input type="checkbox"/>	SELECT ANOTHER RESPONDENT VIA KISH GRID OR CODE APPROPRIATE FINAL OUTCOME

I confirm that I have received High Street Vouchers to the value of £10 in exchange for taking part in this survey.

SIGNATURE: \_\_\_\_\_ DATE: / /12

FINAL OUTCOME		1 <sup>st</sup> issue	Re-issue
<b>ADDRESS INELIGIBLE</b>			
Property vacant	<input type="checkbox"/>	<input type="checkbox"/>	1
Property demolished / derelict	<input type="checkbox"/>	<input type="checkbox"/>	2
Property not yet built	<input type="checkbox"/>	<input type="checkbox"/>	3
Non-residential property	<input type="checkbox"/>	<input type="checkbox"/>	4
Institution – no private households	<input type="checkbox"/>	<input type="checkbox"/>	5
Property inaccessible	<input type="checkbox"/>	<input type="checkbox"/>	40
Not found – no trace of address	<input type="checkbox"/>	<input type="checkbox"/>	6
<b>UNKNOWN ELIGIBILITY</b>			
Refused before working out number of eligible respondents [PLEASE FILL IN REFUSAL INFORMATION]	<input type="checkbox"/>	<input type="checkbox"/>	7
Unsure if occupied, no contact after 8+ calls	<input type="checkbox"/>	<input type="checkbox"/>	8
Occupied, no contact at address after 8+ calls	<input type="checkbox"/>	<input type="checkbox"/>	9
Contact made but unknown whether eligible because person physically or mentally unable to provide information	<input type="checkbox"/>	<input type="checkbox"/>	10
Contact made but unknown whether eligible because inadequate English/Welsh of person contacted WRITE IN LANGUAGE:	<input type="checkbox"/>	<input type="checkbox"/>	11
Entry to block/scheme refused by warden etc.	<input type="checkbox"/>	<input type="checkbox"/>	12
<b>HOUSEHOLD SCREENED FOR ELIGIBILITY</b>			
Successful interview with selected respondent	<input type="checkbox"/>	<input type="checkbox"/>	13
No eligible people in household	<input type="checkbox"/>	<input type="checkbox"/>	14
No contact with selected respondent after 8+ calls	<input type="checkbox"/>	<input type="checkbox"/>	15
Some contact with selected respondent but no interview after 8+ calls	<input type="checkbox"/>	<input type="checkbox"/>	16
Selected respondent refused [PLEASE FILL IN REFUSAL INFORMATION]	<input type="checkbox"/>	<input type="checkbox"/>	17
Someone else refused on behalf of selected respondent [PLEASE FILL IN REFUSAL INFORMATION]	<input type="checkbox"/>	<input type="checkbox"/>	18
Selected respondent too ill to participate WRITE IN DESCRIPTION:	<input type="checkbox"/>	<input type="checkbox"/>	19
Selected respondent away during fieldwork WRITE IN DATE BACK:	<input type="checkbox"/>	<input type="checkbox"/>	20
Selected respondent mother-tongue interview required WRITE IN LANGUAGE:	<input type="checkbox"/>	<input type="checkbox"/>	21
<b>OTHER</b>			
Other WRITE IN DETAILS:	<input type="checkbox"/>	<input type="checkbox"/>	22
Head office - address level refusal	<input type="checkbox"/>	<input type="checkbox"/>	23
Head office - selected respondent refusal	<input type="checkbox"/>	<input type="checkbox"/>	24
Head office - ineligible	<input type="checkbox"/>	<input type="checkbox"/>	25

Codes 7, 17 & 18 enter REFUSAL INFORMATION		1 <sup>st</sup> issue	Re-issue	
REASON FOR REFUSAL (MULTICODE OK)	Doesn't believe in surveys	<input type="checkbox"/>	<input type="checkbox"/>	26
	Anti-government	<input type="checkbox"/>	<input type="checkbox"/>	27
	Invasion of privacy	<input type="checkbox"/>	<input type="checkbox"/>	28
	Concerns about confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	29
	Can't be bothered	<input type="checkbox"/>	<input type="checkbox"/>	30
	Disliked/ not interested in subject	<input type="checkbox"/>	<input type="checkbox"/>	31
	Recently made redundant	<input type="checkbox"/>	<input type="checkbox"/>	41
	Genuinely too busy	<input type="checkbox"/>	<input type="checkbox"/>	32
	Temporarily too busy	<input type="checkbox"/>	<input type="checkbox"/>	33
	Bad experience with previous surveys	<input type="checkbox"/>	<input type="checkbox"/>	34
	Personal problems	<input type="checkbox"/>	<input type="checkbox"/>	35
	About to go away ENTER RETURN DATE:	<input type="checkbox"/>	<input type="checkbox"/>	36
	Interviewed recently on another survey	<input type="checkbox"/>	<input type="checkbox"/>	37
	Other WRITE IN	<input type="checkbox"/>	<input type="checkbox"/>	38
DO NOT RECONTACT	<input type="checkbox"/>	<input type="checkbox"/>	39	

IF CODES 7, 16, 17, 18  
PLEASE WRITE IN WHAT RESPONDENT/  
HOUSEHOLDER SAID ABOUT WHY THEY DID  
NOT WANT TO  
TAKE PART

## Appendix F: Advance letters and leaflet

### Advance letter (English)



The Householder

<ADDR1>

<ADDR2>

<ADDR3>

<ADDR4>

<ADDR5>

<POSTCODE>

Date as postmark

Reference: <serial number>

Dear Sir/Madam,

#### **You and Your Work – A Study of Working Life in Britain Today**

I am writing to ask for your help with an important national survey which aims to find out what people do in their jobs and how this has changed since our research first began in 1986. A leaflet is enclosed which explains more about the survey and answers some typical questions.

The research is being carried out by a group of universities (Cardiff University; the Institute of Education, London; and Nuffield College, Oxford). It is being funded by the Economic and Social Research Council (ESRC) and the UK Commission for Employment and Skills (UKCES). The research will be used to inform government policies in the future.

**We only wish to talk to people who carry out paid work for at least one hour a week, either as an employee or as a self-employed individual. Those who are eligible and agree to take part in the survey will be given a £10 voucher as a 'thank you' for sharing their views. This can be spent in a wide range of high street stores.**

**Why did we choose you?** Your home has been selected at random from a list of all addresses in Great Britain for inclusion in the survey. To ensure our results are accurate, we rely on the voluntary co-operation of people in selected homes – no other address can take the place of yours.

**What happens next?** GfK NOP, the independent research company, has been commissioned to conduct the survey. An interviewer will contact you in the near future to arrange a time to talk to you – please share this letter with other members of the household so they are aware of their visit. When they visit, all GfK NOP interviewers wear or carry identification badges bearing their photo. **Please do not allow anyone into your home who is not carrying this official identification.**

**Will my response be kept confidential?** Your answers will be treated in the strictest confidence. It will not be possible for any individual person to be identified from the survey findings and the information will be used by the research team for statistical purposes only.

**What should I do if I need further information or help with the survey?** If you would like any more information about the survey please contact GfK NOP on 0800 528 0722 or email [ses2012@gfk.com](mailto:ses2012@gfk.com). When making contact, please quote your full address and the reference number at the top of this letter.

Thank you very much for your help.

Yours sincerely

Kristine Doronenkova  
Economic and Social Research Council

Caroline Berry  
UK Commission for Employment and Skills



## Advance letter (Welsh)



Dyddiad fel y marc post

Cyfeirnod: <serial number>

Annwyl Syr/Madam,

### Chi a'ch Gwaith – Astudiaeth o Fywyd Gwaith ym Mhrydain Heddiw

Ysgrifennaf atoch i ofyn am eich cymorth gydag arolwg cenedlaethol pwysig sydd â'r nod o nodi'r hyn y mae unigolion yn ei wneud yn eu swyddi a sut mae hyn wedi newid ers i'n hymchwili ddechrau yn 1986. Amgaeir taflen sy'n esbonio mwy am yr arolwg ac yn ateb rhai cwestiynau nodweddiadol.

Cynhelir yr ymchwili gan grŵp o brifysgolion (Prifysgol Caerdydd; yr Athrofa Addysg, Llundain; a Choleg Nuffield, Rhydychen). Feli hariennir gan y Cyngor Ymchwili Economaidd a Chymdeithasol (ESRC) a Chomisiwn y DU dros Gyflogaeth a Sgiliau (UKCES). Defnyddir yr ymchwili i lywio polisiau'r llywodraeth yn y dyfodol.

**Dim ond ag unigolion sy'n gwneud gwaith cyflogedig am o leiaf awr yr wythnos, naill ai fel cyflogai neu unigolyn hunangyflogedig, rydym am siarad. Rhoddir tocyn gwerth £10 i'r unigolion hynny sy'n gymwys ac yn cytuno i gymryd rhan yn yr arolwg i ddiolch iddynt am rannu eu barn. Gellir gwario'r tocyn hwn mewn amrywiaeth eang o siopau ar y stryd fawr.**

**Pam y gwnaethom eich dewis?** Dewiswyd eich cartref ar hap o restr o'r holl gyfeiriadau ym Mhrydain Fawr i'w cynnwys yn yr arolwg. Er mwyn sicrhau bod ein canlyniadau yn gywir, rydym yn dibynnu ar gydweithrediad gwirfoddol unigolion mewn cartrefi a ddewiswyd – ni all yr un cyfeiriad arall gymryd lle eich un chi.

**Beth sy'n digwydd nesaf?** Comisiynwyd GfK NOP, y cwmni ymchwili annibynnol, i gynnal yr arolwg. Bydd cyfweilydd yn cysylltu â chi yn y dyfodol agos i drefnu amser i siarad â chi – rhannwch y llythyr hwn ag aelodau eraill o'r cartref i sicrhau eu bod yn ymwybodol o'i ymweliad. Pan fyddant yn ymweld â chartrefi, bydd holl gyfweilydd GfK NOP yn gwisgo neu'n cario bathodynau adnabod â'u llun arnynt. **Peidiwch â gadael i unrhyw un nad yw'n cario'r bathodyn adnabod swyddogol hwn ddod i mewn i'ch cartref.**

**A gaiff fy ymateb ei gadw'n gyfrinachol?** Caiff eich atebion eu trin yn gwbl gyfrinachol. Ni fydd yn bosibl adnabod unrhyw unigolyn o ganfyddiadau'r arolwg a dim ond at ddibenion ystadegol y bydd y tîm ymchwili yn defnyddio'r wybodaeth.

**Beth y dylwn ei wneud os oes angen rhagor o wybodaeth neu gymorth gyda'r arolwg arnaf?** Os hoffech gael rhagor o wybodaeth am yr arolwg, ffoniwch GfK NOP ar 0800 056 4519 neu anfonwch neges e-bost i [ses2012@gfk.com](mailto:ses2012@gfk.com). Pan fyddwch yn cysylltu, dyfynnwch ein cyfeiriad llawn a'r rhif cyfeirnod ar frig y llythyr hwn.

Diolch yn fawr am eich help.

Yn gywir

Kristine Doronenkova  
Economic and Social Research Council

Caroline Berry  
UK Commission for Employment and Skills

## Leaflet (English)

### What happens next?

A GfK NOP interviewer will call at your home in the next few weeks. They will show you an identification card and will answer any questions you may have about the survey.

If someone in your home is eligible to take part, the interviewer will be happy to arrange a convenient time to carry out the interview.

The interview should take around an hour and, as a token of our thanks, the person who completes the interview will be given a £10 high street voucher.

### How do I know that the interviewer is genuine?

All GfK NOP interviewers carry the Market Research Society Interviewer Identity card (as shown).



For further reassurance, please contact either the dedicated Freephone number or send an email to the address shown on the back page.

### Is the survey confidential?

Yes, the information given to us during the interview will be treated as strictly confidential. It will be used to produce statistics that will not identify you or anyone in your household.

### Who are the research team?

- Professor Alan Felstead, Cardiff University;
- Professor Duncan Gallie, Nuffield College, Oxford;
- Professor Francis Green, Institute of Education, London;
- Hande Inanc, Nuffield College, Oxford.

To find out more about the team and the survey, please visit our website: [www.cardiff.ac.uk/socsi/ses2012](http://www.cardiff.ac.uk/socsi/ses2012)

#### Contact us

If you have any queries about taking part in the survey, please call our dedicated Freephone enquiry line on 0800 528 0722.

Alternatively, you can email us at [ses2012@gfk.com](mailto:ses2012@gfk.com)

To find out more about GfK NOP, please visit our website: [www.gfknop.com](http://www.gfknop.com)

## You and Your Work: A Study of Working Life in Britain Today

Why your help is important

GfK

[www.gfknop.com](http://www.gfknop.com)

### What is the Study of Working Life in Britain Today?

Working Life in Britain Today is a national study of people aged 20-65 who are in paid work. The survey focuses upon the work that people do and how working life has changed over time. The 2012 survey is the latest in a series of studies which began in 1986.

The high quality findings from this research are regularly used to inform government policy on many aspects of working life. Previous surveys have been used extensively by:

- UK government agencies such as the UK Commission for Employment and Skills (UKCES);
- The Organisation for Economic Co-operation and Development;
- The devolved UK administrations in Wales and Scotland.

The research is designed by a team from Cardiff University, the Institute of Education, London and Nuffield College, Oxford. It is funded by:



[www.esrc.ac.uk/](http://www.esrc.ac.uk/)



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

### Why did we choose your home?

As it is not possible to ask everybody to participate in the survey, a sample of addresses is selected randomly to represent a cross-section of working people in Great Britain. Your address is one of these and was selected at random from a list of private addresses held by Royal Mail.

We are interested in speaking to people from all parts of the country and in all types of jobs. We cannot substitute another address for yours as this would bias the survey results, so your participation is very important.

By taking part you will help us to provide an accurate picture of what people do in their jobs and how this has changed since our research first began in 1986.

### Why are your views important?

Taking part in the survey is voluntary but we strongly encourage you to do so because:

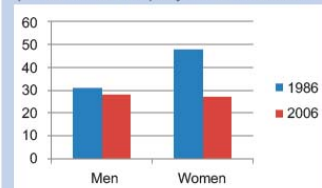
- your experience helps provide a true picture of how work is organised in Britain today;
- your views are important regardless of the type of work you do.

### What is the data used for?

The data is used to inform researchers and government policy makers about the nature of people's jobs and how jobs have changed over time. Some findings from the last survey are shown below:

- Between 1986 and 2006 the number of jobs that needed no qualifications on entry dropped for both women and men (chart 1).

Chart 1: Proportion of men and women needing no qualifications on entry to job in 1986 and 2006



- The importance of the internet increased sharply between 2001 and 2006: the number of workers saying that using the internet was an 'essential' part of their jobs doubled in that time.
- In 2006, email was being used by over 70% of people in work.



## Leaflet (Welsh)

### Beth sy'n digwydd nesaf?

Bydd un o gyfnewlydd GfK NOP yn galw yn eich cartref yn ystod yr ychydig wythnosau nesaf. Bydd yn dangos cerdyn adnabod i chi ac yn ateb unrhyw gwestiynau a all fod gennych am yr arolwg.

Os yw rhywun yn eich cartref yn gymwys i gymryd rhan, bydd y cyfnewlydd yn barod i drefnu amser cyfleus i gynnal y cyfnewlydd.

Ni ddylai'r cyfnewlydd gymryd mwy na 55 munud ac, fel arwydd o'n gwerthfawrogiad, caiff y sawl sy'n cwblhau'r cyfnewlydd docyn gwerth £10 i'w wario mewn siopau ar y stryd fawr.

### Sut y byddaf yn gwybod bod y cyfnewlydd yn ddilys?

Mae holl gyfnewlydd GfK NOP yn cario cerdyn Adnabod Cyfnewlydd y Market Research Society (fel y dangosir).

Er mwyn cael sicrwydd pellach, ffoniwch y rhif Rhedffôn penodol neu anfonwch neges e-bost i'r cyfeiriad a ddangosir ar y dudalen gefn.



### A yw'r arolwg yn gyfrinachol?

Ydy, caiff y wybodaeth a roddir i ni yn ystod y cyfnewlydd ei thrin yn gwbl gyfrinachol. Fe'i defnyddir i gynhyrchu ystadegau na fyddant yn nodi pwy ydych chi nac unrhyw un yn eich cartref.

### Pwy yw'r tîm ymchwil?

- Yr Athro Alan Felstead, Prifysgol Caerdydd;
- Yr Athro Duncan Gallie, Coleg Nuffield, Rhydychen;
- Yr Athro Francis Green, yr Athrofa Addysg, Llundain;
- Hande Inanc, Coleg Nuffield, Rhydychen.

I gael rhagor o wybodaeth am y tîm a'r arolwg, ewch i'n gwefan: [www.cardiff.ac.uk/socsi/ses2012](http://www.cardiff.ac.uk/socsi/ses2012)

### Cysylltu â ni

Os oes gennych unrhyw ymholiadau ynglŷn â chymryd rhan yn yr arolwg, ffoniwch ein llinell ymholiadau Radffôn benodol ar 0800 528 0722.

Fel arall, gallwch anfon neges e-bost atom yn [ses2012@gfk.com](mailto:ses2012@gfk.com)

I gael rhagor o wybodaeth am GfK NOP, ewch i'n gwefan: [www.gfknop.com](http://www.gfknop.com)

## Chi a'ch Cartref: Astudiaeth o Fywyd Gwaith ym Mhrydain Heddiw

Pam mae eich cymorth yn bwysig

GfK

[www.gfknop.com](http://www.gfknop.com)

### Beth yw'r Astudiaeth o Fywyd Gwaith ym Mhrydain Heddiw?

Astudiaeth genedlaethol o unigolion rhwng 20 a 65 oed sy'n gwneud gwaith â thâl yw Bywyd Gwaith ym Mhrydain Heddiw. Mae'r arolwg yn canolbwyntio ar y gwaith y mae unigolion yn ei wneud a sut mae bywyd gwaith wedi newid dros amser. Arolwg 2012 yw'r diweddaraf mewn cyfres o astudiaethau a ddechreuodd yn 1986.

Defnyddir y canfyddiadau o ansawdd uchel sy'n deillio o'r ymchwil hon yn rheolaidd i lywio polisi'r llywodraeth ar lawer o agweddau ar fywyd gwaith. Gwnaed defnydd helaeth o arolygon blaenorol gan y cyrff canlynol:

- asiantaethau llywodraeth y DU megis UK Commission for Employment and Skills (UKCES);
- The Organisation for Economic Co-operation and Development;
- Gweinyddiaethau datganoledig y DU yng Nghymru a'r Alban.

Lluniwyd yr ymchwil gan dîm o Brifysgol Caerdydd, yr Athrofa Addysg, Llundain a Choleg Nuffield, Rhydychen. Fe'i hariennir gan:



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



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

### Pam y gwnaethom ddewis eich cartref?

Am na ellir gofyn i bawb gymryd rhan yn yr arolwg, dewisr sampl o gyfeiriadau ar hap i gynrychioli croestoriad o bobl sy'n gweithio ym Mhrydain Fawr. Mae eich cyfeiriad yn un o'r rhain ac fe'i dewiswyd ar hap o restr o gyfeiriadau preifat a gedwir gan y Post Brenhinol.

Hoffem siarad ag unigolion o bob rhan o'r wlad sy'n gwneud pob math o waith. Ni allwn roi cyfeiriad arall yn lle eich cyfeiriad chi oherwydd byddai hynny'n achosi tuedd yng nghanlyniadau'r arolwg, felly mae eich cyfranogiad yn bwysig iawn.

Drwy gymryd rhan byddwch yn ein helpu i nodi'n fanwl gywir yr hyn y mae unigolion yn ei wneud yn eu swyddi a sut mae hyn wedi newid ers i'n hymchwil ddechrau yn 1986.

### Pam mae eich barn yn bwysig?

Mae cymryd rhan yn yr arolwg yn wirfoddol ond rydym yn eich annog yn gryf i wneud hynny oherwydd:

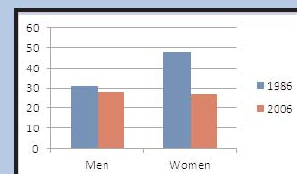
- mae eich profiad yn helpu i roi dar lun cywir o'r ffordd y mae gwaith wedi'i drefnu ym Mhrydain heddiw;
- mae eich barn yn bwysig waeth beth fo eich gwaith.

### At ba ddiben y defnyddir y data?

Defnyddir y data i hysbysu ymchwilwyr a llunwyr polisiâu'r llywodraeth am natur swyddi unigolion a sut mae swyddi wedi newid dros amser. Dangosir rhai canfyddiadau o'r arolwg diwethaf isod:

- Rhwng 1986 a 2006 lleihaodd nifer y swyddi lle nad oedd angen i unigolion feddu ar unrhyw gymwysterau wrth ddechrau yn y swydd ar gyfer merched a dynion (siart 1).

Siart 1: Cyfran y dynion a'r merched nad oedd angen unrhyw gymwysterau arnynt wrth ddechrau mewn swydd yn 1986 a 2006



- Daeth y rhyngwrwyd yn llawer mwy pwysig rhwng 2001 a 2006: dyblodd nifer y gweithwyr a nododd fod defnyddio'r rhyngwrwyd yn rhan 'han fodol' o'u swydd yn ystod y cyfnod hwnnw.
- Yn 2006, roedd yr e-bost yn cael ei ddefnyddio gan fwy na 70% o'r bobl mewn gwaith.

## Appendix G: Selected respondent letters

### Selected respondent letter (English)



Date: \_\_\_\_\_

Reference: \_\_\_\_\_

Dear \_\_\_\_\_

#### **You and Your Work** **A Study of Working Life in Britain Today**

Your household was recently selected for a study which is being carried out by a group of universities (Cardiff University; the Institute of Education, London; and Nuffield College, Oxford). You may have seen a letter similar to this one along with a leaflet giving some more details about the survey.

We are now writing to you personally as the individual chosen to help with the study. We would be very grateful for your help as we are interested in many different types of people reflecting Britain at work today. **If you agree to take part in the survey you will be given a £10 voucher as a 'thank you' for sharing your views. This can be spent in a wide range of high street stores.**

The study aims to find out what people do in their jobs and how this has changed since our research first began in 1986. It is important because the research will be used to inform government policies in the future.

An interviewer working on behalf of GfK NOP, the independent research company, will contact you in the near future. He or she will be able to explain more about the interview.

**Please be assured that all of your answers will be treated in the strictest confidence.** It will not be possible for any individual person to be identified from the survey findings and the information will be used by the research team for statistical purposes only.

If you would like any more information about the survey please contact GfK NOP on 0800 528 0722 or email [ses2012@gfk.com](mailto:ses2012@gfk.com). When making contact, please quote your full address and the reference number at the top of this letter.

Thank you very much for your help.

Yours sincerely

Kristine Doronenkova  
Economic and Social Research Council

Caroline Berry  
UK Commission for Employment and Skills

### Selected respondent letter (Welsh)

Cyfeirnod: \_\_\_\_\_

### Chi a'ch Cartref Astudiaeth o Fywyd Gwaith ym Mhrydain Heddiw

Dewiswyd eich cartref yn ddiweddar ar gyfer astudiaeth sy'n cael ei chynnal gan grŵp o brifysgolion (Prifysgol Caerdydd; yr Athrofa Addysg, Llundain; a Choleg Nuffield, Rhydychen). Efallai eich bod wedi gweld llythyr tebyg i'r llythyr hwn ynghyd â thaflen sy'n rhoi mwy o fanylion am yr arolwg.

Rydym yn ysgrifennu atoch yn bersonol yn awr fel yr unigolyn a ddewiswyd i helpu gyda'r arolwg. Byddem yn ddiolchgar iawn am eich cymorth am fod gennym ddiddordeb mewn llawer o fathau gwahanol o bobl sy'n adlewyrchu bywyd gwaith ym Mhrydain heddiw. **Os cytunwch i gymryd rhan yn yr arolwg, cewch docyn gwerth £10 i ddiolch i chi am rannu eich barn. Gellir gwario'r tocyn hwn mewn amrywiaeth eang o siopau ar y stryd fawr.**

Nod yr astudiaeth yw nodi'r hyn y mae unigolion yn ei wneud yn eu swyddi a sut mae hyn wedi newid ers i'n hymchwil ddechrau yn 1986. Mae'n bwysig oherwydd y caiff yr ymchwil ei defnyddio i lywio polisiau'r llywodraeth yn y dyfodol.

Bydd cyfweilydd sy'n gweithio ar ran GfK NOP, y cwmni ymchwil annibynnol, yn cysylltu â chi yn y dyfodol agos. Bydd yn gallu esbonio mwy am y cyfweiliad.

**Gallwn eich sicrhau y caiff pob un o'ch atebion ei drin yn gwbl gyfrinachol.** Ni fydd yn bosibl adnabod unrhyw unigolyn o ganfyddiadau'r arolwg a dim ond at ddibenion ystadegol y bydd y tîm ymchwil yn defnyddio'r wybodaeth.

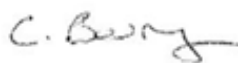
Os hoffech gael rhagor o wybodaeth am yr arolwg, ffoniwch GfK NOP ar 0800 056 4519 neu anfonwch neges e-bost i [ses2012@gfk.com](mailto:ses2012@gfk.com). Pan fyddwch yn cysylltu, dyfynnwch ein cyfeiriad llawn a'r rhif cyfeirnod ar frig y llythyr hwn.

Diolch yn fawr am eich help.

Yn gywir



Kristine Doronenkova  
Economic and Social Research Council



Caroline Berry  
UK Commission for Employment and Skills

## Appendix H: Reissue letters

### Reissue letter version 1: Refusal by selected respondent

<ADDR1>  
<ADDR2>  
<ADDR3>  
<ADDR4>  
<ADDR5>  
<POSTCODE>

Date as postmark  
Reference: <serial number>

Dear \_\_\_\_\_

#### **You and Your Work A Study of Working Life in Britain Today**

An interviewer working on behalf of GfK NOP has recently contacted you to take part in the Study of Working Life in Britain Today. This is an important national survey which aims to find out what people do in their jobs and how this has changed since our research first began in 1986. The research will be used to inform government policies in the future. **A leaflet is enclosed which explains more about the survey and answers some typical questions.**

I understand that you were unable to take part when we last called and I am writing to you today to again ask for your help. You were selected randomly to take part in the survey, but as we only select a small number of individuals in any one area, it's important that as many of those people as possible do the survey to make sure that all areas of Britain are represented. That's why we are very keen to include your views. **As a way of saying 'thank-you', after the interview, you will receive a £10 voucher, which can be used at a variety of high street stores.**

**What happens next?** An interviewer \_\_\_\_\_ will contact you in the near future to arrange a time to talk to you – please share this letter with other members of the household so they are aware of their visit. When they visit, all GfK NOP interviewers wear or carry identification badges bearing their photo. Please do not allow anyone into your home who is not carrying this official identification.

**Will my response be kept confidential?** Your answers will be treated in the strictest confidence. It will not be possible for any individual person to be identified from the survey findings and the information will be used by the research team for statistical purposes only.

**What should I do if I need further information or help with the survey?** If you would like any more information about the survey please contact GfK NOP on 0800 528 0722 or email [ses2012@gfk.com](mailto:ses2012@gfk.com) or visit the project website [www.cardiff.ac.uk/socsci/ses2012](http://www.cardiff.ac.uk/socsci/ses2012). When making contact, please quote your full address and the reference number at the top of this letter.

Thank you very much in advance for your help.

Yours sincerely

Darren Yaxley  
Associate Director, GfK NOP Social



## Reissue letter version 2: Refusal by proxy for selected respondent

<ADDR1>  
<ADDR2>  
<ADDR3>  
<ADDR4>  
<ADDR5>  
<POSTCODE>  
Date as postmark  
Reference: <serial number>

Dear \_\_\_\_\_

### **You and Your Work A Study of Working Life in Britain Today**

An interviewer working on behalf of GfK NOP has recently contacted your household regarding the Study of Working Life in Britain Today and you were selected to take part. This is an important national survey which aims to find out what people do in their jobs and how this has changed since our research first began in 1986. The research will be used to inform government policies in the future. A leaflet is enclosed which explains more about the survey and answers some typical questions.

Although we were unable to speak to you directly, I understand that you were unable to take part when we last called and I am writing to you today to again ask for your help. You were selected randomly to take part in the survey, but as we only select a small number of individuals in any one area, it's important that as many of those people as possible do the survey to make sure that all areas of Britain are represented. That's why we are very keen to include your views. As a way of saying 'thank-you', after the interview, you will receive a £10 voucher, which can be used at a variety of high street stores.

**What happens next?** An interviewer \_\_\_\_\_ will contact you in the near future to arrange a time to talk to you – please share this letter with other members of the household so they are aware of their visit. When they visit, all GfK NOP interviewers wear or carry identification badges bearing their photo. Please do not allow anyone into your home who is not carrying this official identification.

**Will my response be kept confidential?** Your answers will be treated in the strictest confidence. It will not be possible for any individual person to be identified from the survey findings and the information will be used by the research team for statistical purposes only.

**What should I do if I need further information or help with the survey?** If you would like any more information about the survey please contact GfK NOP on 0800 528 0722 or email [ses2012@gfk.com](mailto:ses2012@gfk.com) or visit the project website [www.cardiff.ac.uk/socsci/ses2012](http://www.cardiff.ac.uk/socsci/ses2012). When making contact, please quote your full address and the reference number at the top of this letter.

Thank you very much in advance for your help.  
Yours sincerely

Darren Yaxley  
Associate Director, GfK NOP Social

## Reissue letter version 3: No contact with selected respondent

<ADDR1>  
<ADDR2>  
<ADDR3>  
<ADDR4>  
<ADDR5>  
<POSTCODE>  
Date as postmark  
Reference: <serial number>

Dear \_\_\_\_\_

### **You and Your Work A Study of Working Life in Britain Today**

An interviewer working on behalf of GfK NOP has recently contacted your household regarding the Study of Working Life in Britain Today and you were selected to take part. This is an important national survey which aims to find out what people do in their jobs and how this has changed since our research first began in 1986. The research will be used to inform government policies in the future. **A leaflet is enclosed which explains more about the survey and answers some typical questions.**

Unfortunately our interviewer was unable to arrange a time to conduct the interview with you but we are still very keen to include your views in our survey, so I am writing to you today to ask again for your help. You were selected randomly to take part in the survey, but as we only select a small number of individuals in any one area, it's important that as many of those people as possible do the survey to make sure that all areas of Britain are represented. That's why we are very keen to include your views. **As a way of saying 'thank-you', after the interview, you will receive a £10 voucher, which can be used at a variety of high street stores.**

**What happens next?** An interviewer \_\_\_\_\_ will contact you in the next week or so to arrange a time to talk to you – please share this letter with other members of the household so they are aware of their visit. When they visit, all GfK NOP interviewers wear or carry identification badges bearing their photo. Please do not allow anyone into your home who is not carrying this official identification.

**Will my response be kept confidential?** Your answers will be treated in the strictest confidence. It will not be possible for any individual person to be identified from the survey findings and the information will be used by the research team for statistical purposes only.

**What should I do if I need further information or help with the survey?** If you would like any more information about the survey please contact GfK NOP on 0800 528 0722 or email [ses2012@gfk.com](mailto:ses2012@gfk.com), or visit the project website [www.cardiff.ac.uk/socsci/ses2012](http://www.cardiff.ac.uk/socsci/ses2012). When making contact, please quote your full address and the reference number at the top of this letter.

Thank you very much in advance for your help.  
Yours sincerely

Darren Yaxley  
Associate Director, GfK NOP Social



## Reissue letter version 4: Household refusal or non contact

To the Householder

<ADDR1>

<ADDR2>

<ADDR3>

<ADDR4>

<ADDR5>

<POSTCODE>

Date as postmark

Reference: <serial number>

Dear Householder

### You and Your Work A Study of Working Life in Britain Today

An interviewer working on behalf of GfK NOP has recently contacted, or tried to contact, your household regarding the Study of Working Life in Britain Today. This is an important national survey which aims to find out what people do in their jobs and how this has changed since our research first began in 1986. The research will be used to inform government policies in the future. **A leaflet is enclosed which explains more about the survey and answers some typical questions.**

Unfortunately our interviewer was unable to check whether the survey was relevant for anyone in your household, so I am writing to you today to ask again for your help. Your household was randomly selected to take part in the survey. We only select a small number of households in any one area, so it's important that as many of those as possible participate to make sure that all areas of Britain are represented. **As a way of saying 'thank-you', if someone in your household completes the full interview (we will check they meet the requirements for interview first), they will receive a £10 voucher which can be used at a variety of high street stores.**

**What happens next?** An interviewer \_\_\_\_\_ will contact you in the next week or so to arrange a time to talk to you – please share this letter with other members of the household so they are aware of their visit. When they visit, all GfK NOP interviewers wear or carry identification badges bearing their photo. Please do not allow anyone into your home who is not carrying this official identification.

**Will my response be kept confidential?** Answers to the survey will be treated in the strictest confidence. It will not be possible for any individual person to be identified from the survey findings and the information will be used by the research team for statistical purposes only.

**What should I do if I need further information or help with the survey?** If you would like any more information about the survey please contact GfK NOP on 0800 528 0722 or email [ses2012@gfk.com](mailto:ses2012@gfk.com), or visit the project website [www.cardiff.ac.uk/socsci/ses2012](http://www.cardiff.ac.uk/socsci/ses2012). When making contact, please quote your full address and the reference number at the top of this letter.

Thank you very much in advance for your help.

Yours sincerely

Darren Yaxley  
Associate Director, GfK NOP Social

## **Appendix I: Showcards**

### **SHOW CARD B1**

1. Paid a salary or a wage by an agency
2. Sole director of own limited business
3. Running a business or professional practice
4. A partner in a business or professional practice
5. Working for yourself
6. Working as a sub-contractor
7. Doing freelance work
8. None of these

## SHOW CARD B2

- A. At home
- B. In the same grounds and buildings as home (eg, in adjoining property or surrounding land)
- C. At a single workplace away from home (eg, office, factory or shop)
- D. In a variety of different places of work (eg, working on clients' premises or in their homes)
- E. Working on the move (eg, delivering products or people to different places)

## **SHOW CARD B3**

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

## SHOW CARD B5

1. None/no qualifications
2. GCSE D-G/CSE below Grade 1/GNVQ Foundation
3. GCSE A\*-C/GNVQ Intermediate/GCE 'O' Level/CSE Grade 1/School Certificate of Matriculation
4. GCE 'A' Level/GNVQ Advanced
5. SCE Standard (4-7)/Ordinary (below C)
6. SCE Standard (1-3)/Ordinary (A-C) or SLC/SUPE Lower
7. SCE Higher or SLC/SUPE Higher
8. Certificate of Sixth Year Studies
9. NVQ level 1 (or SNVQ1)
10. NVQ level 2 (or SNVQ 2)
11. NVQ level 3 (or SNVQ 3) or ONC/OND (or SNC/SND)
12. NVQ level 4 (or SNVQ 4) or HNC/HND (or SHNC/SHND)
13. University Certificate/Diploma (Not Degree)
14. SCOTVEC National Certificate
15. SCOTBEC/SCOTEC Certificate/Diploma
16. Clerical/commercial (eg typing or book-keeping)
17. Nursing (eg SCM, RGN, SRN, SEN)
18. Teaching
19. Other Professional (eg law, medicine)
20. University or CNAA Degree
21. Masters or PhD Degree
22. Completion of Trade Apprenticeship
23. Professional qualification without sitting exam
24. Other (SPECIFY)

## **SHOW CARD B6**

1. Totally unnecessary

2. Not really necessary

3. Fairly necessary

4. Essential

## **SHOW CARD B8**

1. Less than 1 week
2. Less than 1 month
3. 1 month and over, up to 3 months
4. 3 months and over, up to 6 months
5. 6 months and over, up to 1 year
6. 1 year and over, up to 2 years
7. 2 years and over

## **SHOW CARD B8a**

1. Less than 1 week
2. Less than 1 month
3. 1 month or more, up to 3 months
4. 3 months or more, up to 6 months
5. 6 months or more, up to 1 year
6. 1 year or more, up to 2 years
7. 2 years or more



## **SHOW CARD B9**

1. A machine or assembly line
2. Clients or customers
3. A supervisor or boss
4. Your fellow workers or colleagues
5. Your own discretion
6. Pay incentives
7. Reports and appraisals
8. None of these

## SHOW CARD B10

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

## SHOW CARD B11

1. A great deal
2. Quite a lot
3. To some extent
4. A little
5. Not at all

## **SHOW CARD B11a**

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

## **SHOW CARD B12**

1. Very closely
2. Quite closely
3. Not very closely
4. Not at all closely

## SHOW CARD B13

1. Very True
2. True
3. Somewhat true
4. Not at all true

## SHOW CARD B14

1. All the time
2. Almost all the time
3. Around three quarters of the time
4. Around half the time
5. Around quarter of the time
6. Almost never
7. Never

## SHOW CARD B15

1. A great deal
2. A fair amount
3. Not much
4. None at all



## SHOW CARD B16

1. Very easy
2. Quite easy
3. Quite difficult
4. Very difficult

## SHOW CARD B17

1. Very likely
2. Quite likely
3. Evens
4. Quite unlikely
5. Very unlikely

## SHOW CARD B18

1. I thought that the job would provide good training opportunities
2. I thought that it would be difficult to get training opportunities
3. I didn't have much of an impression about the training opportunities the job would offer

## **SHOW CARD C1**

1. Essential
2. Very important
3. Fairly important
4. Not very important
5. Not at all important/Does not apply

## SHOW CARD D2

1. STRAIGHTFORWARD (for example, using a computer for straightforward routine procedures such as printing out an invoice in a shop)
2. MODERATE (for example, using a computer for word-processing and/or spreadsheets or communicating with others by 'e-mail')
3. COMPLEX (for example, using a computer for analysing information or design, including use of computer aided design or statistical analysis packages)
4. or ADVANCED (for example, using computer syntax and/or formulae for programming)

## SHOW CARD D4

1. None/no qualifications
2. GCSE D-G/CSE below Grade 1/GNVQ Foundation
3. GCSE A\*-C/GNVQ Intermediate/GCE 'O' Level/CSE Grade 1/School Certificate of Matriculation
4. GCE 'A' Level/GNVQ Advanced
5. SCE Standard (4-7)/Ordinary (below C)
6. SCE Standard (1-3)/Ordinary (A-C) or SLC/SUPE Lower
7. SCE Higher or SLC/SUPE Higher
8. Certificate of Sixth Year Studies
9. NVQ level 1 (or SNVQ1)
10. NVQ level 2 (or SNVQ 2)
11. NVQ level 3 (or SNVQ 3) or ONC/OND (or SNC/SND)
12. NVQ level 4 (or SNVQ 4) or HNC/HND (or SHNC/SHND)
13. University Certificate/Diploma (Not Degree)
14. SCOTVEC National Certificate
15. SCOTBEC/SCOTEC Certificate/Diploma
16. Clerical/commercial (eg typing or book-keeping)
17. Nursing (eg SCM, RGN, SRN, SEN)
18. Teaching
19. Other Professional (eg law, medicine)
20. University or CNAA Degree
21. Masters or PhD Degree
22. Completion of Trade Apprenticeship
23. Professional qualification without sitting exam
24. Other (SPECIFY)

## SHOW CARD E2

1. Essential
2. Very important
3. Fairly important
4. Not very important

## **SHOW CARD F1**

1. Completely satisfied
2. Very satisfied
3. Fairly satisfied
4. Neither satisfied nor dissatisfied
5. Fairly dissatisfied
6. Very dissatisfied
7. Completely dissatisfied



## SHOW CARD F2

1. More than three-quarters
2. Half to three-quarters
3. About half
4. A quarter to half
5. Less than a quarter
6. None

## **SHOW CARD F3**

1. Very high
2. High
3. Neither high nor low
4. Low
5. Very low
6. Not applicable

## **SHOW CARD F4**

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

## SHOW CARD G1

1. One hour
2. One week
3. Four weeks
4. Calendar month
5. Year
6. Other period (SPECIFY)

## SHOW CARD H2

1. Essential
2. Very important
3. Fairly important
4. Not very important
5. Not at all important/Does not apply

## SHOW CARD I2

1. Received instruction or training from someone which took you away from your normal job
2. Received instruction whilst performing your normal job
3. Taught yourself from a book/manual/video/computer/DVD/Internet
4. Followed a correspondence or Internet course (such as Open University)
5. Taken an evening class
6. Done some other work-related training
7. None of these

## SHOW CARD I3

1. A great deal
2. Quite a lot
3. To some extent
4. A little
5. Not at all

## SHOW CARD J5

1. Within a week
2. Within a month
3. Within 6 months
4. Within a year
5. More than a year
6. Never



## SHOW CARD J2

1. Never
2. Occasionally
3. Some of the time
4. Much of the time
5. Most of the time
6. All of the time

## SHOW CARD J3

1. Completely satisfied
2. Very satisfied
3. Fairly satisfied
4. Neither satisfied nor dissatisfied
5. Fairly dissatisfied
6. Very dissatisfied
7. Completely dissatisfied

## SHOW CARD J4

1. Very anxious
2. Fairly anxious
3. Not very anxious
4. Not anxious at all

## **SHOW CARD J6**

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

## SHOW CARD K1

1. Not at all
2. Very little
3. To some extent
4. To a high extent
5. To a very high extent

## SHOW CARD K2

1. White
2. Black – Caribbean
3. Black – African
4. Black – Other
5. Indian
6. Pakistani
7. Bangladeshi
8. Chinese
9. Other

## Appendix J: Definition of sub-regions

<b>GOR</b>	<b>County</b>
East Midlands	DERBYSHIRE
East Midlands	LEICESTERSHIRE
East Midlands	LINCOLNSHIRE
East Midlands	NORTHAMPTONSHIRE
East Midlands	NOTTINGHAMSHIRE
Eastern	BEDFORDSHIRE
Eastern	CAMBRIDGESHIRE
Eastern	ESSEX
Eastern	HERTFORDSHIRE
Eastern	NORFOLK
Eastern	SUFFOLK
London	NORTH LONDON
London	SOUTH LONDON
North East	CLEVELAND
North East	DURHAM
North East	NORTHUMBERLAND
North East	TYNE & WEAR
North West	CHESHIRE
North West	CUMBRIA
North West	GREATER MANCHESTER
North West	LANCASHIRE
North West	MERSEYSIDE
Scotland	Aberdeen City
Scotland	Aberdeenshire
Scotland	Angus
Scotland	Argyll and Bute
Scotland	City of Edinburgh
Scotland	Clackmannanshire
Scotland	Dumfries and Galloway
Scotland	Dundee City
Scotland	East Ayrshire
Scotland	East Dunbartonshire
Scotland	East Lothian
Scotland	East Renfrewshire
Scotland	Falkirk
Scotland	Fife
Scotland	Glasgow City
Scotland	Highland
Scotland	Inverclyde
Scotland	Midlothian
Scotland	Moray
Scotland	North Ayrshire
Scotland	North Lanarkshire
Scotland	Perth and Kinross
Scotland	Renfrewshire
Scotland	Scottish Borders
Scotland	South Ayrshire

Scotland	South Lanarkshire
Scotland	Stirling
Scotland	West Dunbartonshire
Scotland	West Lothian
Scotland	Aberdeen City
South East	BEDFORDSHIRE
South East	BERKSHIRE
South East	BUCKINGHAMSHIRE
South East	EAST SUSSEX
South East	HAMPSHIRE
South East	ISLE OF WIGHT
South East	KENT
South East	OXFORDSHIRE
South East	SURREY
South East	WEST SUSSEX
South West	AVON
	CORNWALL AND ISLES OF
South West	SCILLY
South West	DEVON
South West	DORSET
South West	GLOUCESTERSHIRE
South West	SOMERSET
South West	WILTSHIRE
West Midlands	DERBYSHIRE
West Midlands	HEREFORD AND WORCESTER
West Midlands	SHROPSHIRE
West Midlands	STAFFORDSHIRE
West Midlands	WARWICKSHIRE
West Midlands	WEST MIDLANDS
Yorkshire & Humber	HUMBERSIDE
Yorkshire & Humber	NORTH YORKSHIRE
Yorkshire & Humber	SOUTH YORKSHIRE
Yorkshire & Humber	WEST YORKSHIRE
Wales	Blaenau Gwent
Wales	Bridgend
Wales	Caerphilly
Wales	Cardiff
Wales	Carmarthenshire
Wales	Ceredigion
Wales	Conwy
Wales	Denbighshire
Wales	Flintshire
Wales	Gwynedd
Wales	Isle of Anglesey
Wales	Merthyr Tydfil
Wales	Monmouthshire
Wales	Neath Port Talbot
Wales	Newport
Wales	Pembrokeshire



Wales	Powys
Wales	Rhondda, Cynon, Taff
Wales	Swansea
Wales	the Vale of Glamorgan
Wales	Torfaen
Wales	Wrexham

## Appendix K: Definitions of Region and Travel to Work Area (2007)

The region variable included in the datafile ('region') is based on Government Office Region (GOR). GORs are built up of complete counties/unitary authorities in England. Scotland and Wales are not subdivided into GORs but are listed with them as regions in GB-wide statistical comparisons.

**Table 9 Regions included in the datafile**

1	North East
2	North West
3	Yorkshire and the Humber
4	East Midlands
5	West Midlands
6	East of England
7	London
8	South East
9	South West
10	Wales
11	Scotland

The Travel to Work Areas (TTWAs) included in the datafile ('homettwa') are based upon those defined by ONS in 2007. ONS defined these areas using 2001 Census information on home and work addresses, they are based on Lower Layer Super Output areas (LSOAs) in England and Wales and data zones in Scotland.

**Table 10 Travel to Work Areas**

1	Aberdeen
2	Aberystwyth & Lampeter
3	Andover
4	Ashford
5	Ayr & Kilmarnock
6	Badenoch
7	Ballymena
8	Banbury
9	Banff
10	Bangor, Caernarfon & Llangefni
11	Barnsley
12	Barnstaple
13	Barrow-in-Furness
14	Basingstoke
15	Bath
16	Bedford
17	Belfast
18	Berwick
19	Bideford
20	Birmingham
21	Bishop Auckland & Barnard Castle
22	Blackburn
23	Blackpool
24	Bolton
25	Boston
26	Bournemouth
27	Bradford

28	Brecon
29	Bridgend
30	Bridgwater
31	Bridlington & Driffield
32	Bridport & Lyme Regis
33	Brighton
34	Bristol
35	Bude & Holsworthy
36	Burnley, Nelson & Colne
37	Burton upon Trent
38	Bury St Edmunds
39	Buxton
40	Calderdale
41	Cambridge
42	Campbeltown
43	Canterbury
44	Cardiff
45	Cardigan
46	Carlisle
47	Carmarthen & Llandovery
48	Chelmsford & Braintree
49	Cheltenham & Evesham
50	Chester & Flint
51	Chesterfield
52	Chichester & Bognor Regis
53	Clacton
54	Colchester
55	Coleraine
56	Coventry
57	Craigavon
58	Craven
59	Crawley
60	Crewe & Northwich
61	Cromer & Sheringham
62	Darlington
63	Derby
64	Derry
65	Dolgellau & Barmouth
66	Doncaster
67	Dorchester & Weymouth
68	Dornoch & Lairg
69	Dover
70	Dudley & Sandwell
71	Dumbarton
72	Dumfries & Annan
73	Dundee
74	Dunfermline
75	Dungannon
76	Dunoon & Bute
77	Eastbourne

78	Ebbw Vale & Abergavenny
79	Edinburgh
80	Eilean Siar
81	Enniskillen
82	Exeter & Newton Abbot
83	Falkirk
84	Falmouth & Helston
85	Folkestone
86	Forfar & Montrose
87	Fraserburgh
88	Galashiels & Peebles
89	Glasgow
90	Gloucester
91	Grantham
92	Great Yarmouth
93	Greenock
94	Grimsby
95	Guildford & Aldershot
96	Harlow & Bishop's Stortford
97	Harrogate & Ripon
98	Hartlepool
99	Hastings
100	Haverfordwest & Fishguard
101	Hawes & Leyburn
102	Hawick
103	Hereford & Leominster
104	Hexham & Haltwhistle
105	Holyhead
106	Honiton & Axminster
107	Huddersfield
108	Hull
109	Huntingdon
110	Invergordon
111	Inverness & Dingwall
112	Ipswich
113	Irvine & Arran
114	Isle of Wight
115	Kelso & Jedburgh
116	Kendal
117	Kettering & Corby
118	Kidderminster
119	King's Lynn & Fakenham
120	Kingsbridge & Dartmouth
121	Kirkcaldy & Glenrothes
122	Kirkcudbright
123	Lanarkshire
124	Lancaster & Morecambe
125	Launceston
126	Leeds
127	Leicester

128	Lincoln
129	Liverpool
130	Livingston & Bathgate
131	Llandrindod Wells & Builth Wells
132	Llandudno & Colwyn Bay
133	Lochaber
134	Lochgilphead
135	London
136	Louth & Horncastle
137	Lowestoft & Beccles
138	Ludlow
139	Luton & Watford
140	Machynlleth & Tywyn
141	Maidstone & North Kent
142	Malton & Pickering
143	Manchester
144	Mansfield
145	Margate, Ramsgate & Sandwich
146	Matlock
147	Merthyr Tydfil & Aberdare
148	Middlesbrough & Stockton
149	Mid-Ulster
150	Milton Keynes & Aylesbury
151	Minehead
152	Monmouth & Cinderford
153	Moray
154	Morpeth, Ashington & Alnwick
155	Mull & Islay
156	Newbury
157	Newcastle & Durham
158	Newport & Cwmbran
159	Newry
160	Newton Stewart & Wigtown
161	Newtown & Welshpool
162	Northallerton & Thirsk
163	Northampton & Wellingborough
164	Norwich
165	Nottingham
166	Oban
167	Okehampton
168	Omagh
169	Orkney Islands
170	Oswestry
171	Oxford
172	Paignton & Totnes
173	Pembroke & Tenby
174	Penrith & Appleby
175	Penzance & Isles of Scilly
176	Perth & Blairgowrie
177	Peterborough

178	Peterhead
179	Pitlochry
180	Plymouth
181	Poole
182	Porthmadog & Ffestiniog
183	Portsmouth
184	Preston
185	Pwllheli
186	Reading & Bracknell
187	Rhyl & Denbigh
188	Richmond & Catterick
189	Rochdale & Oldham
190	Rugby
191	Salisbury
192	Scarborough
193	Scunthorpe
194	Shaftesbury & Blandford Forum
195	Sheffield & Rotherham
196	Shetland Islands
197	Shrewsbury
198	Skegness
199	Skye & Lochalsh
200	South Holland
201	Southampton
202	Southend & Brentwood
203	St Andrews & Cupar
204	St Austell
205	Stafford
206	Stevenage
207	Stirling & Alloa
208	Stoke-on-Trent
209	Strabane
210	Stranraer
211	Sunderland
212	Swansea Bay
213	Swindon
214	Taunton
215	Telford & Bridgnorth
216	Thetford & Mildenhall
217	Thurso
218	Tiverton
219	Torquay
220	Trowbridge & Warminster
221	Truro, Redruth & Camborne
222	Tunbridge Wells
223	Ullapool & Gairloch
224	Wadebridge
225	Wakefield & Castleford
226	Walsall & Cannock
227	Warrington & Wigan

228	Warwick & Stratford-upon-Avon
229	Wells & Shepton Mallet
230	Whitby
231	Whitehaven
232	Wick
233	Wirral & Ellesmere Port
234	Wisbech
235	Wolverhampton
236	Worcester & Malvern
237	Workington & Keswick
238	Worksop & Retford
239	Worthing
240	Wrexham & Whitchurch
241	Wycombe & Slough
242	Yeovil & Chard
243	York