A dictionary of variables from the 1981 Scottish School Leavers Survey, held in the Scottish Education Data Archive.
COLLABORATIVE RESEARCH DICTIONARY 1981

A Dictionary of Variables from the 1981 Scottish School Leavers Survey, held in the Scottish Education Data Archive

by

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This Dictionary is issued in conjunction with Collaborative Research Questionnaires 1981, which contains pages from all versions of the questionnaires used in the 1981 Scottish School Leavers Survey

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Introduction: Using this Dictionary

The purpose of this Dictionary is to provide a comprehensive guide to the data from the 1981 Scottish School Leavers Survey (SSLS) which are stored in the Scottish Education Data Archive (SEDA). The Archive is maintained as a fully documented computerised database on the computing system of the Edinburgh Regional Computing Centre (ERCC). The Dictionary is complemented by Collaborative Research Questionnaires 1981 which contains all the unique pages of the questionnaires used in the 1981 survey. For those who are registered ERCC users, or who can connect with the Edinburgh computing network, further information and updates on the data are available on-line.

The Scottish Education Data Archive contains information on Scottish school leavers dating back to 1962, so that the data from the 1981 Survey should be seen as part of a series of datasets. Since 1975, the data in the archive have been available for analysis, under the collaborative research programme, to anyone with a serious interest in Scottish education and the competence to carry out analyses of computerised data. This Dictionary is a successor to the 1977 and 1979 Collaborative Research Dictionaries which provided full documentation for the data collected in the 1977 and 1979 school leavers surveys. In addition to the detailed description of the data in Parts III and IV, the 1981 Dictionary supplies important background information practice, as well as a guide to the structure of the data and advice on undertaking analyses.

Experienced users of SEDA who are familiar with the data from the 1977 survey should note that there are some important differences for the 1981 data in the organisation and structure of the dataset. The most important difference is that the method of storing SEDA data is gradually changing from SPSS system files to SIR databases. SPSS files can be obtained from the database, and examples of how to do this will be found in Part VI. These changes will be clarified in Parts I and II. Major points which might affect the course of an analysis will be noted in the text in bold type, and a checklist of these points is included in Part II.2.3.

Those who are encountering SEDA for the first time are strongly recommended to read all of Parts I and II before proceeding further.

The rest of this introduction is taken up with a brief summary of each Part of the Dictionary.

Part I provides a context for the use of the 1981 dataset by describing the design of the survey and tracing the development of arrangements for accessing this and earlier school leaver datasets under the collaborative research programme.

The purpose of Part II is to inform the reader about the structure of the 1981 dataset and to offer advice on its use. The first (2.1) section describes the organisation of the dataset and points out the implications of this structure for the user. Conventions and definitions which have been adopted for cases, variables and values are
described. The second section (2.2) provides advice on planning an
enquiry and on evaluating the results of analyses. The important issues
of estimating bias and measurement error in survey data are discussed
and procedures are introduced which will assist the user in tackling
these questions during the course of analyses. A third section (2.3)
reviews the implications of new procedures and structures, particularly
for those with previous experience of SEDA.

Part III contains three indices to variables in the dataset. The
Index of variables (on the blue pages) lists variables in alphabetical
order and gives several types of essential information about each one,
including the versions of each questionnaire in which it appeared. One
obvious contrast with earlier Dictionaries is in the ordering of
variables, which were formerly grouped according to topics. For this
reason, it is useful at the early stages of an enquiry to consider all
the variables which have a bearing on the topic in question by using a
new index, the Data content guide (on the green pages). The third index
provides a guide to the ordering of variables in the SIR database.

Much of the Dictionary is taken up with the detailed entries for each
variable in Part IV. These entries have a similar format to that used
in 1977 and 1979; some new features (for example in the handling of
missing values) are described in the introduction to Part IV. For some
entries, the user will need to consult the Coding Lists in Part V, which
give fuller details on some variables describing the school curriculum,
post-school education, and occupational classifications. It may also be
necessary to invoke the routines outlined in Part VI in order, for
example to retrieve SIR variables for use in an SPSS file.

Part VII provides a more detailed account of the methodology of the
1981 survey and its implications for analyses.

Footnote
[1] For a discussion of the series of school leavers surveys see
PART I: BACKGROUND TO THE 1981 SCOTTISH SCHOOL LEAVERS SURVEY

1.1. The 1981 survey: context, design and administration

On 16 April 1981 questionnaires were despatched by post to a set of representative samples drawn from the young people who had left school during the academic session 1979-80. By the end of the survey period, and after two postcard reminders and a complete re-administration of the questionnaire had been sent to those who were late in replying, over 86 per cent of those sent a questionnaire had made a return. The questionnaires were coded and the information in them transferred onto the computer. The resultant data were checked, special variables derived, and the 1981 data made available for general use.

The survey was a collaborative venture in more than one way. Although the survey was conducted jointly by the Statistics Division of the Scottish Education Department (SED) and the Centre for Educational Sociology (CES), the success of the survey was due to many other individuals and groups of people throughout Scotland. The list includes the headteachers, teachers and school secretaries of Scotland's secondary schools, Scotland's career officers, users who suggested new questions or revisions to old questions and, of course, the young people who took part in the survey. The survey was made possible through funding from the Economic and Social Research Council (ESRC), Scottish Education Department, Manpower Services Commission (MSC), Department of Health and Social Security and Sports Council. We express our thanks to all those involved.

1.1.1 Purpose and historical context

The 1981 Scottish School Leavers Survey (SSLS) was one in a series of school leavers surveys, but it was the first survey to be a wholly joint SED/CES exercise. The SED had begun a series of surveys in 1966. The "Qualified Leavers Survey", as it was called, was designed to supply government with mostly in-house intelligence about the flow of qualified manpower from school, into higher education in particular.

The purpose of those surveys was primarily descriptive and the data collected were of a demographic character. The series began on an annual basis but then ran biennially until 1978. The CES first conducted its school leavers surveys in early 1971, re-contacting the sample members of the SED's 1970 survey who had passed at least one subject at H grade. This survey, and the 1973 survey that followed, were academic research surveys. Their purpose was to aid an analysis of the factors which were influencing academically able women to choose teacher training colleges rather than universities, and to explore causal explanations of the factors influencing flows into higher education generally. The data included questions of an evaluative nature.

During the mid 1970s, the SED extended their target population as certification became more widespread, including those leavers who presented for SCE (0 grade or H grade) or GCE (O level or A-level). The CES, with the cooperation of the education authorities in Scotland and with the support (both financial and moral) of the Economic and Social
Research Council, also extended their target population but this time to comprise all school leavers, including those who did not sit for public exams. This was the target population for the 1977 and 1979 surveys, conducted by the CES as part of the ESRC-supported collaborative research programme. The purpose of these surveys was two-fold. The surveys were in part designed to serve the academic research needs of the CES, but this purpose was subservient to that of creating a national database on school leavers which would be publicly accessible and which would provide the means by which alternative accounts of the workings of Scottish education could be presented in public debate. The data were created for teachers, careers officers, educational administrators and others to research and analyse the subject matter relevant to their practice. The questionnaires contained a mixture of demographic, event-history and evaluative questions.

The preparation, funding and conduct of the 1981 survey were also part of the ESRC-funded collaborative research programme, but this time the SED and the CES were to pool resources in the survey operation. The SED could make better arrangements for selecting a sample and for securing the names and addresses of school leavers than could the CES. The SED had also become interested in extending its target population to include the non-certificate leaver, and was generally supportive of the collaborative approach. The public expenditure cuts (influenced by the Rayner Reviews) also played a part in the discontinuation of the SED's own separate survey. In the event, the SED collected names and addresses for the sampling frame, and the CES selected the sample, resolved the content of the questionnaires under the collaborative research programme and conducted the postal survey. The resultant data are held in the Scottish Education Data Archive and have been made publicly accessible, in keeping with the aims of collaborative research.

Making the data accessible to others for secondary analysis necessarily involves a commitment to users of the data, giving them access, as far as possible, to the decisions that were taken and the conditions under which the data were generated. This is a feature of collaborative research, and it demands not only an account of the survey and its context but also a high standard of documentation. Much of the shared understanding which members of a research team develop as they carry out a survey can be made explicit and incorporated in documentation. We hope that the benefits of this open approach to survey research may also extend into activities labelled 'conventional (academic) research' and into the data collection of government statistics more generally.

This overview of the survey discusses the target population for the survey (and the population which is excluded, either by design or through sampling-frame deficiency); the design used to select a sample; the design and content of the questionnaires used to generate the data; and the administration of the survey.

1.1.2 Target population and sampling frame

In the 1981 survey the sample was drawn from a particular pre-defined population. In broad terms the target population for the survey comprised young people who left schools in Scotland during the session 1979-80. In practice this included independent and grant-aided, as well
as education authority maintained schools, but excluded special schools—thus excluding from the target population the 1640 young people who left those schools during the session. Note that the target population was defined in terms of young people as they left school, not as they left other institutions of (further) education, even if the courses of study there had very closely resembled that of those still at school. (In Scotland, young people of 17/18 pursuing SCE qualifications are almost always expected to do so at school.) In addition, it is as well to be clear that the target population included young men and women who had completed three, four, five or six years of schooling and who therefore varied widely in their ages and belonged to different school year groups.

The user of the survey data should be aware of the difference between the 'nominal' target population ('young people who had left school during 1979/80') and the operational target population ('identifiable school leavers to whom we could send questionnaires'). A listing of the young people who left school during the school session 1979/80 was not available. Other mechanisms had to be devised in order to create an adequate sampling frame. At the beginning of the school session 1979/80, secondary schools throughout Scotland were asked by the Statistics Division of the SED to identify pupils who were eligible to leave from that school session: those who had reached, or would reach, the minimum school-leaving age (born on or before 30 September 1964). Schools were asked to ensure that the names, addresses and other details for each of these pupils were returned on the SED's 'Part A' form. (To reduce the workload, schools were asked to include only pupils having an odd-numbered birth date, i.e. 51 per cent of the total.) These 'Part A' forms were designed to be completed individually by the pupils themselves. The forms were returned to the SED, checked, and the information transferred by the CES onto a computerised file. This listing was to become the sampling frame for the survey. First, however, it was necessary to remove from it the young people who, though eligible to do so, did not actually leave school in 1979/80 but stayed on into the 1980/81 school session. For this purpose, use was made (in the autumn of 1980) of the Qualified School Leaver (QSL) return. This is completed by schools each October and sent to the SED. It includes all those who are presented for SCE or GCE examinations. However, those who were not presented for SCE or GCE were not on the QSL: non-certificate 'stayers' remained on the sampling frame. They could only be removed when the survey was complete and the relevant information in the returned questionnaires was known.

The sampling frame that resulted from this process contained the names of approximately 51 per cent of the target population. Of course, the sampling frame itself was subject to omissions and mistakes: a small proportion of the eligible pupils was omitted by schools, and there were also difficulties about defining just who had left school in the relevant period. The estimated sampling-frame deficiency was about 4 per cent. It should also be noted that because the 1981 survey was initially planned as a separate 'academic' survey, the young people completing the 'Part A' form had been given an explicit opportunity to opt out of the school leaver survey. About 12 per cent of leavers did so. (Further details and discussion of these sampling-frame deficiencies and early forms of non-response are given in Part VII, 7.1.)
Having obtained a valid sampling frame, the next task was to devise and implement a sample design; that is, to decide how an appropriate sample could be drawn from the 'operational' target population on the sampling frame.

1.1.3 Sample design

There are few occasions when it is justified to survey the whole of a target population. For nearly every analytical or descriptive purpose, results based on a sample, properly selected from a well-defined population, are sufficiently accurate for the job in hand. A population survey would be far more costly and it would not (as is sometimes thought) guarantee 'error-free' results. Error is inevitable in every survey, whether of a population or of a sample; the important thing is to be able to estimate the size and type of error so that its impact can be appreciated. For this reason the sample design is very important. Few surveys employ the simple random sampling described in statistical textbooks; there is a wide range of sample designs and each has its own implications for analysis. A number of considerations should influence the sample design. These include the purpose and scope of the survey, the intended unit of analysis and the degree of accuracy that is required. In the SSLS the intention was that the data should be analysed by teachers and administrators and others whose statistical sophistication might be limited, as well as by more experienced researchers, and this was very influential. The questionnaire design strategy and the scale of the survey also influenced the sample design. There was in addition a greater concern than in the earlier surveys (of 1977 and 1979) that users of the data should be able to estimate the size of the error in the statistics computed from the data; that is, a 'measurable' sampling design was wanted. And, finally, in view of the financial uncertainty that surrounded the survey, the design had to be flexible and responsive to last minute changes in the availability of resources.

In the sample design that was chosen an attempt was made both to meet these demands and also to be cost effective with respect to the reliability of the survey results. The chosen sample design for this survey was double phase, proportionately stratified, systematically selected, replicated, (element) sampling. An explanation and justification for each of these features is given in Part VII.1. Fortunately, the 'replicated' part of the description means that the user can estimate the reliability of the survey results without recourse to complicated formulae. This is discussed in Part II.2.2.2.

The overall sample fraction eventually decided upon was large (37 per cent) but this was to be spread evenly across a large number of separate questionnaire versions in keeping with the questionnaire design strategy which will be outlined in the next section.

1.1.4 Questionnaire design

The design of the 1981 SSLS questionnaire naturally took as its starting-point the decisions which had shaped previous SSLS surveys.
There were two main factors to be considered: the content of the questionnaire and the structure of the questionnaire design. In each case previous practice was evaluated in the light of current aims and constraints.

What information could or should be obtained from the large national sample of young people who were to be approached? The core content of earlier surveys had been shaped by the fact that these young people were school leavers. An important aim, from the outset (and for SED the primary aim), had been to obtain all the data necessary for monitoring the flows of school leavers into post-school education and/or the labour market. Relevant data were therefore needed on leavers' school experience, particularly the curricula they had followed and the qualifications they had obtained; and on what they had done since they left school. In addition, a limited amount of personal information was needed on each leaver in the survey: for example age, sex and, if possible, some indication of family background. However, the survey also provided a unique opportunity to explore the attitudes and evaluations of young people about school itself and about the experience of moving from school to the adult world. At the same time there were constraints to be borne in mind. Questions had to be appropriate for this population, and for the form of the survey — that is, a postal questionnaire. These were points which were discussed with other users and potential users of the data, who, in keeping with the principles of collaborative research, were invited (in 1979/80) to submit topics for possible inclusion in the questionnaire.

When deciding which questions to include and in what form, several distinct and potentially conflicting pressures became evident. First, there was the pressure for comparability. As the 1981 SSLS was one of a series of school leavers surveys a momentum had been created, and comparability of 1981 questions with those from earlier surveys was important if trend analyses were not to be seriously impaired. Second, there was the pressure to ensure that the questionnaires were appropriate to their purpose. For instance, a postal survey sent to school leavers was better suited to questions relating to the individual rather than, say, to features of the school, and to questions which were current rather than retrospective; it was also important that questions were easy to read and answer, especially for the less able. Third, there was pressure to include new topics, or to develop and extend existing question areas. For example, considerable interest was shown by collaborators in health and social education, whereas researchers in the CES were anxious to obtain more comprehensive coverage of the curriculum for all pupils; so too was the SED which had an additional interest in the detail of educational provision and experience among the post-16 group. Current economic trends, CFS research interests and particular requests from the Manpower Services Commission indicated that attention should also be give to the experience of young people seeking employment. Finally, there was some concern within the CES to review and, if possible, to improve the reliability of attitudinal questions.

Decisions about content had important implications for the structure of the questionnaire design. The large number of questions on which information was wanted could not be accommodated within a single questionnaire form. Questions were shared out between eight different but related versions of the questionnaire. Core questions (for example on examinations or family background) were asked of all leavers, and version-specific questions were asked of random subsamples in one, two
or more versions. Each version therefore contained core questions and version-specific questions. These eight versions became the basic building block of the subsequent dataset. Each version could be seen as a self-contained national survey on a 4.7 per cent sample of school leavers.

The version therefore played a much more crucial part in the overall survey design than in previous surveys. But it was not the only subdivision. As before, it was also felt important to tailor the content and style of the questionnaire to the experience and capabilities of the respondent. We therefore followed the previous practice of designing questionnaires of differing length and complexity for leavers having different levels of achievement. Previously (1977 and 1979) this had resulted in three questionnaire levels: 15 pages of questions for those who had attempted Highers, 12 pages for those who had attempted O grade but not Highers, and 5 or 6 pages of questions for leavers who had not obtained SCE qualifications. Instead, four levels were defined for the 1981 survey, as follows:

A 6 pages: leavers who, in November 1979, had not intended to sit for SCE O grade at school

B 7 pages: leavers who, in November 1979, had intended to sit for O grade at school but who in the event did not do so

C 11 pages: leavers who sat for O grade at school but who, in November 1979, had not intended to sit Highers before leaving

D 15 pages: leavers who, in November 1979, had already sat or intended to sit Highers at school.

(For this purpose O levels were equated with O grades and A levels with Highers.)

Those who are familiar with the 1977 or 1979 surveys should note that the cut-off points between levels were different in 1981 from these earlier surveys.

Differences between levels A and B were limited to one page: the inclusion of this extra page in B ensured that leavers in this group were asked the same questions about curriculum and examinations in third and fourth year as those in groups C and D, thus strengthening the potential of the data to describe aspects of selection among 14 and 15 year olds in the age group as a whole.

The same formal structure was applied to all levels: eight versions, each version containing a mixture of core and version-specific questions. Version-specific questions that were included in more than one level (for example questions on corporal punishment or on job-seeking) were allotted to the related version at each level. As a result it is possible and useful to “slice” the data vertically
(selecting, for example, versions 3 and 4 at all levels) as well as horizontally (say, all of level D).

It is worth stressing here that the questionnaire 'levels' were just a device for enabling us to collect the data, and the distinctions between 'levels', defined in this way, can be ignored in many analyses. The version structure, on the other hand, should not be ignored. A fuller description of the 1981 dataset is given in Part II.2.1.

1.1.5 Administration of the survey

Once the sample design and the questionnaire design had been agreed, the task of implementing these designs and carrying out the survey could get underway. Both processes were greatly helped by new approaches to computer-aided survey management. For the drafting and production of the questionnaires, a suite of programmes was written (QUESTMAST, J.M. Lamb, 1981). Using this package, every stage of the process, from the first sifting of potential items through to the production of camera-ready copy of over 100 distinct questionnaire pages, was carried out and monitored on the computer, thus saving many hours of secretarial time and greatly facilitating the implementation of a (very complex) questionnaire design. Parts of this Dictionary have also been constructed using the QUESTMAST program. At the same time, the production of the final sample frame list of school leavers was proceeding, and arrangements were made for the administration of the survey itself through another series of computer programs. In this way the production of address labels for the initial despatch, the recording of questionnaire returns and the issue of reminder postcards could be managed through a series of related computer files.

All the questionnaires were despatched on a single day (Thursday 16 April 1981) and almost all were returned over the following seven weeks. Details of the response rates are given in Part VII.7.1. Each completed questionnaire was 'logged in' on arrival, using the survey management software.

The questionnaires were then checked, coded and prepared for entry onto a (computerised) data file. The scale of the survey meant that these tasks occupied a team of up to 10 trained assistants for several months. A further series of checks were carried out on the data files, and 'cleaned' datasets were constructed with fully defined variables. Some of the important considerations affecting this stage of the process are reported in Part II, where the implications for the user are fully discussed.
1.2. The Scottish Education Data Archive and collaborative research

1.2.1 The aims of collaborative research

The previous section has described how, from 1977 onwards, Scottish school leavers surveys have been carried out biennially as part of the collaborative research programme, thus creating in the Scottish Education Data Archive (SEDAl a publicly accessible national database on school leavers. The context for the public use of SEDA has been summed up in the various papers outlining the aims and practice of collaborative research (see Bibliography). These indicate that it is not just a question of providing data for public use. Since 1975 a cycle of collaborative research has been established which has involved practitioners at each stage of the research process, from planning questionnaires right through to data analysis and publication of findings. This is in keeping with one of the principal aims of the programme, as originally set out in the research application: "to evolve a new research structure that makes available to academics of several disciplines, to government and to other institutional and individual participants in the educational system, the opportunity to initiate inexpensive research that is both heterodox and related."

A number of objectives may be identified here:

1. to incorporate the views and insights of practitioners into the development and analysis of a large scale survey of the kind that is normally managed and analysed only by professional researchers

2. to make accessible to practitioners a body of data, national in scope, which paralleled (and indeed now serves as) the data on which official government statistics are based, and yet which could be disaggregated and adapted to inform localised or specialised inquiries

3. to exploit technological advances which for the first time made it feasible for those without a "professional" research background to analyse and interpret quantitative data after only a brief induction course

4. to monitor the impact (if any) which the exploitation of such resources might have on planning and evaluation in policy areas for which SEDA data were relevant

The account, in the previous section, of how the 1981 questionnaire content was developed with the assistance of practitioners illustrates one way in which we have tried to realise the first of these objectives. The production of a Dictionary and Questionnaire Package for each survey represents part of the strategy for realising the second objective, since a database can only be effectively accessible if it is fully documented. The rest of this section will look at measures that we have taken to improve that accessibility and, in keeping with the third objective, to "exploit technological advances" which can facilitate the process.
1.2.2 SEDA courses 1975-81

From 1975 onward those who wished to analyse data from the Archive were offered an introductory course, extensive documentation on the content of SEDA and continuing support from the CES. The procedure which was developed for helping practitioners to access data was to offer a series of two-day courses. Each two-day course had four purposes:

(1) to introduce the content and structure of SEDA
(2) to teach the principles of data analysis; how to define a problem and translate it into procedural statements
(3) to teach the mechanics of writing simple SPSS statements
(4) to help users to interpret the results of analyses

Before the end of the course, each member worked out a problem of his/her own and left it behind for members of the CES to submit to the computer. The results of that analysis were sent to course members a short time later and in a number of cases the enquiry thus begun was continued until a written product was finalised and (in many cases) reproduced in the Collaborative Research Newsletter.

In many ways these SEDA courses have been very successful. They have introduced a very large number of practitioners from a variety of backgrounds to the potential of this kind of research. The courses have demonstrated that research results in the form of "numbers" can indeed mean something, all the more so when interpreted by those familiar with the problems which they encapsulate; that "Anyone can use computers" (A.F. McPherson, Times Educational Supplement (Scotland), 6 April 1975); that it is possible to incorporate the results of such enquiry into ongoing debates back home.

But some problems about the possibilities for sustained enquiry by practitioners were causing concern by 1981. After the end of the course, a user wishing to continue his or her enquiry had to do so often at several removes. He or she had to define the question of interest; translate it if possible into SPSS, send it to the CES where one of the team had to interpret the request, amend it where necessary, carry out the analysis, and send back the result. By this time the user might have to think quite hard to recall just what it was he or she had requested, and see if the analysis met the original intention. Very probably it would then be necessary to repeat the cycle in order to define or extend the analysis. It says much for the perseverance and resourcefulness of our 'collaborators' that so many of them managed to complete and report on their enquiries. But it seemed unlikely, under this regime, that SEDA could be seen as a resource which might be routinely used to inform institutional planning and evaluation. And our own experience of analysing SEDA suggested that one learns most from the feedback which comes from participating in the analysis process.

There was also a management problem. As long as all analyses had to be processed at CES, we could not afford to be too successful. If every course member had responded as vigorously as we were encouraging them to do, the system would have become swamped. Some way of decentralising
access was not only desirable but essential if collaborative research of this kind was to become an integral part of Scottish educational practice. This pressure for devolution grew stronger as the end of the collaborative research programme (December 1982) drew nearer. In short, how, if at all, could access to the archive continue to be supported when the resources of the ESRC-funded programme were withdrawn, to be replaced at best by some limited support from sources inside Scotland?

Lastly, it was becoming clear that the experience offered on a SEDA course was out of keeping with the kind of computing experience some participants had already had with microcomputers.

1.2.3 Developing procedures for direct access

By 1981 rapid developments in computing and in our own experience of teaching SEDA analysis were pointing the way forward. After some initial enquiries about possible ways of providing direct access to the computerised data we took certain decisions which would shape later developments:

(1) because of the size and structure of SEDA, the data should at present remain on the mainframe computer

(2) access to the data would therefore be either in Edinburgh or by terminals which could be linked to the Edinburgh computer

(3) all stages of the process should be shaped with the user in mind. We would assume that the user had:
   a. no knowledge of computing
   b. some knowledge of SEDA
   c. a wish to carry through his enquiry as simply and effectively as possible

Our main effort was concentrated on simplifying the computing process in three ways: (a) teaching only those parts of an 'introduction to computing' which were strictly necessary for the purpose, and teaching them as simply and efficiently as possible (b) providing an easy way to prepare analyses (c) preparing self-teaching introductory programs. The heart of the direct access system was a collection of programs known as SPRI - SEDA Package-Researcher Interface. The procedures themselves were embodied in a direct access manual (SPRIGUIDE) (J.M.Lamb and P.B.Weston, 1982).

1.2.4 Direct access in practice

In order to use SEDA, the newcomer should first have a fairly good idea of the content and structure of the Archive, or some subset of data from it. If only to make sure there is material relevant to his or her area of concern. Since the data are stored on the Edinburgh computer, the intending user needs an ERCC user number (again, via the CES). It may be possible to arrange to use a local terminal which is already linked, or can be linked to the Edinburgh computer system. Otherwise, in order to create a link from scratch, the essential ingredients are (a) a terminal and (b) a 'line' to the computer. The terminal may be a
VDU, a hard copy terminal, or a micro with an interface to convert it into a terminal. The line to the ERCC network is most easily provided at present by an acoustic coupler and telephone line.

Once access to the system has been obtained, the user can find out more by using an on-line information service. But access to the dataset itself is conditional on prior discussion with the CES and the completion of an agreement governing the use of the data. Such an agreement is designed to protect the confidentiality of the data, to preserve the rights of all users, and to provide a safety-net for the individual user, who needs some assurance about the confidence that can be placed in the results of SEDA analyses which he or she carries out. All use of SEDA is governed by the Code of Practice for Collaborative Research, which can be obtained from the CES (A.F. McPherson and D. Raffe, 1979).

Our experience so far suggests that the new direct access user can fairly quickly become technically competent (with regular practice), but will need to maintain discussion of the kind of analyses to be pursued and how to interpret and present the results of an enquiry. The best way forward seems to be the development of networks of users with varying degrees of experience and expertise who can assist each other and keep in contact with the CES.

1.2.5 The future of the Scottish Education Data Archive

The world of computing is one in which change occurs rapidly, and every manual printed is in danger of being out-dated. The computing environment described in this manual is correct at present, but we know that in the near future, it will probably change.

The data will remain the same, but methods of accessing it may well change. These changes will mean that the details of how to access SEDA will change, but the broad concepts will remain. SPRIGUIDE may become outdated, but not redundant. The major changes foreseen are:

1. The main SEDA database will be held only in SIR (at present it is held in both SIR and SPSS)
2. SPSS-X, not SPSS will become the main analysis package
3. The database will be stored on a VAX running VMS, instead of a 2988 running EMAS

These details should not worry the potential user who wishes to access the data, but obviously it is important that all users keep in contact with the CES to discover the situation, whenever they wish to access the data.
PART II: USER'S GUIDE TO THE 1981 DATASET

The aim of Part II is to provide the user with sufficient information on the structure of the 1981 dataset and the procedures for planning a SEDA analysis so that an enquiry can be undertaken with confidence. It does not attempt to be a comprehensive guide; pointers will be given to other parts of the Dictionary or to other information which will fill out the suggestions made here. How you approach Part II depends primarily on your own experience: if you are used to analysing data from earlier SEDA surveys (especially 1977) it is very important to know of changes that have been introduced; these will be highlighted in bold type and are collected in the checklist in 2.3.2. If you are new to SEDA but familiar with SPSS a straight read-through may be sufficient. But if SEDA and SPSS are both new to you, you will probably need to read other CES documentation before proceeding further.

2.1. The structure of the 1981 dataset

2.1.1 From survey to dataset

In the description of the 1981 survey in Part I it was explained that four types or 'levels' of questionnaire (labelled A to D) were sent out, differentiated according to the attainment and school career of the leaver; and that each questionnaire type came in eight versions. We shall now look at the implications of this arrangement for the use of the 1981 data. In all, the survey produced a very large amount of data - thousands of bits of information for each of approximately 23,000 individuals. This is by any standard a large dataset. In order to make it manageable, it has to be organised into subsets.

The only other SEDA survey of comparable scale was the 1977 survey. In that instance, the problem was solved by creating data (sub)ssets which corresponded exactly with the three questionnaire types used in that survey: the "After Highers" questionnaire, the "After School" questionnaire (the O grade questionnaire) and the "After School... What Are You Doing?" (non-certificate) questionnaire. In other words the basic structure of the 1977 dataset consisted of the three distinct 'horizontal layers' (Highers leavers, O grade leavers, non-certificate leavers).

For several reasons it was decided that the 1981 dataset should be made up of 'vertical slices' rather than 'horizontal layers'. Each vertical slice covers two versions of the questionnaire and contains data for all the individuals who received those two versions of any of the four questionnaire types (A to D). Each vertical slice will be known as a 'data subset'. Figure 1 shows the organisation of the dataset superimposed on the structure of the survey. Close dotted, vertical lines mark out the four data subsets, wide dotted, vertical lines separate versions within subsets and horizontal lines show distinctions between levels, which are internal to the data subset and need create no practical constraints in analysis.
Figure 1  The structure of the 1981 dataset: data subsets

<table>
<thead>
<tr>
<th>Version</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vertical scale should represent (approx) the % of the sample for A, B, C, D.
There are a number of advantages in grouping cases in this way. It makes it easy to look at a cross-section of all leavers in a single analysis. In relation to questions which were asked across the whole attainment range, no artificial cut-off points have to be taken into account. Equally, the user can define subgroups of leavers within this range as desired. Secondly, the version structure of the questionnaire was designed with this scheme in mind. Variables which were asked of some fraction of the sample were, if possible, included in the same version in all four questionnaire types; thus for example questions on sport were in Version 8 at all levels. The version was therefore the natural building block for the dataset. Thirdly, a data subset is one quarter of the whole dataset and therefore is in itself a survey of Scottish school leavers; in this case a 9.25 per cent sample survey of all 1979/80 leavers. The four data subsets can therefore be seen as four separate surveys of this population. This structure has implications for the form of analyses. For many purposes it will be sufficient to conduct analyses on a single data subset, although analyses which combine cases from separate subsets can be devised.

As Figure 1 suggests, each data subset is a single entity containing one quarter of the cases and therefore one quarter of the data. Conceptually, this is true. But the concepts have to be translated into a system of computerised data storage. Since 1975 data from the school leavers surveys have been stored as SPSS files (Statistical Package for the Social Sciences, McGraw-Hill Book Company, 1970). We have long been aware of the limitations of SPSS for datasets of this scale and complexity. Recently, new database management systems have been introduced which are designed to cope efficiently with very large collections of data and to enable the user to perform both simple and highly complex retrievals of data in a straightforward manner. In time, all SEDA data will be managed within the SIR Data Base Management System (Scientific Information Retrieval SIR Inc, PO Box 1404, Evanston IL 60203, USA, 1980) (see 2.1.4 below). But since it is possible to communicate from this system to SPSS the user will be able to continue using SPSS for analyses as before.

2.1.2 Internal structure of the SPSS dataset: cases, variables and values

Every bit of information in the dataset consists of a value for a variable describing a case.

Cases. In this dataset each case is a survey respondent - ie a school leaver in the sample who returned the questionnaire. The case is the basic unit of analysis. However, cases are anonymous and very numerous, and analyses in practice focus on defined groups of cases: for example, girls who have entered further education; school leavers on YOP schemes; fifth year leavers from Strathclyde and so on. An important part of the preparation for any enquiry is deciding just which subgroup(s) of cases are required for the analyses. As far as the 1981 dataset is concerned, one essential starting point is to know about the (random) division of all cases into the four (version-related) subsets that were described above.
One important technical point must be made here. Each subset contains some cases which are not part of the main 1981 Scottish School Leavers Survey sample; they were part of small supplementary samples confined to certain groups or areas. These cases should be excluded from all analyses, since their inclusion could distort the results of analyses. This is simply achieved by using the SPSS SELECT IF procedure: SELECT IF (SURVEY EQ 1). This warning will be repeated in other places in the Dictionary. SELECT IF, of course, can also be used for any other case-selection purposes: for example, cases from education authority schools only (SCHSTAT EQ 1), girls only (SEX EQ 2) and so on.

Variables. Nearly all variables derive, ultimately, from questions asked in the questionnaire. (A few come from other sources, for example publicly held information about the individual's school - its locality, its denomination, its size and so on.) In some instances the relationship between question and variable is simple and direct: the variable LASTOK corresponds precisely with the question "Was your last year at school worthwhile?" In other instances the relationship is less direct. Three categories of variables can be readily distinguished and are listed here.

1. Simple variables: one question - one variable
   eg LASTOK

2. Grouped variables: one question with subsections - several variables
   eg S4FEEL1 to S4FEEL8

3. Derived variables: indirect relationship between questions and variable
   eg DADCLASS

The first two categories will be familiar to all SEDA users and in each instance there is a direct relationship between the questions asked and the variables in the dataset. Grouped variables have a single prompt, and a common range of values. The concept of derived variables is also well established; they are variables which have been constructed from transformations of raw responses. Thus DADCLASS is one of a series of socio-economic classifications, derived from responses to simple questions about father's occupation, in keeping with publicly recognised definitions. In all these three categories, variables in the 1981 dataset which are based on questions also used in earlier surveys (mainly 1977) have been given their 'old' names. Any points of difference from earlier surveys will be noted in the detailed entry for the variable in Part IV which should always be checked before the variable is used in an analysis.

Values: valid and non-valid values. It is worth noting again that in an SPSS datafile every case must have a value on each variable. This value will be a one-, two- or possibly three-digit number. If the respondent answered a question, or if the answer can be reliably supplied from other information about the respondent, then there will be a valid value for the variable. The significance of the value depends on the level of measurement it represents: all variables in the 1981 survey have been classified into one of four levels of measurement, and this classification is explained in the next section, 2.1.3.
What if no valid value is available? Even within a single data subset, there will be a number of questions which were asked only of some groups of respondents. Given the difference in length between the D questionnaire (16 pages) and the A questionnaire (6 pages), it can readily be seen that there was a large number of questions which were not presented to the A respondents (the non-certificate leavers). For example, non-certificate leavers were not asked to discuss the value of sixth year courses. In such instances no valid value could exist and a 'not applicable' value had to be supplied when the dataset was created. There are of course other reasons why a valid value might not exist for a variable: for example the question was not answered or the answer was not clear. During the process of data cleaning and checking every effort has been made to verify inconsistent and 'strange' values according to carefully defined criteria. One of four non-valid values has been attributed where necessary according to the following scheme:

a. **Not Applicable**: question was not asked

<table>
<thead>
<tr>
<th>Value</th>
<th>Value label</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>not asked in questionnaire received</td>
</tr>
</tbody>
</table>

The only exceptions to this rule were instances when the valid value could be supplied from other data: for example a non-certificate leaver could safely be given a value of zero on the variable which recorded the number of Highers passes obtained in S5.

b. **Filter**: question was asked but did not apply to respondent

<table>
<thead>
<tr>
<th>Value</th>
<th>Value label</th>
</tr>
</thead>
<tbody>
<tr>
<td>96</td>
<td>reason for inapplicability stated</td>
</tr>
</tbody>
</table>

Respondents who for example were not on a job (or YOP scheme) at the time of the survey were told to 'by-pass' questions asking for details of current employment; such a respondent would be given a value of 96 on all job-related items. Other reasons for using a filter of this kind include not following any further education course, not studying a certain subject and so on.

c. **Missing**: question was asked but respondent failed to answer it

<table>
<thead>
<tr>
<th>Value</th>
<th>Value label</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>not answered</td>
</tr>
</tbody>
</table>

For all 'simple' variables the procedure was straightforward. A value of 99 was given in every instance when the respondent failed to answer that question. Grouped variables fall into two forms in this respect, according to the form of response category for the group. Where the respondent was asked to tick all those items in a group that were "true", the value 2 ("not ticked") means in effect "question not answered" and no missing value of 99 can be attributed to an item. All other grouped variables may produce a value of 99 for any single item in the group which was not answered.
d. **Missing** (grouped variables only); no items in the group answered

<table>
<thead>
<tr>
<th>Value</th>
<th>Value label</th>
</tr>
</thead>
<tbody>
<tr>
<td>97</td>
<td>no questions in group answered</td>
</tr>
</tbody>
</table>

This extra 'missing value' makes it easy for the user to identify and, if desired, to exclude all cases who totally failed to answer the entire group of questions.

For all these non-valid values, a three digit code (eg 998) would be supplied if the valid values were three digit values.

**Note on SPSS implications**

It is important to note that only values 97, 98 and 99 have been designated as SPSS 'missing values'. Filter values (eg 96) can of course be specified as missing by means of the MISSVAlUES procedure, provided no more than three missing values in all are specified for one variable in any analysis.

### 2.1.3 Internal structure of the SPSS dataset: levels of measurement

All items in the questionnaire which have been represented by variables in the dataset were recorded in numerical form; although the original answer in the questionnaire may have been in words or symbols (tick, circle etc). These numerical data can be presented and interpreted very simply by requesting a frequency count for a variable in which the 'meaning' of each value has been written in. For example,

**LASTOK**: was your last year in school worthwhile?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>1</td>
<td>3490</td>
</tr>
<tr>
<td>no</td>
<td>2</td>
<td>1962</td>
</tr>
</tbody>
</table>

Or a crosstabulation with another variable can yield additional information:

<table>
<thead>
<tr>
<th></th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>1</td>
<td>1838</td>
</tr>
<tr>
<td>no</td>
<td>2</td>
<td>986</td>
</tr>
</tbody>
</table>

In both cases the numbers (eg. 1 for yes, 2 for no) are acting simply as labels, and have no other significance; the numbers 9 and 8 or 93 and 72 would have done equally well. No one would think of trying to manipulate these numbers arithmetically, for example by finding the 'average sex' of the sample. But there are some variables where such an approach would be entirely rational: for example the user might want to know the average number of A-C awards obtained at O grade in S4, for the whole sample, and for males and females separately. In many instances, however, the meaning and significance of the 'values' of a variable are not so clear cut. For this reason we have defined a 'level of measurement' for each variable and this will be found in the appropriate variable entry in Part IV. Four levels of measurement have been
defined, each with its own implication for analysis. They are given below, starting with the simplest and most restricted.

(1) Nominal. The example of SEX is the most obvious. The values of a variable with a nominal level of measurement have a labelling function only: blue/black, English/Scottish/German. No order is implied in the values - which are in themselves arbitrary. Analyses are limited to (one-way) frequency counts and two- or more-way crosstabulations and the associated percentages or proportions. A large number of variables falls into this category.

(2) Binary. This is a special case of the nominal level of measurement. As the name implies it has only two mutually exclusive values: yes/no on/off, present/absent. The values attached to these categories are, again, arbitrary, but for some purposes there are advantages in scoring the values 1, 0. For example, the mean score on such a variable is equivalent to the percentage scoring 1 (mean=0.85 = 85 per cent).

(3) Ordinal. In this case the values of the variables are ordered: tall/medium/short, often/sometimes/never, strong influence/no influence. It can be assumed that a value at one end of the scale represents 'more than' a value at the other end. The numbers used to represent these value will reflect this: 1, 2, 3; 5, 4, 3, 2, 1. Forms of analysis appropriate for nominal (and binary) variables can also be used for ordinal variables, but in addition rank ordering procedures can be used, and medians and percentages calculated. It should be noted that all attitudinal variables which have an ordered scale ('strong - weak' and 'strongly agree - strongly disagree') have been classified under the ordinal level of measurement.

(4) Interval. Interval level measurement offers very much more precision and scope even than ordinal measurement. It implies that we know not only that values can be ordered, but that the size of the 'gap' between each value is identical. Thus the number of subjects, siblings, courses followed and so on implies interval level of measurement. (Some of these variables also conform to the requirements of a ratio scale, i.e. one which has an absolute zero). No attitude scale (strong - weak, agree - disagree) has this property, since there is no way of measuring the relative 'gap' between each pair of values.

However, some analysts impute interval measurement to such scales. Also, it can be argued that binary data are on an interval level of measurement. What is being argued here is not blind adherence to convention, but caution to be wary and thoughtful about the suitability of various methods of analyses.

2.1.4 Internal structure of the SIR database

SIR was chosen as the database for storing SEDA because it was designed to interface closely with SPSS. Most of the concepts in SPSS are also applicable to SIR, and it is very easy to obtain an SPSS dataset from SIR. Since SIR is designed for storing data, not analysing it, it is usually the case that a user will select a subset from SIR and store it in an SPSS file. This concept is very like the description in SPRIGUIDE for selecting a subset from a main SPSS dataset.
SIR has two advantages over SPSS for storing data. It allows one to store data more compactly, and it allows one to construct and check the database much more consistently. Data are stored more compactly by allowing one to view the data as a more complex structure than the simple rectangular file that SPSS demands. Thus each individual case in the database is regarded as having a set of records, and these records are composed of variables (which are equivalent to SPSS variables). This allows us to view the database more flexibly (and more naturally) than SPSS. Let us take some examples to illustrate this.

(1) **Further Education.** We have quite a few variables describing the courses followed by young people who continued in further or higher education. In an SPSS file, all these variables would be present whether or not the young person in fact continued into further education. However, in SIR we can group these variables within a record and a person who did not enter further education simply does not have that record. (When an SPSS file is created from SIR, the value 95 can be imputed for all variables from the fact that there is no record.)

We have talked about an 'FE record' which implies that you can have different record types, and this is in fact what happens. Each record type is given a number and a name, and then a list of variables associated with it. In most cases, either everybody has one record (eg for basic biographical information) or a person has either one or no records of a given type (eg, for FE). However, there is no reason why a person cannot have several records of the same type, as in our second example.

(2) **Subjects.** The number of subjects a person studies at school between S4 and S6 can vary from one or two up to fifteen or so. In an SPSS file we would have to leave room for the maximum number of subjects that could be studied. Moreover, we would like to have a variable for each subject (English, French, arithmetic etc) not just a variable for 'first subject mentioned ...'. In SIR it is possible to have a subject record for each subject studied. The subject is identified in the record by a key variable which allows SIR to access the record easily. The variable names in the record are identical, but they refer to different subjects. In this Dictionary they are referred to as proxy variables. When an SPSS file is created, it is unlikely that one would want all 90-odd subjects at one time, so one can create variables for the subjects one is interested in by calling special procedures supplied by the CES. All that is required is to know the identifying number of the subject in question, as given in Part V, 5.1.1. For more details on extracting subsets from SIR see 2.3.1 and the example in Part VI, 6.1.

A summary of all the records in the SIR database and the variables they contain can be found in Part III, 3.3.

2.2. Using the data

The Dictionary does not attempt to provide comprehensive guidance on how to carry through an enquiry based on SEDA. It assumes that the reader has had previous experience of using the Archive (quite possibly
through coming on a SEDA course); or has some experience of SPSS in another context and is familiarising him/herself with SEDA; or is prepared to learn about SEDA and the process of analysis by complementing the Dictionary and Questionnaires with SPRIGUIDE and other documentation which provides an introduction to this kind of analysis. This section is concerned primarily with the procedures for accessing the data required for an analysis, and organising an enquiry in a way which will make the most of the 1981 dataset.

2.2.1 Undertaking an enquiry

The first stage of any SEDA enquiry is to move from a 'problem' towards a carefully defined question or set of questions which can be addressed through the data. For this purpose the Data content guide in Part III is the most obvious starting point. Variables selected from it should be followed up in two ways: by checking what versions and/or levels of the questionnaire could provide valid values for the variable, i.e. of whom the relevant question(s) were asked; and by discovering the meaning and range of values for each variable. The first task is accomplished by looking up each variable in the Index of variables (Part III, 3.2.2; the blue pages); for the second, the descriptive entries in Part IV provide full details of the question(s), the possible values (valid and non-valid), level of measurement and further notes on each variable. Questions can be seen in their original context in the 1981 Questionnaires (page references are given in the Index of variables).

Study of the variables in this way should soon make it possible to define the data needed for the enquiry, in two respects:

(1) the subset of cases (e.g. all leavers from education authority schools, S4 leavers from Strathclyde.) Remember to confine the enquiry to the main survey group using SELECT IF (SURVEY EQ 1)

(2) the subset of variables (e.g. independent variables, categorising cases by sex, area of school, SCE attainment; dependent variables relevant to the enquiry such as study methods in S4, or post-school education pattern variables)

Up to this point, planning an enquiry can proceed on paper. In order to access the data and carry out analyses, the researcher has to become an accredited SEDA user, by application to and discussion with the CES.

Some preliminary analyses of the data will make it possible to map the area of the enquiry and perhaps to revise in some respects the initial definitions. Assuming that further analyses will be required for the enquiry, a customer-designed 'personal' datafile should be created, containing only those cases and those variables required for this enquiry, plus any specially devised variables created through data-transformation procedures (COMPUTE, RECODE etc). Details of the procedures for creating a 'personal' datafile will be available on line to accredited SEDA users, but the CES will also provide information and assistance.
2.2.2 Evaluating the results

When data from a sample survey are analysed, the user needs to know how much confidence can be placed in the results. Do the results really represent the experience or views of the target population from which the sample was drawn? There are a number of reasons why no survey data, even obtained on a population, will perfectly capture the experience of the target population. Two are relevant here. First, there is always some kind of 'non-coverage'; some members of the target sample will not be on the sampling frame, others will be difficult to contact or will refuse to provide information about themselves, or else, on completing a questionnaire, some questions will be omitted or answered in such a way that makes their use invalid. This introduces an element of uncertainty or error about what the result would have been in the absence of these forms of non-response: do the respondents differ from the non-respondents? Second, the responses given in the survey will not be perfectly reproducible (reliable); if the same person were asked the same question again under the same conditions, a different answer might be recorded. And of course if the conditions of the survey were to change (different method of questioning, different interview, different place, etc) the answers recorded might also change. This is probably more likely to be true of attitudinal questions ("how do you feel about sixth year courses?") than of factual ones ("what grade did you obtain in S5 Highers English?") but even here the respondent situation may matter. In addition to these 'non-sampling errors', we should recognise that when a sample survey is conducted, we are making inference from the data in the sample in order to comment on the situation prevailing in the larger target population; necessarily there is some 'sampling' error. Even if we have drawn a sample by random means, the characteristics of the sample may differ from those in the population. Fortunately we can make probabilistic statements about the size of the difference.

Two procedures have been devised to reduce the element of uncertainty in the 1981 SSLS data. One of these compensates for known non-response bias; from SED data on the distribution of the 1979/80 leavers by sex and qualification it is possible to reweight the achieved sample data. There were 28 weighting classes, defined by sex and 14 categories indicating the level of school qualification (from no O grade awards to 6 or more Highers). The weighting procedures have the effect of giving greater weight in the analyses to the data obtained from, say, non-certificate boys (who would otherwise have been under-represented in the data) and less to Highers girls (who would have been over-represented), and of thereby reducing the bias arising from the association of non-response with sex and school qualification. The weight attached to each case is stored in the variable REWEIGHT. This can be used in the SPSS WEIGHT procedure. Users of the 1977 data should note that REWEIGHT differs from WTFACTOR (which is also available): for a given individual the value of WTFACTOR equals the value of REWEIGHT divided by the achieved sampling fraction, thereby producing simple estimates of population totals.

As an example, you might want to know what percentage of school leavers thought that their last year at school was worthwhile. Using the achieved sample directly (ie "unweighted"), you would get results which contained an unknown degree of bias in the percentages: after all it is plausible that the non-respondents to the survey would differ in
their attitudes to school from the survey respondents. When the job is run "weighted", the percentages are "corrected", that is they take account of this bias to the extent to which it is associated with level of school qualification and sex. For the purposes of presentation, it is advisable to draw on weighted and unweighted analyses, the latter providing the achieved sample sizes in each of the relevant subgroups you are interested in.

eg LASTOK: per cent of all school leavers answering "yes" to question below, by sex. (based on data from Versions 3 and 4)

<table>
<thead>
<tr>
<th></th>
<th>males</th>
<th>females</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59%</td>
<td>62%</td>
<td>60%</td>
</tr>
<tr>
<td>achieved sample size</td>
<td>2624</td>
<td>2828</td>
<td>5452</td>
</tr>
</tbody>
</table>

The second procedure makes use of the replicate structure to measure, for any statistic, the degree of uncertainty which arises from the fact of sampling (i.e. sampling variance) and from the act of asking (i.e. measurement variance). Remembering that the sample design created 32 equivalent random subsamples, one can measure the reliability of any statistic by comparing the values of the statistic estimated within each replicate. This can again be illustrated for the variable LASTOK and with respect to the eight replicates contained in Versions 3 and 4.

What confidence can be placed on the statement, for example, that 59 per cent of male school leavers thought that their last year at school was worthwhile? And is the, albeit small, difference between this and the 62 per cent expressed by females statistically significant? By cross-tabulating LASTOK with the variable REPLICAT (which identifies the replicate number) the following estimates can be obtained:

<table>
<thead>
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<th>replicate</th>
<th>males</th>
<th>females</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>58.82</td>
<td>60.51</td>
<td>-1.69</td>
</tr>
<tr>
<td>2</td>
<td>57.75</td>
<td>61.02</td>
<td>-3.27</td>
</tr>
<tr>
<td>3</td>
<td>61.55</td>
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</tr>
<tr>
<td>4</td>
<td>56.80</td>
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<tr>
<td>5</td>
<td>60.79</td>
<td>62.14</td>
<td>-1.35</td>
</tr>
<tr>
<td>6</td>
<td>56.91</td>
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<td>57.99</td>
<td>61.52</td>
<td>-3.53</td>
</tr>
<tr>
<td>8</td>
<td>61.38</td>
<td>60.79</td>
<td>+0.59</td>
</tr>
<tr>
<td>All</td>
<td>59.0</td>
<td>62.1</td>
<td>-3.1</td>
</tr>
</tbody>
</table>

By using a relatively simple formula, which has been set into a short interactive program, the above can be used to produce 95 per cent confidence limits for each of the original statistics (59 per cent and 62 per cent), and for the difference statistic (3 per cent). The program also provides estimates of the standard error (and therefore the error variance).

For example, the variation in the value of LASTOK for the males across the eight replicates implies a standard error of 0.63 per cent and a 4.5 per cent confidence interval of 57.8 to 60.5 per cent (59.0 ±
0.63 x 2.36, using the t distribution on 7 degrees of freedom). The standard error pertaining to the value of LASTOK for females is estimated at 0.42 per cent implying a 95 per cent confidence interval of 61.1 to 63.1 per cent. As to the difference between females and males in their satisfaction with school, as evidenced by the replies to the LASTOK question, the variation on the right hand side of the table above, across the eight replicates, implies that the estimated difference of 3.1 per cent (62.1 less 59.0 per cent) has a standard error of 0.89. The difference may therefore be regarded as highly statistically significant. Again, it should be stressed that the substantive importance of such a difference may be thought by many as low.

2.3. Help for old friends: what's new about the 1981 dataset

2.3.1 Database management: SIR and SEDA

Since its first creation in 1975, the Scottish Education Data Archive has been stored on the computer as a set of SPSS files. However, this package which was developed in the late 1960s is now being superseded. There are several packages available which allow the user to store his data more flexibly. We have chosen to use the Package SIR for storing SEDA (see 2.1.4 above). SIR was chosen because of its more efficient storage facilities and because it was designed with users of SPSS in mind; its language is very similar to that of SPSS, and SPSS files can be obtained from it very readily. Although the method of extracting a dataset from SIR is new, the analysis of the resultant SPSS dataset has not changed.

As explained above (2.1.4), the variables in the datasets are distributed among "records" of several "types". This is to ensure that a large number of "missing values" (see 2.1.2. above) are not stored for respondents for whom an identifiable subgroup (eg. FE) is not applicable. The "record types" are defined by number, and the record number of each variable is given in the Index of variables (see Part III). The most common variables are held in a special record called the "COMMON INFORMATION RECORD (CIR)", which can be thought of as record type 0.

If a case has more than one record, then, as explained in 2.1.4, a key variable (known in SIR as a SORT VARIABLE) is used to distinguish the different records. For example, for subjects (record type 26) the SORT VARIABLE is Subjno. For English this will have the value 1, for maths 53, etc. (see 5.1.2 for a complete list). To indicate that a variable occurs in a record type which has a SORT VARIABLE, the stem (eg. Subj) is put in lower case in the Index. Hence, if we wished to find the best O grade performance in French, we must:

- discover the SORT VARIABLE code for FRENCH (2)
- discover which variable gives the best O grade performance of a subject (SubjO8)
- copy SubjO8 into FREN08 (say) when creating an SPSS file
In general, procedures for extracting variables from SIR are fairly straightforward. Some examples are given in Part VI, 6.2, and further assistance can be obtained from the CES.

2.3.2 Checklist of 1981 procedures

This checklist has been designed particularly for users who are familiar with the 1977 data in order to draw attention to changes that have been made for the 1981 dataset. But the contents of this checklist should be noted by all users.

Structure. Think vertically! Each data subset contains all the cases from two versions of the questionnaire (eg Versions 3 and 4) at all 'levels' (Highers to non-certificate). You may well want to categorise leavers (eg according to examination achievement) and this you can do using a variable such as TOTSCUP (note you can also use $4$ examinations, eg $T0T40AC$). Or you may want to select a subgroup for the analysis (eg all those who left in $S4$ or earlier. So remember you have the full range of leavers in each data subset; you have to decide on how to select or categorise them.

Variables. Always check the variable entry for a '1977' variable. If a variable has the same name as in 1977 (eg LASTOK) we try to ensure that it is substantively the same variable. But there are instances where some change has been inevitable. For instance there have been changes in the SED categorisation of further education subjects, which means the values for such variables as SUBJECT have altered. It is also true that changes in survey design and planning have had their effect. QUEST is an important example. As in 1977 and 1979, QUEST denotes the 'level' of questionnaire that a leaver received. But the cut-off points between the levels have changed because of changes in the procedures for collecting the sample. (To copy the 1977 cut-off points use SCETRY.) Full details are given in the variable entry for QUEST in Part IV. In some topic areas (eg occupational classifications) there have been changes in the classification system at the national level, and this has meant the creation of 'new' variables. Consult the detailed lists and commentary in Part V before using these variables. Lastly, there have been some major changes in the coverage and organisation of the curriculum record variables. For a description of the structure of the curriculum record see Part V, 5.1, and the structured list of curriculum variables in Part III, 3.1.3. You should note that the values on SCE subject records have been reversed as compared with 1977, so that grade A = 1, not 5. 'Total' variables (eg $T0T40AC$, the number of A-C awards obtained at 0 grade in $S4$) are stored with other (non-curricula) common variables.

Cases. Confine all analyses to the 'main survey' cases. The 1981 survey went out to 37 per cent of the target population, that is all those who left Scottish secondary schools in 1979/80. But in a few areas a larger sampling fraction was used, for certain special research studies: for instance all the leavers in the first stage of the sampling process (51 per cent). The 'extra' sampling fraction (14 per cent in this example) should be excluded from your result. This exclusion is easily accomplished by one line of SPSS at the start of every job:

SELECT IF (SURVEY EQ 1)
Details can be found under the variable entry for SURVEY.

**Values.** Note the level of measurement for each variable. (See section 2.1.3 above.) This information will help you in considering the kind of analyses you want to carry out and how you will interpret the results.

**Decide about missing values.** Is the variable in question one of a group? Do you want to exclude those who failed to answer any of that group of questions? Do you want to use the filter value (96) to exclude cases for whom the question was irrelevant (eg those in full-time education from questions about jobs)? Remember in any SPSS run no more than three values per variable can be defined as SPSS MISSING VALUES.

**Undertaking an enquiry.** Use the Data content guide (Part III, 3.1.) first to scan the topic area you are interested in. Given the range of data in the 1981 survey it is impossible to anticipate all the themes that users may wish to pursue. The guide references variables under a number of topic headings, and categorises each variable in terms of its data type (factual, behavioural or attitudinal).

Remember your analyses will be more efficient if you have defined your own data file. For any enquiry other than a simple request for information you will probably need to carry out a number of SPSS jobs. These will run more quickly and efficiently if they are confined to those cases and variables relevant to your enquiry; for example leavers from Strathclyde only (half the cases) and some twenty variables instead of a thousand or so. Section 2.2.1 above explains the procedure for defining a 'personal' data file of this kind.

**Evaluating the results.** Please think about weighting the analysis to reduce the effect of non-response. As before, you might run your analyses both with and without a weighting variable.

In tables or other results which you wish to present, the rule of thumb is as follows: weighted percentages, unweighted (actual) sample numbers.

But note that the standard weighting variable for 1981 is REWEIGHT: This performs the same job for 'correcting' the percentages as WTFACTOR (1977), but does not give population estimates; the total number of cases reported in the table remains approximately the same.

How 'true' are the results? Make use of the replicate structure of the data to test this out; see 2.2.2 above for an explanation. This will provide a statistically accurate estimate of the degree of 'error' in any result.
PART III: VARIABLE LISTS

3.1. Data content guide

Introduction

The 1981 Scottish School Leavers Survey asked leavers to recall events and experiences from the time when they started third year in secondary school to the 'present', that is the time when they received the questionnaire in April 1981 (for the majority, about ten months after they left school). In the questionnaires, topics follow a broadly chronological order, with questions about school coming first, followed by sections on the transition from school to further education and the labour market, and on the leavers' current activities. Knowing this, it is possible to read through the questionnaires (in the 1981 Collaborative Research Questionnaires) and gradually to identify groups of questions and variables of interest.

Most users, however, already have a particular question or topic which they wish to pursue and their first need is to discover quickly how relevant the data from the survey may be for their enquiry. They need to know the number and type of questions asked about their topic, and the context of these questions: of whom they were asked, about what stage of the respondent's career and so on.

To assist users in this initial search of the data, each variable in the 1981 dataset has been assigned a two-digit variable code. The first digit allocates it to one of three data types (what kind of information does the answer give?): the second digit identifies the broad topic area. Each of these codings will be explained below.

Variable code (1): data type. The first digit of the variable code classifies each variable into one of three data types. These data types are intended to remind the user of the kind of information the respondent was asked to supply. There are of course a number of factors which may affect the kind of answer given to a question (for example, how long ago was the event or occasion referred to in the question? Is the subject matter 'neutral' or something about which the respondent has strong feelings? What has happened since the event which may affect the answer given? Is the question clear? Does the respondent know the answer?). Here the focus is on one aspect only, which concerns the character of the question which was asked, that is, the degree of precision with which the respondent could be expected to know the answer to the question (see Cuttance, 1981). The three categories are:

(1) 'Public' factual data
(2) Behavioural data
(3) Attitudinal data

Some degree of arbitrariness has inevitably been used in assigning variables to one of these three categories, and the classification is intended merely as a guide to the character of the variable in question. It is not based on statistical analyses of the reliability of each variable in the 1981 data, although it is informed by earlier work in
this area.

(1) 'Public' factual data. This type of data is 'public' in the sense that it conveys information about events or attributes which can be recorded in publicly recognised and clearly defined terms, e.g. dates, institutions, qualifications, personal demographic information.

(2) Behavioural data. Behavioural data also provides information on 'what happened', but in relation to more broadly or loosely defined events or patterns of behaviour. Playing truant, procedures employed in looking for work, or seeking help, methods of study followed are examples of the kind of information falling into this category.

(3) Attitudinal data. The third category covers a wide range of questions which were designed to elicit the views of the respondents on what they had done or experienced, or indeed more general views about education, employment and their own expectations. Answers to such questions are inevitably likely to be less 'reproducible' than any record of events, and in that sense less 'reliable'.

Variable code (ii): topic area. The nine topic areas follow, broadly, the ordering of subject matter within the questionnaire and include some information derived from other sources, for example the denomination of school attended.

(1) Survey administration
(2) School background
(3) Personal and family background
(4) School: curriculum and examinations
(5) School: general experience
(6) School to post-school: transition
(7) Post-school: general
(8) Post-school: formal education
(9) Post-school: labour market experience

Using the variable code. A variable code has been assigned to each variable. The code is included in the Index of variables (blue pages) as well as in this section, and it can serve as an indicator of the character of the variable. The green pages which follow in this section list all variables with their descriptive variable labels, ordered by data type within the topic areas. If your enquiry falls mainly within one of these topic areas, this list may be sufficient for the initial choice of variables. Their details can then be obtained from the Index of variables which will indicate in which versions of the questionnaire the underlying question was asked; and from the Variable entries in Part IV, which give further details about the content and structure of the variable itself. In many cases an enquiry will cut across the topic areas, but we hope these lists will still provide some kind of starting point.

Curriculum and examination variables. Some guidance was thought necessary on the group of variables which record the respondent's school curriculum and examination experience. These are two types of variable. One type summarises the total number of subjects/examinations studied, sat, passed, etc; all these variables start with the letters TOT- og TOTOAC, total number of AC awards at 0 grade. The second type of
variable records what happened within a subject, eg ENGL04, English 0 grade result in S4. Because of the number of possible subjects (up to 100), these subject records are reproduced in the Dictionary by 'proxy' variables with the prefix 'Subj' eg Subj04. (For further details see 2.3.1 above, the Coding lists in Part V and the Introduction in Part V, 5.1, and the procedures illustrated in Part VI, 6.2 for retrieving subject variables from the SIR database).

The curriculum and examination record is ordered by school stage (S3, S4, S5, S6) and the full list of relevant variables is given in 3.1.2 after the topic area lists.
### 3.1.1 Topic area summaries

#### (1) Survey administration

- 1.1 COMMENTS
- 1.1 DATED
- 1.1 DATERECV
- 1.1 MCOER
- 1.1 NOTLEFT
- 1.1 QUEST
- 1.1 REPLICAT
- 1.1 REPNO
- 1.1 REWEIGHT
- 1.1 SPEEDRET
- 1.1 SURVEY
- 1.1 VERSION
- 1.1 WRONGQ
- 1.1 WRONGQ2

#### (2) School background

- 1.2 CSESCHL
- 1.2 DIVISION
- 1.2 DIVREG
- 1.2 REGION
- 1.2 SCHDENOM
- 1.2 SCHSIZE
- 1.2 SCHSTAT
- 1.2 TTNAREA

#### (3) Personal and family background

- 1.3 AGEMONTH
- 1.3 BROTHERS
- 1.3 DADCK3
- 1.3 DADCLASS2
- 1.3 DADCLASS
- 1.3 DADCODE
- 1.3 DACAONKS
- 1.3 DADDEMPST
- 1.3 DADJOB1
- 1.3 DADMANU
- 1.3 DADNOW
- 1.3 DADORDER
- 1.3 DADSEG
- 1.3 DADSIC80
- 1.3 DADSIC82
- 1.3 MONTH
- 1.3 MUMCOLL
- 1.3 MUMEMP
- 1.3 MUMSCHL
- 1.3 SEX
- 1.3 SIBAGE01
- 1.3 YRBIRTH

2.3 STAYWEEK
(4) School: curriculum and examinations

1.4 NUH50
1.4 NUH60
1.4 NUMCSE
1.4 NUSCHL
1.4 SCETRY
1.4 SITCSE
1.4 STOGRDE
1.4 STARTHA
1.4 STARTSYS
1.4 subj3STD
1.4 subj40
1.4 subj4ST0
1.4 subj5H
1.4 subj5STD
1.4 subj6STD
1.4 subjCSE
1.4 subjDROP
1.4 subj0TH4
1.4 subj0TH5
1.4 subj0WH5
1.4 subjS3NO
1.4 subjSYS
1.4 TOT40ST
1.4 TOT5HST
1.4 TOT5OST
1.4 TOTCSEST
1.4 TOTOST
1.4 TOTSCEP
1.4 TOTSYST
1.4 VOCEXAM

2.4 EDALCO
2.4 EDPHYS
2.4 EDSEXPAR
2.4 EDTEACH
2.4 EDTEACH1
2.4 EXSUBGRP
2.4 EXTEAM
2.4 EXTRATC1
2.4 HMWKHRS1
2.4 HMWKPLCE
2.4 HMWKSET
2.4 HOMETEXT
2.4 METHOD01
2.4 METHREF
2.4 METHSBVD
2.4 METHSTUA
2.4 METHSUBS
2.4 PLAN05
2.4 S5ADVIS1
2.4 S5HINS6
2.4 S5NUMH
2.4 S5PRELIM
2.4 S5PRLMY1
School: general experience

1.5 START5TH
1.5 START6TH
2.5 BELT
2.5 CLASSRM1
2.5 COMSCH1.1
2.5 DOALCO1
2.5 DOSMOKE
2.5 PUNISH
2.5 TRAVFL2
2.5 TRUANT
2.5 TRUANTPR
3.5 ENJOY4TH
3.5 ENJOY5TH
3.5 FIFTHOK
3.5 FIFTHOK2
3.5 FOURTHOK
3.5 FRTHOK2
3.5 GUIDOPT
3.5 S4FEEL1
3.5 S5ADVOK1
3.5 S5WORK1
3.5 S5WORK4
3.5 SCHLCHRS
3.5 SHLDHAV1
3.5 SIXTHOK
3.5 TEACHLP5
3.5 WHYS5TH1
3.5 WHY6TH1
3.5 WHY6THM
(6) School to post-school: transition

1.6 ACCEPTED
1.6 APPUNIV
1.6 DATELEFT
1.6 YRLEFT

2.6 JOBFIXED
2.6 JOBPTJOB
2.6 JOBTALK
2.6 LINKCRSE
2.6 S4S5CD1
2.6 S4S5PARY
2.6 S5FRIEND
2.6 S5S6CD1
2.6 S5S6PARY
2.6 S6FRIEND
2.6 SCHMHEAR
2.6 SPORTchs
2.6 SPORTns
2.6 WkexpTry
2.6 YOPOCD
2.6 YOPHEARD

3.6 CERTAIN
3.6 CONSID1
3.6 ENDSAT01
3.6 ENJOY
3.6 FIRSTPRF
3.6 FIRSTGUID
3.6 HELPGUID
3.6 INSTMOST
3.6 LASTOK
3.6 LFTSTH1
3.6 LFTSTHM
3.6 LFTS5IN1
3.6 LFTSCHL1
3.6 LFTSCHLM
3.6 LINKCHOS
3.6 LINKFE
3.6 LINKHLPO
3.6 LINKHLPL
3.6 LINKOK
3.6 LVBEFORE5
3.6 LVBEFORE6
3.6 LVBEFOREX
3.6 PREF1
3.6 PREFN
3.6 PREFUNIV
3.6 QUALMOST
3.6 STAYON
3.6 SUBMOST1
3.6 TALKGUID
3.6 TEACHER1
3.6 THNKJOB
3.6 TREAT
3.6 WHY1ST1
3.6 WISHON
3.6 WKEPR1
3.6 YOPOK1

3-7
### Post-school: general

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### Post-school: formal education

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3.8 WHYNOFE1
3.8 WHYNOFEM

(9) Post-school: labour market experience

1.9 APPRENT
1.9 APPRETRY
1.9 EMPSTAT
1.9 FJOBSTRT
1.9 JOBCK3
1.9 JOBCLASS
1.9 JOCODE
1.9 JOBCONKS
1.9 JOBORDER
1.9 JOBSEG
1.9 JOBSIC80
1.9 JOBSIC82
1.9 NUMJOBS
1.9 YOPAFTER
1.9 YOPPLACE
1.9 YOPSCHEM
1.9 YOPSTART
1.9 YOPSTOP
1.9 YOPTOT
1.9 YOPWEEP

2.9 DOTRAIN
2.9 EMPASSH
2.9 EMPASSHT
2.9 EMPASSO
2.9 EMPSASSOT
2.9 EMPTENGL
2.9 HSUBREQT
2.9 JOBAGE
2.9 OHSUBREQ
2.9 OSUBREQ
2.9 OSUBREQT
2.9 SubjPASH
2.9 SubjPASO
2.9 SubjREQH
2.9 SubjREQO
2.9 TRNGLENG
2.9 WRITTEST

3.9 COMMIT
3.9 EDIMPORT
3.9 EMPWANT1
3.9 EMPWANTM
3.9 ENJOYJOB
3.9 HGRIMP
3.9 INCAT26
3.9 INCIFLFT
3.9 INDUSTRI1
3.9 JOBAT26
3.9 JOBLIKE1
3.9 JOBLIKEM
3.9 JOBMOBIL
3.9 JOBOPPOR
3.9 OGRIMP
3.9 PREFJOB
3.9 SubjUSFL
3.9 TEACHAT1
3.9 TEACHWNT
3.9 TRNGIMPR
3.9 TRNGGOOD
3.9 YOPWHYGO
### 3.1.2 Curriculum and examination variables

1. 'Proxy' subjects variables, stored in SIR. (For lists of subjects see Part V, 5.1)

   (a) **Subject record 1:** whether subjects studied, and what level, if known

   - Subject: S3, S4
   - Subj3STD
   - Subj4STD
   - Subject: S5
   - Subj5STD
   - Subj6STD
   - Subject: S6

   (b) **Subject record 2:** examination performance in subject

   - Subject: Subj40
   - Subject: Subj50
   - Subject: Subj60
   - Subject: Subj08

2. **Summaries:** total number of examination subjects studied/attempted/achieved at various stages

   - **Grade:** O
   - **Subject:** S4
   - **Grade:** S5
   - **Subject:** S6

   - **Subject:** Subj40
   - **Subject:** Subj50
   - **Subject:** Subj60
   - **Subject:** Subj08

   - **Grade:** O
   - **Subject:** Subj40
   - **Subject:** Subj50
   - **Subject:** Subj60

   - **Subject:** Subj08

   - **Subject:** SubjCSE

   - **Subject:** SubjSYS

   - **Subject:** CSYS

   - **Subject:** CSE*

   - **Subject:** CSE

   - **Subject:** TOT5HST
   - **Subject:** TOT6HST
   - **Subject:** TOT6HPT

   - **Subject:** TOT0N
   - **Subject:** TOT0COMP
   - **Subject:** TOTSCEP
   - **Subject:** TOTCSEST
   - **Subject:** TOTCSECC
   - **Subject:** TOTCSEG1
   - **Subject:** TOTCSE13
   - **Subject:** TOTCSE35

* CSE schools only
3.2 Index of variables

**Introduction**

The Index contains all the variables held in the 1981 dataset but contains only summary information. The Variable entries in Part IV should be consulted for a full description of each variable. The Index is held in pseudo-alphabetic order. The names of the variables which head an entry in Part IV are ordered alphabetically. Variables which are subsumed in the entry in Part IV are indented in the Index. It is usually obvious which main entry name a variable will be subsumed under. For example, S4FEEL5 will be found under S4FEEL1, APPNURS will be found under APPUNIV, etc. For those which might not be so obvious (eg. SISTERS under BROTHERS) we have produced a short cross reference list in 3.2.1. However, users should note that the complete list of variables will be found only in the Index.

Proxy variables have (part of) their name in lower case, eg. Subj3STD, Sport. Lower case entries come after upper case entries in the alphabetical list, eg. Sport comes after SYSVALU1.

Reading from left to right, the Index occupies a double page spread. The headings for each column are described below.

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>NAME</td>
<td>The name of the variable, possibly indented as described above.</td>
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<tr>
<td>i) DESCRIPTION</td>
<td>A short description (up to 40 characters) of the variable. This description also appears in the SIR and SPSS datasets, but it is not a full description, and may be misleading if the variable is not familiar to you.</td>
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<tr>
<td>iii) QP PAGE A B C D</td>
<td>The page in the Collaborative Research Questionnaires 1981 on which the question may be seen in context. If the question appears on several pages for a given level, the first page is given here.</td>
</tr>
<tr>
<td>iv) CODE</td>
<td>The VARIABLE CODE as described in 3.1.</td>
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<tr>
<td>v) LEVEL</td>
<td>A summary of the questionnaire levels in which the question was asked.</td>
</tr>
<tr>
<td>vi) VERSIONS A B C D</td>
<td>A summary of the versions in which the question was asked, at each questionnaire level.</td>
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<tr>
<td>vii) SURVEY</td>
<td>The year (last two digits) in which the question was first asked.</td>
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<tr>
<td>viii) SCHEMA</td>
<td>The number of record types in which the record is stored in SIR. 0 is used for a common variable.</td>
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<tr>
<td>ix) NAME</td>
<td>Repeated on the right for easy reading.</td>
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</tbody>
</table>
3.2.1 Index: cross reference list

for CRANY1 see CRNOW1
for CRFTANY1 see CRNOW1
for CRFTNOW1 see CRNOW1
for DADCOLL see MUMCOLL
for DADSCHL see MUMSCHL
for INTVIEW see WRITTEST
for OCODER see MCODER
for SIBS see BROTHERS
for SISTERS see BROTHERS
for SITHA see STARTHA
3.2.2 Index of variables
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<th>B</th>
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<td>EXTEND KNOWLEDGE OF PARTICULAR SUBJECTS</td>
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3-24
NAME DESCRIPTION

LEFTHOME HAVE LEFT HOME SINCE LEAVING SCHOOL
LEISDANC GO TO DANCE, DISCO MOST WEEKS
LEISSPEC WATCH SPORT MOST WEEKS
LEISYCLB GO TO YOUTH CLUB MOST WEEKS
LEISCAFE GO TO PUB, CAFE MOST WEEKS
LEVMODEN LEVEL MODE OF COURSE IN JAN 1981
LEVMODEA HIGHEST EVER LEVEL + MODE OF COURSE
LFTSTH1 LEFT IN 5TH - EXPECT NO BETTER RESULTS
LFTSTH2 LEFT IN 5TH - NEEDED MONEY FROM JOB
LFTSTH3 LEFT IN 5TH - ALL SCE FOR JOB OR COURSE
LFTSTH4 LEFT IN 5TH - FED UP
LFTSTH5 LEFT IN 5TH - START A PARTICULAR JOB
LFTSTH6 LEFT IN 5TH - PARENTS' ADVICE
LFTSTH7 LEFT IN 5TH - PREFER LIFE AT WORK
LFTSTH8 LEFT IN 5TH - GET JOB BE SELF SUPPORTING
LFTSTHM LEFT IN 5TH - MOST IMPORTANT REASON

LFTSSIN1 NOT COPING WITH 5TH YR CRSE
LFTSSIN2 COULDN'T GET BETTER RESULTS
LFTSSIN3 NEEDED MONEY FROM JOB
LFTSSIN4 HAD 0 GRADES NEEDED
LFTSSIN5 FED UP WITH SCHOOL
LFTSSIN6 START PARTICULAR JOB
LFTSSIN7 ADVISED BY PARENTS
LFTSSIN8 WOULD PREFER JOB OR COLLEGE
LFTSSIN9 WANTED TO BE SELF-SUPPORTING
LFTSCHL1 LEFT SCHOOL - EXPECT NO BETTER RESULTS
LFTSCHL2 LEFT SCHOOL - NEEDED MONEY FROM JOB
LFTSCHL3 LEFT SCHOOL - ALL SCE FOR JOB OR COURSE
LFTSCHL4 LEFT SCHOOL - FED UP
LFTSCHL5 LEFT SCHOOL - START A PARTICULAR JOB
LFTSCHL6 LEFT SCHOOL - PARENTS' ADVICE
LFTSCHL7 LEFT SCHOOL - PREFER LIFE AT WORK
LFTSCHL8 LEFT SCHOOL - GET JOB BE SELF SUPPORTING
LFTSCHLM LEFT SCHOOL - MOST IMPORTANT REASON

LINKCHOS CHOSE TO GO ON LINK OR TASTER COURSE
LINKCRSE GO ON COURSE AT COLLEGE WHILE AT SCHOOL
LINKFE LINK COURSE CHANGED FEELING ABOUT FE
LINKHLPO LINK CRSE HELPED DECIDE JOBS TO AVOID
LINKHLPL LINK CRSE HELPED DECIDE JOBS PREFERRED
LINKOK LINK COURSE WAS WORTHWHILE
LVBEFORE5 CONSIDER LEAVING BEFORE 5TH YEAR
LVBEFORE6 CONSIDER LEAVING BEFORE 6TH YEAR
LVBEFOREX CONSIDER LEAVING BEFORE Sce EXAMS
MCODER NUMBER OF MAIN CODER
OCODER NUMBER OF OCCUPATION CODER
METHENJY METHOD OF STUDY MOST ENJOYED
METHEXAM METHOD OF STUDY HELPED MOST WITH EXAMS
METHLRN METHOD OF STUDY MOST HELP WITH INTERESTS
METHMR01 LIKE TO USE METHOD01 MORE, LESS OFTEN
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SSNUMO  NUMBER 0 INTEND TO SIT IN 5TH
SSNUMEX NUMBER NON-SCE INTEND TO SIT IN 5TH
SSPRELIM MADE TO SIT SCE PRELIM EXAM
SSPRLMY1 AFTER PRELIM - PLANS UNCHANGED
SSPRLMY2 AFTER PRELIM - TRY MORE HIGHERS
SSPRLMY3 AFTER PRELIM - TRY FEWER HIGHERS
SSPRLMY4 POSTPONE SITTING HIGHERS
SSPRLMY5 AFTER PRELIM - SIT MORE 0 GRADES
SSPRLMY6 AFTER PRELIM - SIT FEWER 0 GRADES
SSPRLMY7 AFTER PRELIM - DECIDE TO LEAVE
SSS6DCD1 INTEND TO LEAVE BEFORE PRELIMS
SSS6DCD2 INTEND TO LEAVE BEFORE SCE
SSS6DCD3 INTEND TO LEAVE BEFORE RESULTS
SSS6DCD4 INTEND TO LEAVE AFTER RESULTS
SSS6PARY ADVISED TO STAY BY PARENTS - S5
SSS6TCHN ADVISED TO LEAVE BY TEACHERS - S5
SSS6JOB SERIOUSLY LOOKING FOR A JOB - S5
SSS6TCHY ADVISED TO STAY BY TEACHERS
SSS6PARN ADVISED TO LEAVE BY PARENTS - S5
SSWORK1 AMOUNT OF WORK CAME AS SHOCK
SSWORK2 SCE COURSES, EXAMS DID NOT DOMINATE LIFE
SSWORK3 CLD KEEP UP WITH WORK IN SCE COURSES
SSWORK4 SURPRISED AT DIFFICULTY AT WORK
SSWORK5 MORE EXAM PRESSURE IN 5TH THAN 4TH
SSWORK6 5TH WORK MORE INTERESTING THAN 4TH
SSFRIEND FRIENDS INTENDED TO STAY ON FOR 6TH
SCFFE WHETHER SCE TAKEN IN FE
SCETRY LEVEL OF SCE ATTEMPTED: H, 0 OR NONE
SCHEDNOM SCHOOL - CATHOLIC OR NON-DENOMINATIONAL
SCHLXCHS PREFERRED DIFFERENT SCHOOL
SCHLXNAM WHICH SCHOOL WOULD PREFER
SCHLXY1 PREFER DIFFERENT SCHOOL - 1ST REASON
SCHLXY2 PREFER DIFFERENT SCHOOL - 2ND REASON
SCHMHEAR HEARD ABOUT WORK EXPERIENCE, TRAINING
SCHSIZE SCHOOL - SECONDARY ROLL SIZE
SCHSTAT SCHOOL - LOCAL AUTHORITY, GRANT-AIDED, ETC
SEX SEX
SEXMMATH MATHS MORE IMPORTANT - BOYS, GIRLS
SEXMPHYS PHYSICS MORE IMPORTANT - BOYS, GIRLS
SEXMCILD CHILD CARE MORE IMPORTANT - BOYS, GIRLS
SEXMMETW METALWORK MORE IMPORTANT - BOYS, GIRLS
SEXMBIOL BIOLOGY MORE IMPORTANT - BOYS, GIRLS
SEXMFREN FRENCH MORE IMPORTANT - BOYS, GIRLS
SEXMCOOK COOKERY MORE IMPORTANT - BOYS, GIRLS
SHLDHAV1 SHOULD HAVE DONE EXACTLY WHAT DID
SHLDHAV2 SHOULD HAVE LEFT SCHL AFTER 5TH YEAR
SHLDHAV3 SHOULD HAVE TAKEN MORE HIGHERS THAN DID
SHLDHAV4 SHOULD HAVE TAKEN FEWER HIGHERS THAN DID
SHLDHAV5 SHOULD HAVE TAKEN MORE SYS THAN DID
SHLDHAV6 SHOULD HAVE TAKEN FEWER SYS THAN DID
SIBAGE01 AGE OF 1ST BROTHER, SISTER
SIBAGE02 AGE OF 2ND BROTHER, SISTER
SIBAGE03 AGE OF 3RD BROTHER, SISTER
SIBAGE04 AGE OF 4TH BROTHER, SISTER
SIBAGE05 AGE OF 5TH BROTHER, SISTER
SIBAGE06 AGE OF 6TH BROTHER, SISTER

REFERENCE

NAME

DESCRIPTION

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NAME | DESCRIPTION | A | B | C | D
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SIBAGE07 | AGE OF 7TH BROTHER,SISTER | p21 | p25 | p41 | p52
SIBAGE08 | AGE OF 8TH BROTHER,SISTER | p21 | p25 | p41 | p52
SIBAGE09 | AGE OF 9TH BROTHER,SISTER | p21 | p25 | p41 | p52
SIBAGE10 | AGE OF 10TH BROTHER,SISTER | | | | |
SITCSE | TOOK CSE COURSE | | | | |
SITOS0R6 | SAT 0 GRADES IN 5TH,6TH | | | | |
SIT0GRDE | SAT 0 GRADE EXAMS AT SCHOOL | | | | |
SIXTHOK | SIXTH YEAR WAS WORTHWHILE | | | | |
SPEEDRET | HOW QUICKLY QUESTIONNAIRE RETURNED | | | | |
SPORTCHS | CHOSE MORE SPORT AT SCHL IN FINAL YR | p12 | p16 | p30 | p37
SPORTMR1 | TEAM,PARTNER TO PLAY WITH | p12 | p16 | p30 | p37
SPORTMR2 | CHEAPER KIT, EQUIPMENT | p12 | p16 | p30 | p37
SPORTMR3 | MORE LOCAL FACILITIES | p12 | p16 | p30 | p37
SPORTMR4 | CHEAPER LOCAL FACILITIES | p12 | p16 | p30 | p37
SPORTMR5 | MORE TIME | p12 | p16 | p30 | p37
SPORTNOW | TAKE PART IN SPORT | p12 | p16 | p30 | p37
SPORTNS | DID SPORT OUT OF SCHOOL IN FINAL YEAR | p12 | p16 | p30 | p37
START5TH | START A FIFTH YEAR AT SCHOOL | | | | |
START6TH | START A SIXTH YEAR AT SCHOOL | | | | |
STARTHA | STARTED HIGHER COURSE IN 5TH YEAR | p14 | | | |
SITHA | SAT HIGHER EXAM IN 5TH YEAR | p14 | | | |
STARTSYS | START SYS COURSE | | | | |
STAYON | THINK OF STAYING ON | | | | |
STAYWEEK | WHERE STAY DURING WEEK | p20 | p24 | p40 | p51
STAYOHLS | WHERE STAY DURING HOLIDAYS | p20 | p24 | p40 | p51
SUBHOPE1 | SUBJECT HOPE TO STUDY | | | | |
SUBHOPE2 | AREA OF SUBJECT HOPE TO STUDY | | | | |
SUBJECT1 | SUBJECT OF HIGHEST QUALIFICATION | p9 | p13 | p35 | p46
SUBJECT2 | 2ND FE SUBJECT GIVEN | p9 | p13 | p35 | p46
SUBJECT3 | 3RD FE SUBJECT GIVEN | p9 | p13 | p35 | p46
SUBMOST1 | SUBJECT MOST WANTED TO STUDY | | | | |
SUBMOST2 | SECOND PREF OF COURSE TYPES APPLIED TO | | | | |
SUBSJOB1 | SCHOOL SUBJECTS USEFUL IN JOB | p18 | p22 | p36 | p47
SUBSUMA1 | FIRST CLASSN. SUBJECT HIGHEST QUAL | | p9 | p13 | p35
SUBSUMA2 | FIRST CLASSN. SUBJECT SECOND QUAL | | p9 | p13 | p35
SUBSUMA3 | FIRST CLASSN. SUBJECT THIRD QUAL | | p9 | p13 | p35
SUBSUMB1 | SECOND CLASSN. SUBJECT HIGHEST QUAL | | p9 | p13 | p35
SUBSUMB2 | SECOND CLASSN. SUBJECT SECOND QUAL | | p9 | p13 | p35
SUBSUMB3 | SECOND CLASSN. SUBJECT THIRD QUAL | | p9 | p13 | p35
SUBSUMC1 | THIRD CLASSN. SUBJECT HIGHEST QUAL | | p9 | p13 | p35
SUBSUMC2 | THIRD CLASSN. SUBJECT SECOND QUAL | | p9 | p13 | p35
SUBSUMC3 | THIRD CLASSN. SUBJECT THIRD QUAL | | p9 | p13 | p35
SUPBN1 | WHETHER RECEIVED SOCIAL SECURITY | p17 | p21 | p6 | p42
SURVEY | MAIN OR ADDITIONAL SURVEY | | | | |
SYSAQUAL | SYS SEEMED RECOGNISED QUAL-JOBS & CRSES | | | | |
SYSEEL1 | SYS GOOD OPPORTUNITIES FOR SBJ INTERESTS | | | | |
SYSEEL2 | SYS NOT MUCH FURTHER THAN HIGHERS | | | | |
SYSEEL3 | SYS GOOD EXPERIENCE OF ORGANISING STUDY | | | | |
SYSEEL4 | SYS LESS WORTHWHILE THAN NEW O&H GRADES | | | | |
SYSEEL5 | SYS BETTER RELATION WITH SUBJECT TEACHER | | | | |
SYSEEL6 | SYS GAVE TOO MUCH FREEDOM | | | | |
SYSEEL7 | SYS GAVE TOO LITTLE FREEDOM | | | | |
SYSEEL8 | SYS WORKED LESS HARD THAN FOR HIGHERS | | | | |
SYSVALU1 | SYS GOOD OPPORTUNITIES FOR SBJ INTERESTS | | | | |
SYSVALU2 | SYS NOT MUCH FURTHER THAN HIGHERS | | | | |
SYSVALU3 | SYS GOOD EXPERIENCE OF ORGANISING STUDY | | | | |

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3.3 SIR record summaries

The following list shows the names of the variables in each SIR record. Each record type has a number and a name. The names are listed in the order they are found in the record (generally alphabetically). Under each heading we have put a short description of the record.

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Most commonly used for all levels and versions.

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<td>TOT50NK</td>
<td></td>
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<tr>
<td>TOT502AC</td>
<td></td>
</tr>
</tbody>
</table>
Record type 5

Only respondents who listed subjects needed or useful for jobs have this record type (Levels C and D, Versions 5 and 6).

SUBJNO NEEDH NEEDO USEFUL

Record type 6

Only respondents who attended further education have records of this type (ANYED=1).

BESTCRSE CONCSUB C R NOW1 CRANY1 CRFTNOW1 CRFTANY1
CRNOW2 CRANY2 CRFTNOW2 CRFTANY2 C R SE LENG C R SE ST1 C R SE TYP E
CRSEUNEM F EGE CAT F S C E HT F S C E DT F E REGION FI R SUB1 FI R SUB2
FIRSUB3 FULLTIME INSTMOON INSTMODA INSTNAME INSTTYP2 INSTTYP E
LEVMODEN LEVMODEA NUMQUAL QUAL1 QUAL2 QUAL3 QULSUMA1
QULSUMA2 QULSUMA3 QULSUMA4 QULSUMB1 QULSUMB2 QULSUMB3 SCEFE SUBJECT1
SUBJECT2 SUBJECT3 SUBSUMA1 SUBSUMA2 SUBSUMA3 SUBSUMB1 SUBSUMB2
SUBSUMB3 SUBSUMC1 SUBSUMC2 SUBSUMC3

Record type 7

Only respondents who applied for further and higher education have records of this type (Level D, Versions 3 and 4).

ACCEPTED APPANY APPUNIV APPCDET APPCDO APPAFE
APPFE APPNURS APPOTHR FIRSTPRF FRSTGUID FRSTTEAC FRSTCO
FRSTPAR FRSTSTU FRSTPEER FRSTTEMP FRSTSTAF FRSTMAG INSTMOST
PREF1 PREF2 PREF3 PREFN PREFUNIV PREFCDET PREFCDO
PREFAFE PREFOFE PREFNURS PREFOOTHR QUALMOST SUBMOST1 SUBMOST2
WHY1ST1 WHY1ST2 WHY1ST3 WHY1ST4 WHY1ST5 WHY1ST6 WHY1ST7
WHY1ST8 WHY1ST9 WHY1STX WHYFE1 WHYFE2 WHYFE3 WHYFE4
WHYFE5 WHYFE6

Record type 8

Only respondents who sat CSE examinations have records of this type.

CSEOK CSETOJOB CSEVAL1 CSEVAL2 CSEVAL3 NUMCSE
TOTCSEST TOTCSECC TOTCSEG1 TOTCSE13 TOTCSE35

Record type 9

Only respondents who listed CSE subjects have records of this type.

SUBJCSE
Record type 10  
Only respondents who attended some Youth Training program have this record type (YOPSCHEM=1).

YOPWEEP  YOPPBWE  YOPSCIC  YOPCS  YOPTW  YOPCI
YOPOTH  YOPSTOP  YOPAFTER  YOPSTART  YOPLEFT  YOPSTOCK  YOPTOT

Record type 11  
Only respondents who were sent Versions 7 and 8 have this record type.

CLASSRM1  CLASSRM2  CLASSRM3  CLASSRM4  CLASSRM5  CLASSRM6
CLASSRM7  CLASSRM8  SCHMMEAR  TREAT  VOCEXAM  YOPCO  YOPTEACH
YOPJOBCN  YOPEMPLR  YOPHOMES  YOPMEDIA

Record type 12  
Mainly respondents who were sent Versions 1 and 2 (see Index for details of other versions) have this record type.

APPRETRY  COLLATT  EASYREAD  EASYSUMS  EASYWRIT  EDIMPORT
EMPWANT1  EMPWANT2  EMPWANT3  EMPWANT4  EMPWANT5  EMPWANT6  EMPWANT7
EMPWANTM  FEEXAM  FEDAYREL  FEGRANT  FEPACE  FEPRAC  FEHOME
FEADULT  FEHHELP  FETECH  FEGDJOB  FEMORM  GUIDOPT  GUIDWORK
GUID3OB  GUIDPERS  PUNISH  S3NOMT  SEXMMATH  SEXMPHY  SEXMCHLD
SEXMMETW  SEXMFIOL  SEXMFREN  SEXMCOOK  STAYON  TRUANTPR  TRUANT51
TRUANTS2  TRUANTS3  WHYS3N01  WHYS3N02  WHYS3N03  WHYS3N04  WHYS3N05
WHYS3N06  WHYS3N07  YOPHEARD  YOPOK1  YOPOK2  YOPOK3  YOPPLACE
YOPWHY0

Record type 13  
Respondents who were mainly sent Versions 3 and 4 (see Index for details of other versions) have this record type.

COMSCHL1  COMSCHL2  EDSEXISM  LINKCHOS  LINKCRSE  LINKFE
LINKHLPD  LINKHLP2  LINKOK  LVBEFOREX  S4FEEL1  S4FEEL2  S4FEEL3
S4FEEL4  S4FEEL5  S4FEEL6  S4FEEL7  S4FEEL8  S4SPARY  S4STCHN
S4S5J08  S4S5TCY  S4S5PARN  SUPBEN1  TEACHKN1  TEACHKN2  TEACHKN3
TEACHKN4  TRAVEL2  WISHON  WKEXPR1  WKEXPR2  WKEXPR3  WKEXPR4

Record type 14  
Respondents who were sent Versions 5, 6, 1 and 2 have this record type.

FUTURE1  FUTURE2  FUTURE3  FUTURE4  FUTURE5  FUTURE6
FUTURE7  FUTUREM  HELPGUID  HELPTEAC  HELPCO  HELPPAR  HELPREL
JOBLIKE1  JOBLIKE2  JOBLIKE3  JOBLIKE4  JOBLIKE5  JOBLIKE6  JOBLIKE7
JOBLIKE8  JOBLIKE9  SUBS3JOB1  TALKGUID  TALKTEAC  TALKCO  TALKPAR
TALKLEFT  TALKSCHL  TALKREL  TEACHLP5  TEACHLP6  TEACHLP7  TEACHLP8
Record type 15  \[D_{12}\]

Respondents who were sent Level D, Versions 1 and 2 have this record type.

<table>
<thead>
<tr>
<th>CERTAIN</th>
<th>CONSID1</th>
<th>CONSID2</th>
<th>CONSID3</th>
<th>CONSID4</th>
<th>CONSID5</th>
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<tbody>
<tr>
<td>END5AT06</td>
<td>END5AT05</td>
<td>END5AT08</td>
<td>END5AT09</td>
<td>END5AT10</td>
<td>END5AT11</td>
</tr>
<tr>
<td>JOBAT26</td>
<td>S5S6DC01</td>
<td>S5S6DC02</td>
<td>S5S6DC03</td>
<td>S5S6DC04</td>
<td>SHLDAV1</td>
</tr>
<tr>
<td>SHLDAV2</td>
<td>SHLDAV3</td>
<td>SHLDAV4</td>
<td>SHLDAV5</td>
<td>SHLDAV6</td>
<td>SYSAUAL</td>
</tr>
<tr>
<td>SYSFEEL2</td>
<td>SYSFEEL3</td>
<td>SYSFEEL4</td>
<td>SYSFEEL5</td>
<td>SYSFEEL6</td>
<td>SYSFEEL7</td>
</tr>
<tr>
<td>SYSVALU1</td>
<td>SYSVALU2</td>
<td>SYSVALU3</td>
<td>SYSVALU4</td>
<td>SYSVALU5</td>
<td>SYSVALU6</td>
</tr>
<tr>
<td>THNKTOWN</td>
<td>THNKEARN</td>
<td>THNKLI</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Record type 16  \[D_{34}\]

Respondents who were sent Levels C and D, Versions 3 and 4.

<table>
<thead>
<tr>
<th>APPLYFE</th>
<th>COMMIT</th>
<th>LVBEFOR5</th>
<th>S5PRLMY4</th>
<th>S5PRLMY5</th>
<th>S5PRLMY6</th>
<th>S5PRLMY7</th>
<th>S5PRLMY8</th>
<th>S5PRLMY9</th>
<th>S5PRLMY10</th>
<th>S5PRLMY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>S5WORK3</td>
<td>WHYCRS01</td>
<td>WHYCRS02</td>
<td>WHYCRS03</td>
<td>WHYCRS04</td>
<td>WHYCRS05</td>
<td>WHYCRS06</td>
<td>WHYCRS07</td>
<td>WHYCRS08</td>
<td>WHYCRS09</td>
<td>WHYCRS10</td>
</tr>
<tr>
<td>WHYNOFE3</td>
<td>WHYNOFE4</td>
<td>WHYNOFE5</td>
<td>WHYNOFE6</td>
<td>WHYNOFE7</td>
<td>WHYNOFE8</td>
<td>WHYNOFE9</td>
<td></td>
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<td>WHYNOFE3</td>
<td>WHYNOFE4</td>
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<td>WHYNOFE6</td>
<td>WHYNOFE7</td>
<td>WHYNOFE8</td>
<td>WHYNOFE9</td>
<td></td>
</tr>
</tbody>
</table>

Record type 17  \[D_{56}\]

Only respondents who were sent Level D, Versions 5 and 6 have this record type.

<table>
<thead>
<tr>
<th>INDSTR1</th>
<th>INDSTR2</th>
<th>INDSTR3</th>
<th>INDSTR4</th>
<th>INDSTR5</th>
<th>INDSTR6</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBHOPE2</td>
<td>S5ADVIS1</td>
<td>S5ADVIS2</td>
<td>S5ADVIS3</td>
<td>S5ADVIS4</td>
<td>S5ADVIS5</td>
</tr>
<tr>
<td>S5ADVOK2</td>
<td>S5ADVOK3</td>
<td>S5ADVOK4</td>
<td>S5INS6</td>
<td>TEACHAT1</td>
<td>TEACHAT2</td>
</tr>
<tr>
<td>TEACHAT3</td>
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<td>TEACHAT5</td>
<td>TEACHAT6</td>
<td>TEACHAT7</td>
<td>TEACHWNT</td>
</tr>
</tbody>
</table>

Record type 18  \[D_{78}\]

Only respondents who were sent Level D, Versions 7 and 8, have this record type.

<table>
<thead>
<tr>
<th>LFT5TH1</th>
<th>LFT5TH2</th>
<th>LFT5TH3</th>
<th>LFT5TH4</th>
<th>LFT5TH5</th>
<th>LFT5TH6</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHSTUA</td>
<td>M ETHSTUB</td>
<td>M ETHSTUC</td>
<td>M ETHSTUD</td>
<td>M ETHSTUE</td>
<td>M ETHSTUF</td>
</tr>
<tr>
<td>METHSTUI</td>
<td>METHSTUH</td>
<td>S5S6PARY</td>
<td>S5S6TCMN</td>
<td>S5S6JOB</td>
<td>S5S6TCY</td>
</tr>
<tr>
<td>WHYSTH7</td>
<td>WHYSTH8</td>
<td>WHYSTH9</td>
<td>WHYSTH10</td>
<td>WHYSTH11</td>
<td>WHYSTH12</td>
</tr>
</tbody>
</table>

3-46
Record type 19  \texttt{CD345678}

Only respondents who were sent Levels C and D, Versions 3, 4, 5, 6, 7 and 8, have this record type.

\begin{verbatim}
ENJOY  ENJOY4TH  ENJOY5TH  EXTRATC4  EXTRATC2  EXTRATC3
HMWKHRS1 HMWKHRS2 HMWKPLCE HMWKSET HOMETEXT JOBMOBIL
JOBSPOPOR LFTSCHL1 LFTSCHL2 LFTSCHL3 LFTSCHL4 LFTSCHL5 LFTSCHL6
LFTSCHL7 LFTSCHL8 LFTSCHL9 QUALBASE S455DCD1 S455DCD2 S455DCD3
S455DCD4 SSSFRIEND SCHLXCHS SCHLXNAM SCHLXWHY
\end{verbatim}

Record type 20  \texttt{METEOH}

Only respondents who were asked the methods questions have this record type.

\begin{verbatim}
METHMR01 METHMR02 METHMR03 METHMR04 METHMR05 METHMR06
METHMR07 METHMR08 METHMR09 METHMR10 METHOD001 METHOD002 METHOD003
METHOD04 METHOD05 METHOD06 METHOD07 METHOD08 METHOD09 METHOD10
METHREF METHSBVD METHSUBS
\end{verbatim}

Record type 21  \texttt{SEVED}

Only respondents who were asked questions on health education have this record type.

\begin{verbatim}
DOALCO1 DOALCO2 DOALCO3 DOALCO4 DOSMOKE EDALCO
EDSEX EDSEXPAR EDSEXPAL EDSEXSI8 EDSEXOLD EDSEXMA
EDSEXTVR EDTEACH EDTEACH1 EDTEACH2 EDTEACH3 EDTEACH4 EDTEACH5
EDTEACH6 EDPHYS EDBIRTH EDFEEL EDMARRY EDFPLAN EDMORAL
EDPHYSM EDBIRTHM EDFEELM EDMARRYM EDFPLANM EDMORALM
\end{verbatim}

Record type 22  \texttt{EYSUB}

Only respondents who were asked the 'extra subjects' questions have this record type.

\begin{verbatim}
EXSUBGRP EXTEAM EXGYM EXDANCE EXWATER EXOUTDR
EXATHLET EXSING EXINSTRM EXBAND EXCRAFT EXART EXDrama
EXCAREER EXCOMSTD EXBUDGET EXHEALTH EXEURSTD EXENVSTD EXTYPING
EXSTEP EXCOMPUT EXFSTAIO EXCHILD EXCOOK
\end{verbatim}

Record type 23  \texttt{SPORT}

Only respondents who were asked about sport (Version 8) have this record type.

\begin{verbatim}
LEISDANC LEISSPEC LEISYCLB LEISCAFE SPORTCHS SPORTMR1
SPORTMR2 SPORTMR3 SPORTMR4 SPORTMR5 SPORTNOW SPORTNS
\end{verbatim}
Record type 24 **SPORTN**

Only respondents who listed sports they participated in have this record type.

| SPORT |

Record type 25 **OTHRESUBJ**

This record type contains other subject variables.

<table>
<thead>
<tr>
<th>D34INT5</th>
<th>AOTH4</th>
<th>DDROP</th>
<th>CDOTH5</th>
<th>COWH5</th>
<th>CD1253NO</th>
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<tbody>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Record type 26 **SCESUBJ**

Only respondents who listed SCE subjects have this record type.

<table>
<thead>
<tr>
<th>SUBJNO</th>
<th>SUBJ40</th>
<th>SUBJ50</th>
<th>SUBJ60</th>
<th>SUBJ08</th>
<th>SUBJ5H</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJ6H</td>
<td>SUBJHT</td>
<td>SUBJ3STD</td>
<td>SUBJ4STD</td>
<td>SUBJ5STD</td>
<td>SUBJ6STD</td>
</tr>
</tbody>
</table>

Record type 27 **ADMIN**

This record contains the variables relating to the administration of the survey.

<table>
<thead>
<tr>
<th>POSTCD1</th>
<th>POSTCD2</th>
<th>ADMINID</th>
<th>BATCH</th>
<th>COOP</th>
<th>DATEDESP</th>
<th>DATE</th>
<th>DESCHL</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATERECV</td>
<td>EXAM</td>
<td>EXCODER</td>
<td>EXTRA</td>
<td>EXTRASUB</td>
<td>HISTORY</td>
<td>LFTSCHL</td>
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</tr>
<tr>
<td>NIP</td>
<td>NIS</td>
<td>QUEST</td>
<td>RDAY</td>
<td>REPLICAT</td>
<td>REPLY</td>
<td>REPNO</td>
<td></td>
</tr>
<tr>
<td>RETEST</td>
<td>RETURN</td>
<td>RMONTH</td>
<td>SCHLID</td>
<td>SPEEDRET</td>
<td>STRATUM</td>
<td>SURVEY</td>
<td></td>
</tr>
<tr>
<td>TOTSUBS</td>
<td>VERSION</td>
<td>WRONGQ</td>
<td>WRONGQ2</td>
<td>DD</td>
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</tbody>
</table>

Record type 28 **SCHOOL**

This record contains the variables relating to the school which the respondent attended.

<table>
<thead>
<tr>
<th>CAT1477</th>
<th>CAT1481</th>
<th>CSESCHL</th>
<th>DIVISION</th>
<th>DIVISIO2</th>
<th>DIVREG</th>
<th>NPUPSA</th>
<th>NPUPSB</th>
<th>NPUPSC</th>
<th>NPUPSD</th>
<th>NPUPST</th>
<th>POPS1</th>
<th>POPS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>POPS3</td>
<td>POPS4</td>
<td>POPS5</td>
<td>POPS6</td>
<td>POPTOT</td>
<td>POPTYPE</td>
<td>REGION</td>
<td>SCHDENOM</td>
<td>SCHSIZE</td>
<td>SCHSTAT</td>
<td>TTWAREA</td>
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</tbody>
</table>

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No data.

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3-48
PART IV: VARIABLE ENTRIES

Introduction

The variable entries give a detailed guide to the content and structure of all variables. They are arranged in Index order (Part III, 3.2.2, the blue pages). Each entry describes a single variable or a group of variables which are related in their origin and identical in their structure eg, several variables which come from one question.

Within each variable entry there are the following headings:

VARIABLE: This gives the name of the variable or the group of variables which are described in that entry.

KEY: This gives the meaning of the variable(s). Where the variable records the respondent’s direct answer to a question, the question itself will be reproduced in the key, either exactly or with only minor amendments which may have been necessary to make it intelligible out of its questionnaire context. Where the variable is a derived variable, ie, it is imputed from responses to questions rather than being the straight answer to a specific question, then a brief description of what the variable represents will be given. The key is best used in conjunction with the notes found in the variable entry where any caveats on the meaning of the variables or its interpretation will be given.

VALUES: This gives the numerical values which each variable may take together with the meaning of each value.

RANGE: Where a variable’s meaning is reflected in its values eg, TOT40ST (total number of O grade subjects studied in fourth year) a range is given, eg 0 to 12. This indicates that a variable has at least interval level of measurement and may be helpful in indicating the type of summary statistics which may be applicable. The range will also help the user to judge the size of any tables which would be produced by the variable and indicate the need for recoding and grouping.

MISSING: Where a variable has values indicated as missing it means that no information was available on this variable for some respondents (see Part II, 2.1.2 for a detailed explanation). There are three types of missing values which may occur for any variable. These are represented by the two digit codes of 97, 98 and 99 (or the three digit codes 997, 998, 999 where a variable’s valid values dictate this). These codes represent the following categories of missing information.

98 or 998 - non-applicable - the question was not asked of the respondent

99 or 999 - missing information - the question was asked but the respondent failed to answer
97 or 997 - missing (grouped variables only) - no items in the group were answered.

FILTER: Normally takes the value 96 or 996 to represent where the question was asked but did not apply to the respondent eg. where a series of questions about jobs is asked but the respondent has already stated that he/she is not in a job. In a few instances more than one filter value is required (eg 95, 94). A filter value is not defined as missing by default, but can be forced to be missing in any analysis (for details see Part II, 2.1.2).

MEASUREMENT: This indicates the level of measurement attributable to this variable from the four levels of binary, nominal, ordinal and interval. (See Part II, 2.1.3 for details of these levels.) The measurement category defined for each variable gives a quick guide to the suitability or otherwise of the variable for use in different types of analysis or with different summary statistics.

NOTES: These do not occur for all variables but where given they provide further information on that variable, in terms of the way it was constructed and any caveat about using the variable in analysis.
Updated entries

The following entries have been updated:
VARIABLE ENTRIES

VARIABLE: ACCEPTED

KEY: "Did you receive any unconditional acceptance from any institution of further education or training, during your last year at school?"

VALUES:
1 yes - before the end of March 1980
2 yes - later than March 1980
3 no

FILTER: 96 did not apply to any full-time course of education or training before November 1980

MISSING:
99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

********************************************************************

VARIABLE: AGEMONTH

KEY: Age in months in the May of the respondent's fourth year

RANGE: 180 to 210 (approx)

MISSING: 99 not answered

MEASUREMENT: interval

NOTES: See notes to MONTH

********************************************************************
VARIABLE: ANYED

KEY: "Have you started any course at a college or university since you left school?"

VALUES: 1 entered a full-time course  
2 entered a part-time course  
3 did not enter course

MISSING: 99 not answered  
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: Information on the type of course followed (full-time, part-time etc) was obtained in all versions of C and D questionnaires but only in two versions (5 and 6) of A and B questionnaires (see also EDNOW). For a less detailed description, i.e. whether any post-school course (full or part-time) was started, for all respondents, see ANYED2.

"Sandwich" courses have been counted as full-time. Other modes of attendance, including correspondence courses, have been counted as part-time (see CRSETYPE). Courses especially for unemployed persons have been included, but on-the-job training has not been counted. Summary variables describing these courses include CRANY1, INSTMODA and LEVMODEA. The fullest details of the institution, qualification, subject and mode of attendance are given by INSTNAME, QUAL1, SUBJECT1 and FULLTIME respectively. To study the institutions, etc. of full-time courses only, discount respondents with a value of 2 on ANYED.
VARIABLE: ANYED2

KEY: "Have you started any course at a college or university since you left school?"

VALUES: 1 started a course
          2 did not start course

MISSING: 99 not answered

MEASUREMENT: binary

NOTES: There were minor variations in wording between A, B, C and D questionnaires but this question was asked of all respondents. It includes all college courses but not on-the-job training.

********************************************************************

VARIABLE: APPLYFE

KEY: "Have you ever applied to (or entered) any full-time course of further education or training? (Count sandwich courses as full-time, but not block release or day release)"

VALUES: 1 yes
           2 no

MISSING: 99 not answered
         98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: This question was asked in two versions of the D questionnaire only, to precede WHYNOFE1 to WHYNOFEX. To obtain a full picture of applications to college courses for respondents to the D questionnaire use APPUNIV to APPOTHR and related variables.

********************************************************************
VARIABLE:  APPRENT
KEY:    "Are you an apprentice?"
VALUES: 1 yes
        2 no
FILTER:  96 not in job or scheme
MISSING: 99 not answered
MEASUREMENT: binary
NOTES: Applies only to job held when the questionnaire was answered.

VARIABLE:  APPRETRY
KEY:    "Have you ever applied for an apprenticeship?"
VALUES: 1 yes
        2 no
MISSING: 99 not answered
         98 not asked in Questionnaire received
MEASUREMENT: binary
VARIABLES: APPUNIV TO APPOTHR

KEY: "We list below different types of courses (including part-time courses). <Indicate which you considered, applied to and were accepted for>"

APPUNIV: University"
APPCEDT: College of Education: teacher training"
APPCEDO: College of Education: other courses (eg social work)"
APPAFE: Colleges of Further Education - other colleges: advanced courses (eg degrees, HNC, HND)"
APPOFE: Colleges of Further Education - other colleges: other courses (eg ONC, OND, Highers)"
APPNURS: Nursing or physiotherapy training"
APPOTHR: Other education or training"

VALUES: 1 no box ticked 2 considered 3 applied 4 was accepted

MISSING: 98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: Each respondent was given three spaces per type of course, which he could tick to show whether he had "considered", "applied to" or been "accepted" before November 1980 for it respectively. However, only one variable has been constructed for each type of course, and this has been treated as a cumulative scale. That is, those who ticked "accepted" have been coded as such whether or not they also ticked "considered" or "applied"; similarly, "applied" takes precedence over "considered". Respondents who ticked none of these categories are assumed not even to have considered the type of course concerned, although it is not strictly possible to distinguish them from those who "missed" the question or part of it.
**VARIABLE:** BELT

**KEY:** "Did you ever get the belt or strap at secondary school?"

**VALUES:**
1 never
2 once or twice
3 quite often
4 often

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

********************************************************************************

**VARIABLES:** BROTHERS TO SIBS

**KEY:** "How many brothers and sisters do you have?"

BROTHERS: number of brothers
SISTERS: number of sisters
SIBS: total number of siblings

**RANGE:** 0 to 20

**MISSING:** 99 not answered

**MEASUREMENT:** interval

********************************************************************************
"Please think back to the August after your fifth year when the Highers and 0 grade results had come out. Did you then think your exam results were good enough to qualify you for the type of job or course you had in mind?"

1 yes - I was fairly certain my results were good enough
2 I was uncertain whether my results were good enough
3 no - I was fairly certain my results were not good enough

99 not answered
98 not asked in Questionnaire received

 ordinal

"Here are some things people have said about school lessons. Think about your English lessons in fourth year. Which of the following is true?"

1 true
2 untrue

99 not answered
97 no questions in group answered

 binary
VARIABLE: COLLATT
KEY: "How do you feel now about doing a course at college? (think about part-time as well as full-time courses)"
VALUES: 1 I've never thought about it
2 I definitely don't want to do a course
3 I'd quite like to do a course
4 I'm doing, or intend to do a course
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: This question was intended to canvas the views of all, whether or not they were currently following a college course. For details of college courses see INSTNAME, QUAL1, SUBJECT1, etc.

**********

VARIABLE: COMMENT
KEY: Whether respondent wrote additional comments on the back page of the questionnaire
VALUES: 1 comments
2 no comments
MISSING: 99 not answered
MEASUREMENT: binary
NOTES: For details of version-specific prompts for the comments on the back page, see Coding List 54.1 and Questionnaire Package 1981.

**********
VARIABLE: COMMIT
KEY: "Which of the following statements is most applicable to you?"
VALUES: 1 I am fully committed to making a life-time career in one particular occupation
         2 I have decided on a particular occupation, but thereafter I shall see how it goes
         3 I have a particular occupation in mind, but I have not finally decided to enter it
         4 I have thought a fair amount about occupations, but have no particular one in mind
         5 I have not thought much about my future occupation
MISSING: 99 not answered
          98 not asked in Questionnaire received
MEASUREMENT: ordinal

********************************************************************

VARIABLES: COMSCHL1, COMSCHL2
KEY: "Have you used the school buildings or facilities..."
COMSCHL1: since you left school?
COMSCHL2: in your last year, in the evenings, weekends or holidays?
VALUES: 1 yes
         2 no
MISSING: 99 not answered
          98 not asked in Questionnaire received
MEASUREMENT: binary

********************************************************************
**VARIABLE:** CONCSUB

**KEY:** "Degree courses students only: On which subject or subject area do you eventually expect to concentrate?"

**VALUES:** 1 to 995 see post-school subjects Coding Lists 52.1 and 52.2

**FILTER:** 996 did not start degree course

**MISSING:** 999 not answered
998 not asked in Questionnaire received

**MEASUREMENT:** nominal

----------------------------------------------------------------------

**VARIABLES:** CONSID1 TO CONSID7

**KEY:** "At that stage (ie August after fifth year when results had come out), how important was each of the following considerations to you?"

CONSID1: to start directly in a job or further education
CONSID2: to extend your knowledge of particular subjects
CONSID3: to improve your exam qualifications at school for your future job or course
CONSID4: to gain experience in organising your own study
CONSID5: to postpone major decisions on your future
CONSID6: to follow up interests in a particular subject(s)
CONSID7: to study new subjects at school

**VALUES:** 5 very important
4
3 can't say or neutral
2
1 not important at all

**MISSING:** 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

**MEASUREMENT:** ordinal

**NOTES:** This question group followed "CERTAIN".

----------------------------------------------------------------------

4-13
VARIABLES: CRNOW1 TO CRFTANY1

KEY: Institution and level of highest level of post-school course:

CRNOW1: still attended as at January 31st 1981, full- or part-time
CRANY1: entered since school, full or part-time
CRFTNOW1: still attended as at January 31st 1981, full-time only
CRFTANY1: entered since school, full-time only

VALUES:
1 University courses (including BA(Educ) at Stirling)
2 College of Education degree level (including BEd and BA(Education) other than Stirling)
3 College of Education, non-degree (including Diploma)
4 Central Institution degree level course
5 Central Institution advanced (non-degree) courses
6 Central Institution non-advanced courses
7 Further Education College degree level courses
8 Further Education College advanced (non-degree) courses
9 Further Education College non-advanced courses (including SCE)
10 other courses
20 not attending course <CRNOW1,CRFTNOW1> or never entered one <CRANY1,CRFTANY1>

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: For full details of institution see INSTNAME and for course see QUAL1. Courses outwith Scotland are included.

"Highest level post-school course" is defined in terms of the following ranking (in descending order): (1) degree (2) non-degree advanced (3) non-advanced and (4) SCE, GCE, all as detailed in the SED's Course Code list (form SFE 3 1976(77)).

CRNOW1 and CRFTNOW1 describe courses covered by EDNOW, and CRANY1 and CRFTANY1 describe all courses, ie those covered by ANYED.

********************************************************************
**VARIABLES:** CRNOW2 TO CRFTANY2

**KEY:**
Aggregated classification of institution and (highest) level of post-school course:

- **CRNOW2:** still attended as at January 31st 1981, full- or part-time
- **CRANY2:** entered since school, full- or part-time
- **CRFTNOW2:** still attended as at January 31st 1981, full-time only
- **CRFTANY2:** entered since school, full-time only

**VALUES:**
1. University courses
2. College of Education courses
3. Central Institution and Further Education College degree and advanced level courses
4. Central Institution and Further Education College non-advanced courses
5. Other courses
6. Not attending course \(<\text{CRNOW2,CRFTNOW2}>\) or never entered one \(<\text{CRANY2,CRFTANY2}>\)

**MISSING:**
99 not answered

**MEASUREMENT:**
nominal

**NOTES:**
A further aggregation of the classification described above in CRNOW1. For full details of institution see INSTNAME and for course see QUAL1. Courses outwith Scotland are included. "Highest" is as defined in CRNOW1.

CRNOW2 and CRFTNOW2 describe courses covered by EDNOW; CRANY2 and CRFTANY2 describe all courses entered by the respondent since school, ie those covered by ANYED.

```
1 University courses
2 College of Education courses
3 Central Institution and Further Education College degree and advanced level courses
4 Central Institution and Further Education College non-advanced courses
5 Other courses
6 Not attending course <CRNOW2,CRFTNOW2> or never entered one <CRANY2,CRFTANY2>
```
**VARIABLE:** CRSELENG

**KEY:** "How long does or did the <college> course last?"

**RANGE:** 0 to 84 (months)

**FILTER:** 96 did not start post-school course

**MISSING:** 99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** interval

**NOTES:** This question was asked in the C questionnaire and versions 5 and 6 of the A and B questionnaires only.

********************************************************************

**VARIABLE:** CRSESTIL

**KEY:** "Are you still taking the <college> course?"

**VALUES:**
1 yes
2 no

**FILTER:** 96 did not start post-school course

**MISSING:** 99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** binary

**NOTES:** The date referred to is April 1981 or shortly afterwards.

********************************************************************
VARIABLE: CRSEETYPE

KEY: "Is or was the <college> course..."

VALUES:  
1 full-time
2 sandwich
3 block release
4 day release
5 evening or other part-time
6 correspondence

FILTER: 96 did not start post-school course

MISSING: 99 not answered
         98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: Values of CRSEETYPE represent the response categories presented in the D questionnaire. In A, B, and C only categories 1, 3, 4 and 5 were presented. This question was asked in the C and D questionnaires for all Versions, but for Versions 5 and 6 only in the A and B questionnaires.

********************************************************************

VARIABLE: CRSEUNEM

KEY: "Was the <college> course specially provided for people who were unemployed?"

VALUES:  
1 yes
2 no

FILTER: 96 did not start post-school course

MISSING: 99 not answered
         98 not asked in Questionnaire received

MEASUREMENT: binary

********************************************************************
VARIABLE: CSEOK

KEY: "On the whole, was doing CSEs worthwhile, or a waste of time?"

VALUES: 1 worthwhile
2 worthwhile in some ways
3 a waste of time

FILTER: 95 not in a CSE school
96 no CSEs sat

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: ordinal

NOTES: Valid answers have been restricted to those who studied for CSE, in 'CSE' schools (see Part V 51 on CSE). The user must decide what missing values to apply, for example, if 99 is included with the valid responses and 95, 96 and 98 set as missing values (eg via a RECODE) the results will show the percentage of all those who studied CSE who thought doing CSE was worthwhile, etc.

********************************************************************************

VARIABLE: CSESCHL

KEY: Whether attended school that did CSE

VALUES: 1 yes
2 no

MISSING: 99 not answered

MEASUREMENT: binary

NOTES: By 1980, 41 Scottish schools were presenting pupils for CSE. Most of these schools were in Lothian or Grampian regions.
VARIABLE: CSETOJOB

KEY: "Have the CSEs you took helped you when looking for a job?"

VALUES: 1 helped me a lot
2 helped me a bit
3 haven't helped at all
4 I haven't looked for a job

FILTER: 95 not in a CSE school
96 no CSEs sat

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: ordinal

********************************************************************

VARIABLES: CSEVAL1 TO CSEVAL3

KEY: "Here are some aims that teachers have for CSE. Did your CSE courses help you..."

CSEVAL1: to find things out for yourself?
CSEVAL2: to complete a project of your own?
CSEVAL3: to work as a member of a group or team?

VALUES: 1 Yes
2 No

FILTER: 95 not in a CSE school
96 no CSEs sat

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary
VARIABLE: DADCK3

KEY: Condensed KOS (see Part V, 53) classification of father's current occupation, without subdivisions

VALUES: 1 to 161 see Coding List 53.2
162 foremen (engineering and allied trades)
163 trainee craftsmen (engineering and allied trades)
164 inadequately described or not stated
300 information refused
301 unemployed, no previous job given
302 retired, no previous job given
303 deceased, no previous job given
305 never worked - no last job
306 no longer living with family etc.
307 other written answer
308 question left blank

MEASUREMENT: nominal

NOTES: Identical to DADCONKS, without the digits after the decimal points. See Part V, 53 Classification of Occupations for discussion of this classification.

********************************************************************

VARIABLE: DADCLAS2

KEY: Father's social class: current occupation

VALUES: 10 I: professional etc occupations
20 II: intermediate occupations
31 III(N): skilled occupations: non-manual
32 III(M): skilled occupations: manual
40 IV: partly skilled occupations
50 V: unskilled occupations
60 no occupation, or unclassifiable occupation

MISSING: 99 not answered

MEASUREMENT: ordinal

NOTES: Half the respondents were asked about their father's current occupation or state, in DADNOW. This information has been used to modify the values of DADCLASS where appropriate, eg where the father is now deceased or unemployed.
VARIABLE: DADCLASS

KEY: Father's social class

VALUES:  
10 I: professional, etc, occupations  
20 II: intermediate occupations  
31 III(N): skilled occupations: non-manual  
32 III(M): skilled occupations: manual  
40 IV: partly skilled occupations  
50 V: unskilled occupations  
60 no occupation, or unclassifiable occupation

MEASUREMENT: ordinal

NOTES: See Part V 53 Classification of Occupations.

All cases which cannot be adequately classified have been given a value of 60 in DADCLASS. This includes all inadequately described occupations, as well as cases where the information was withheld or not known. Although they were asked to describe father's "last" job, some respondents simply wrote that he was unemployed, retired or deceased. The variable DADCLASS2 uses information of this kind from DADNOW to define social class on the basis of father's 'current' occupation or state.

VARIABLE: DADCODE

KEY: Father's occupation: detailed operational coding

VALUES: 1 to 348 See pages 111-114 of 1980 Classification of Occupations  
517 inadequately described  
900 Information refused  
901 Unemployed (no previous job given)  
902 Retired (no previous job given)  
903 Deceased (no previous job given)  
904 Never worked (no previous job given)  
905 No longer living with family etc.  
906 Disabled, invalid  
907 Other  
999 not answered  
997 no questions in group answered

MEASUREMENT: nominal
NOTES:  Few users will wish to use this very detailed
classification of occupations as it stands, but it is
included in the Dictionary for completeness. For details
of its relationship to other occupational classification
variables see Part V, 3.

********************************************************************

VARIABLE:  DADCONKS

KEY:  Condensed KOS classification of father’s current
occupation with subdivisions (OPCS 1980 Occupation
Groups)

VALUES:  1 to 161.2 see Coding List 53.2
162.0 foremen (engineering and allied trades)
163.0 trainee craftsmen (engineering and allied trades)
164.0 inadequately described or not stated
300. to 308 see DADCK3

MISSING:  998 not asked in Questionnaire received

MEASUREMENT:  nominal

NOTES:  See Part V, 53. For most purposes DADCK3, which is
identical except that it omits the digits after the
decimal point, will be preferable: or use one of the
simpler job classifications.

********************************************************************
VARIABLE: DADEMPST

KEY: Father's employment status

VALUES: 1 self employed  
2 manager  
3 foreman, supervisor  
4 employee

MISSING: 99 not answered  
98 not asked in Questionnaire received

MEASUREMENT: ordinal

NOTES: See Part V 53 Classification of Occupations. This variable is used mainly in the computation of occupational classifications.

*****************************************************************************

VARIABLE: DADMANU

KEY: Whether father's occupation is manual or non-manual

VALUES: 1 non-manual  
2 manual  
3 no occupation, or unclassifiable occupation

MEASUREMENT: nominal

NOTES: Non-manual occupations as defined here comprise Social Classes I,II and III(N); manual occupations comprise classes III(M), IV and V (see DADCLASS). DADMANU therefore provides a way of distinguishing 'middle class' and 'working class' pupils. For a fuller discussion of the coding and classification of occupations, see Part V 53.

*****************************************************************************
VARIABLE: DADNOW
KEY: "Is your father now..."
VALUES: 1 in a job
         2 unemployed
         3 retired
         4 unable to work (eg disabled)
         5 dead
         6 don't know
         7 student
MISSING: 99 not answered
         98 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: A useful record of father's "current" activity. It can be used in conjunction with the occupational classification variables to distinguish "current" jobs from former jobs, i.e., jobs of fathers not employed at the time of the survey (see DADCLAS2).

********************************************************************

VARIABLE: DADORDER
KEY: Occupational order of father's current occupation.
VALUES: 1 to 17 see Coding List 53.2
         18 no occupation, or unclassifiable occupation
MISSING: 99 not answered
MEASUREMENT: nominal
NOTES: See Part V, 53. A summary of DADCONKS, as given in the OPCS Classification of Occupations 1980. Subject to the same rules of inclusion and exclusion as DADCONKS.
**VARIABLE:** DADSEG

**KEY:** Socio-Economic Group of father

**VALUES:**
- 1 to 17 see Socio-Economic Group Code List, Coding List 53.3
- 18 no occupation, or unclassifiable occupation

**MEASUREMENT:** ordinal*

**NOTES:** See Part V 53 Classification of Occupations. All those with values 900 to 907 on DADCODE have been coded 18 on DADSEG.

********************************************************************

**VARIABLE:** DADSIC80

**KEY:** "In what type of business does your father work?"

**VALUES:**
- 1 to 99 See Coding List 53.1
- 995 Inadequately described

**MISSING:** 999 not answered

**MEASUREMENT:** nominal

**NOTES:** This records the value allocated in accordance with the Standard Industrial Classification (OPCS 1980) used for the 1981 Census. It has been used with the other information on employment to derive other occupational classification variables. The list of businesses and industries is given in Coding List 53.1 in Part V, 53 where a full description of this form of classification, and its relationship to other schemes is given.
**VARIABLE:** DADSIC82

**KEY:** Shortened Standard Industrial Classification of father's job. (Division only) (See Coding list 53.1)

**VALUES:**
1. Agriculture, forestry, fishing (1 THRU 3)
2. Energy and water supply (11 THRU 17)
3. Mineral and metal processing (21 THRU 26)
4. Metal goods, engineering, vehicle manufacture (31 THRU 37)
5. Other manufacturing (41 THRU 49)
6. Construction (50)
7. Distribution, catering, repairs (61 THRU 67)
8. Transport and communication (71 THRU 79)
9. Banking, finance, insurance (81 THRU 85)
10. Other services (91 THRU 99)
95. Inadequately described

**MISSING:** 99 not answered

**MEASUREMENT:** nominal

**NOTES:** This is a recode of DADSIC80, showing the 10 "divisions" listed in the Standard Industrial Classification for the 1981 Census (Appendix D of Classification of Occupations 1980 (OPCS)). Numbers in brackets show the values included in each division. For further details see Part V, 53. Classification of Occupations.
VARIABLE: DATEDESP
KEY: Date questionnaire despatched
RANGE: 416 to 727 (Approx)
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: ordinal
NOTES: Most questionnaires were despatched on the 16th of April 1981. However, questionnaires which were returned "undelivered" by the Post Office were subsequently sent to new addresses supplied by Careers Offices. For these, a later despatch date is recorded. For explanation of values see DATERECV.

********************************************************************

VARIABLE: DATELEFT
KEY: Term in which respondent left school
VALUES: 1 Christmas term 1979 (September to December)
2 Spring term 1980 (January to March)
3 Summer term 1980 (April to September)
MISSING: 99 not answered
MEASUREMENT: ordinal
NOTES: Respondents were asked the month and calendar year in which they left school. These have been converted into school terms, extending actual term dates where necessary, as shown above.
VARIABLE: DATERECV

KEY: Date questionnaire was received from respondent

RANGE: 420 to 930 (approx)

MEASUREMENT: ordinal

NOTES: The last two digits of each value represent the day of the month on which the questionnaire was received; the first digit or digits represent the number of the month (February=2, March=3 etc) Eg 520 = May 20th 1981. It is important in the interpretation of variables that refer to the (otherwise unspecified) "present" situation of respondents.

********************************************************************

VARIABLES: DIVISION, DIVISION2

KEY: The division of the regional authority in which was situated the last secondary school attended showing...

DIVISION: grant-aided and independent schools as separate categories
DIVISION2: only independent schools as a separate category, and with grant-aided schools classified (along with education authority schools) according to the divisions in which they are located

VALUES:

1 Caithness
2 Sutherland
3 Ross and Cromarty
4 Inverness
5 Lochaber
6 Aberdeen
7 Banff/Buchan
8 Gordon
9 Kincardine/Deeside
10 Moray
11 Dundee
12 Angus
13 Perth/Kinross
14 North East Fife
15 Kirkcaldy
16 Dunfermline
17 Edinburgh
18 West Lothian
19 Mid Lothian
20 East Lothian
21 Tweeddale
22 Ettrick and Lauderdale
23 Berwickshire
24 Roxburghshire
<table>
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<th>Division</th>
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<td>39 Orkney</td>
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<tr>
<td>50 grant-aided schools (in DIVISION but not DIVISION2)</td>
<td>60 independent schools</td>
</tr>
<tr>
<td>70 other</td>
<td></td>
</tr>
</tbody>
</table>

**MEASUREMENT**: nominal

**NOTES**: See SCHSTAT for the definition of grant-aided and independent schools.

These variables identify the divisions (districts) of the regional education authorities after regionalization in May 1975. They correspond generally, though not entirely, to the education authorities prior to that date. The SED typically distinguishes grant-aided from other local authority schools in its presentation of regional and education authority statistics. This distinction is therefore preserved in the variables DIVISION and REGION. However in DIVISION2 and REGION2 grant-aided pupils have been allocated to their appropriate divisions, to allow presentation of the aggregated picture, and also to facilitate the use of the data in conjunction with other divisional or regional statistics where the school status distinction either is not made, or is inappropriate.
VARIABLE: DIVREG

KEY: Variant of REGION, indicating division (for Strathclyde) or region in which school was situated.

VALUES:
51 Highland
52 Grampian
53 Tayside
54 Fife
55 Lothian
56 Borders
57 Central
59 Dumfries and Galloway
60 Orkney
61 Shetland
62 Western Isles
81 S'Clyde Argyll and Bute
82 S'Clyde Ayr
83 S'Clyde Dumbarton
84 S'Clyde Glasgow
85 S'Clyde Lanark
86 S'Clyde Renfrew
90 Grant aided schools
91 Independent schools
92 Other schools

MEASUREMENT: nominal

NOTES: For EA schools, the values are derived from the first two digits of the SEB Code. As with REGION, grant-aided schools are coded separately.

********************************************************************
VARIABLES: DOALCO1 TO DOALCO4

KEY: "When you were in your fourth year at school, did you drink any of the following most weeks?"

DOALCO1: cider
DOALCO2: beer or lager
DOALCO3: wine or sherry
DOALCO4: whisky or other spirits

VALUES: 1 ticked
2 not ticked

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

***********************************************************************

VARIABLE: DONOW

KEY: "Are you now ..."

VALUES: 1 in a job
2 unemployed and looking for work
3 on a scheme for unemployed young people
4 on a full-time course
5 not in a job or course and not looking for work

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: This corresponds to the variables FTJOBNOW and FTJOBS2 in earlier surveys. As with these variables, respondents who were simultaneously in employment and on full-time courses were, where the information permitted, coded as employees. Schemes for unemployed young people refer primarily to the Youth Opportunities Programme, and also to similar schemes such as Community Industry. Young people in apprenticeships supported under various government schemes are generally counted as "in a job". Note that in 1981, unlike earlier and later surveys, DOOCT and DONOW do not distinguish full-time from part-time jobs, although many part-time workers did in fact record their primary status as "unemployed" or "on a full-time course".

***********************************************************************
VARIABLE: DOOCT

KEY: "Were you then (at the beginning of last October 1980)...."

VALUES:
1 in a job
2 unemployed and looking for work
3 on a scheme for unemployed young people
4 on a full-time course
5 not in a job or course and not looking for work

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: A variable similar to DOOCT (FTJOBOCT) was first used in the 1979 survey, but only in the non-qualified leavers' questionnaires. The 1981 survey was the first in which all young people were asked about their status the previous October. The question refers to the beginning of the month, but in practice some young people have referred to jobs, schemes or courses entered during the month. The data should therefore be regarded as approximate. For further comments see DONOW.

VARIABLE: DOSMOKE

KEY: "When you were in your fourth year at school, did you smoke cigarettes most weeks?"

VALUES:
1 no
2 yes-less than 5 a week
3 yes-between 5 and 20 a week
4 yes-over 20 a week

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: ordinal
VARIABLE: DOTRAIN
KEY: "Are you doing (or have you done) any training for this job?"
VALUES: 1 yes
2 no
FILTER: 96 not in job or scheme
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary

********************************************************************

VARIABLE: EASYREAD
KEY: "How easy do you find reading?"
VALUES: 1 easy
2 quite easy
3 not very easy
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: ordinal

********************************************************************
VARIABLE: EASYSUMS
KEY: "How easy do you find doing sums?"

VALUES: 1 easy
         2 quite easy
         3 not very easy

MISSING: 99 not answered
          98 not asked in Questionnaire received

MEASUREMENT: ordinal

********************************************************************************

VARIABLE: EASYWRIT
KEY: "How easy do you find writing?"

VALUES: 1 easy
         2 quite easy
         3 not very easy

MISSING: 99 not answered
          98 not asked in Questionnaire received

MEASUREMENT: ordinal

********************************************************************************
VARIABLES: EDALCO TO EDSMOKE

KEY: "In your lessons at school were you ..."

EDALCO: taught about alcohol and drink problems"
EDSEX: given sex education"
EDSMOKE: taught about the health risks of smoking"

VALUES: 1 not taught at school
2 taught, stage uncertain
3 taught, S1/2 only
4 taught, S3 or later only
5 taught, several stages

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: C and D questionnaires posed questions about the phasing of health education lessons, asking either about smoking and drinking (two versions), or about sex education (one version). A and B questionnaires (one version) simply asked if drinking and smoking topics were taught, and covered sex education for which more detailed questions were included. These leavers can therefore only have values 1 or 2 in EDALCO to EDSMOKE, and for some purposes it may be preferable to compute a new set of variables (e.g. EDALC02 etc) with two valid values only (taught/not taught). Comparisons across the attainment range should take into account the size of the sample fraction at each level (one version or two).

********************************************************************
**VARIABLE:** EDIMPORT

**KEY:** "To get the type of job you'd like to have, how important do you think it is to get as much education as you can?"

**VALUES:**
1 very important
2 quite important
3 not very important
4 not important at all

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

********************************************************************

**VARIABLE:** EDNOW

**KEY:** "Have you started any course at a college or university since you left school. Are you still taking the course?"

**VALUES:**
1 on a full-time course
2 on a part-time course
3 not on a course

**MISSING:** 99 not answered

**MEASUREMENT:** nominal

**NOTES:** Covers all C and D respondents and one quarter of the A and B respondents. For full details see notes on ANYED. EDNOW differs from ANYED mainly in that it excludes students who have discontinued or completed a course by April/May 1981 (i.e. when the questionnaire was completed).

********************************************************************
VARIABLES: EDPHYS TO EDMORAL

KEY: "Did you learn about the following topics in your lessons at school?"

EDPHYS: male and female bodies"
EDBIRTH: sexual intercourse, pregnancy and birth"
EDFEEL: personal relationships"
EDMARRY: marriage and being a parent"
EDFPLAN: methods of contraception (family planning)"
EDMORAL: such topics as abortion and "

VALUES: 1 ticked
2 not ticked

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

NOTES: Part of a group of questions on sex education: see also
EDSEX, EDSEXPAR to EDSEXTVR, EDTEACH, EDTEACH1 to
EDTEACH6.

VARIABLES: EDPHYSM TO EDMORALM

KEY: "Which of these topics (EDPHYS etc) (if any) would you like to have learned more about at school?"

EDPHYSM: male and female bodies"
EDBIRTHM: sexual intercourse, pregnancy and birth"
EDFEELM: personal relationships"
EDMARRYM: marriage and being a parent"
EDFPLANM: methods of contraception (family planning)"
EDMORALM: such topics as abortion and "

VALUES: 1 underlined
2 not underlined

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: nominal

********************************************************************

********************************************************************
**VARIABLES:** EDSEXISM

**KEY:** "Do you think getting a good education at school is ..."

**VALUES:**
1 more important for boys  
2 more important for girls  
3 equally important for both  
4 not important for anyone

**MISSING:**
99 not answered  
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

********************************************************************

**VARIABLES:** EDSEXPAR to EDSEXTVR

**KEY:** "Apart from school, did you learn about the topics on the list <ie EDPHYS to EDMORAL> above..."

EDSEXPAR: from parents?"  
EDSEXPAL: from friends of your own age?"  
EDSEXSIB: from older friends?"  
EDSEXOLD: from brothers or sisters?"  
EDSEXMAG: from books or magazines?"  
EDSEXTVR: from TV or radio?"

**VALUES:**
1 Yes, a lot  
2 Yes, a little  
3 Not at all

**MISSING:**
99 not answered  
98 not asked in Questionnaire received  
97 no questions in group answered

**MEASUREMENT:** ordinal

**NOTES:** The topics "on the list above" are the items described in EDPHYS to EDMORAL. See also EDSEX, EDTEACH, EDTEACH1 to EDTEACH6.
VARIABLE: EDTEACH
KEY: Topic of EDTEACH1 to EDTEACH6

VALUES: 1 alcohol and drinking problems
         2 health risks of smoking
         3 sex education

FILTER: 96 Not taught at school

MISSING: 99 not answered
         98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: Selected subgroups were asked a set of questions about who provided health education at school. This variable identifies the topic these questions applied to. It should be used to select the group to which you wish EDTEACH1 to EDTEACH6 to apply, or to compare teaching patterns across topics.

********************************************************************

VARIABLES: EDTEACH1 TO EDTEACH6

KEY: "<If yes to EDTEACH>: Who taught you about <EDTEACH>?"

EDTEACH1: register teacher(s)"
EDTEACH2: guidance teacher(s)"
EDTEACH3: science teacher(s)"
EDTEACH4: physical education teacher(s)"
EDTEACH5: other teacher(s)"
EDTEACH6: someone from outside the school (eg. nurse or doctor)"

VALUES: 1 ticked
         2 not ticked

FILTER: 96 not taught about EDTEACH

MISSING: 98 not asked in Questionnaire received
         97 no questions in group answered

MEASUREMENT: binary

********************************************************************
VARIABLE: EMPASSH

KEY: "Did your employer require you to have a pass in particular subjects at Highers?"

VALUES: 1 yes 2 no

FILTER: 96 not in job or scheme

MISSING: 99 not answered 98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: This variable asks about SCE Higher passes required by employers (cf EMPASSO). The 1977 variables (which are also included in the 1981 data) ask slightly more general questions: "Did your employer require any particular subject at Higher or O grade?" (eg OHSUBREQ) For details of the subjects specified under EMPASSH and EMPASSO, see SubjPASO and SubjPASH.

*******************************************************************************

VARIABLE: EMPASSHT

KEY: Total number of passes in particular subjects at Higher required by employer

RANGE: 0 to 6

FILTER: 96 not in job or scheme

MISSING: 99 not answered 98 not asked in Questionnaire received

MEASUREMENT: interval

NOTES: See EMPASSH

*******************************************************************************
VARIABLE: EMPASSO

KEY: "Did your employer require you to have an A-C pass in particular subjects at O grade?"

VALUES: 1 yes 2 no

MISSING: 99 not answered 98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: See EMPASSH

********************************************************************

VARIABLE: EMPASSOT

KEY: Total number of A-C awards at O grade in particular subjects required by employer

RANGE: 0 to 6

FILTER: 96 not in job or scheme

MISSING: 99 not answered 98 not asked in Questionnaire received

MEASUREMENT: interval

NOTES: See EMPASSH

********************************************************************
**VARIABLE:** EMPSTAT

**KEY:** Respondent's employment status

**VALUES:**
1 self-employed
2 manager
3 foreman, supervisor
4 employee etc

**FILTER:** 96 not in job or scheme

**MISSING:** 99 not answered

**MEASUREMENT:** nominal

**NOTES:** This variable is used mainly in the computation of occupational classifications such as the Socio-Economic Groups (JOBSEG). Since the information was not directly solicited from the respondents, category 4 (employee etc) has been used freely as the default coding. Respondents on YOP have also been given an employment status code (with 4 as the default) in order to facilitate the computation of JOBSEG and similar variables.

********************************************************************

**VARIABLES:** EMPTENGL TO EMPTPRAC

**KEY:** "Did your employer give you..."

- EMPTENGL: an English test"
- EMPTMATH: a Maths or Arithmetic test"
- EMPTPRAC: a practical test"

**VALUES:**
1 yes
2 no

**FILTER:** 96 not in job or scheme

**MISSING:** 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

**MEASUREMENT:** binary

**NOTES:** These questions can be compared with the 1977 questions WRITTEST, OTHRTEST, INTRVIEW which appeared in Versions 5 and 6.

********************************************************************
VARIABLES: EMPWANT1 TO EMPWANT7

KEY: "In your view, what do employers look for when school leavers apply to them for jobs? Employers want school leavers who..."

EMPWANT1: talk well at an interview
EMPWANT2: are smart and well dressed
EMPWANT3: have good exam results
EMPWANT4: have the right attitude to the job
EMPWANT5: are good at English or Arithmetic
EMPWANT6: are good at other subjects
EMPWANT7: are respectful

VALUES: 1 ticked
2 not ticked

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

********************************************************************

VARIABLE: EMPWANTM

KEY: "Which one of these things (EMPWANT1 etc) do employers want most?"

VALUES: 1 to 7 reasons referred to in EMPWANT1 to EMPWANT7 respectively

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: nominal

********************************************************************
VARIABLES: END5AT01 TO END5AT11

KEY: "Please think back to the end of your fifth year, and how you then felt about what to do next. (Show how far you agree or disagree with the following statements)"

END5AT01: I wished to extend my knowledge of subjects I had passed at Highers"
END5AT02: I did not think I would get any better exam results at school"
END5AT03: There were no jobs available that I wanted"
END5AT04: I needed the money from a job"
END5AT05: I needed better qualifications for a future job or course"
END5AT06: I wanted to start a particular job while I had the chance"
END5AT07: I wanted a year to grow up in before leaving home"
END5AT08: I was too young to enter the job or course I'd chosen"
END5AT09: I wanted to get a job and be self-supporting"
END5AT10: I hadn't decided on my future education or career"
END5AT11: I felt I would prefer life at work or college to life at school"

VALUES:  
1 completely agree  
2  
3  
4 can't say or neutral  
5  
6  
7 completely disagree  

MISSING: 99 not answered  
98 not asked in Questionnaire received  
97 no questions in group answered  

MEASUREMENT: ordinal  

********************************************************************
VARIABLE: ENJOY

KEY: "On the whole, would you say you enjoyed your last year at school?"

VALUES: 1 yes
2 no

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: See also ENJOY4TH and ENJOY5TH. The question was asked in two versions of the C and D questionnaires.

********************************************************************

VARIABLE: ENJOY4TH

KEY: "On the whole, would you say you enjoyed your fourth year at school?"

VALUES: 1 yes
2 no

FILTER: 96 left before summer of fifth year

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: This question was asked in the D questionnaire, but the C questionnaire also sought information about 0 grade attempts in fifth and/or sixth year, and all C respondents have therefore been given an appropriate value on this variable.

********************************************************************
VARIABLE: ENJOY5TH
KEY: "On the whole, would you say you enjoyed your fifth year at school?"
VALUES: 1 yes
2 no
FILTER: 96 left before fifth year
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary
NOTES: This question was only asked of sixth year leavers in four versions of the D questionnaire: two of these also included ENJOY4TH.

******************************************************************************

VARIABLE: ENJOYJOB
KEY: "How much do you enjoy your job?"
VALUES: 1 very much
2 quite a lot
3 not very much
4 not at all
FILTER: 96 not in job
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: ordinal

******************************************************************************
**VARIABLE:** EXSUBGRP

**KEY:** Group of 'extra' subjects asked

**VALUES:**  
1. physical education  
2. social education  
3. aesthetic/performing arts  
4. practical/vocational skills

**MEASUREMENT:** nominal

**NOTES:** Each group of 'extra' subjects was included in two versions of the C and D questionnaires but not necessarily in the same 'pair' of versions at each level; e.g. the physical education group appears in versions C5 and C6 but in D1 and D2. This variable should be used to select the appropriate cases at both levels for a given subject group.

********************************************************************

**VARIABLES:** EXTEAM TO EXCOOK

**KEY:** "In your third or fourth year did you do any of the following at school:"

EXTEAM: Team Games (e.g. football, hockey)"

EXGYM: Gymnastics"

EXDANCE: Dance (any form)"

EXWATER: Water sports (e.g. sailing, swimming)"

EXOUTDR: Outdoor pursuits (e.g. hillwalking, skiing)"

EXATHLET: Athletics"

EXSING: Singing"

EXINSTRM: Learning an instrument""

EXBAND: Playing in a group, band or orchestra""

EXCRAFT: Craft or Technical""

EXART: Art""

EXDRAMA: Drama [acting, producing]"

EXCAREER: Careers education"

EXCOMSTD: Community service"

EXBUDGET: Budgeting, money management"

EXHEALTH: Health education"

EXEURSTD: European studies"

EXENVSTD: Environmental studies"

EXTYPING: Typing"

EXSTEP: Schools Traffic Education Programme (STEP)"

EXCOMPUT: Computer studies"

EXFSTAID: First Aid

EXCHILO: Child care"

EXCOOK: Cooking"
VALUES:  1 did not study
        2 studied, in lessons only
        3 studied, not in lessons
        4 studied, in/out lessons

MISSING:  99 not answered
         98 not asked in Questionnaire received

MEASUREMENT:  nominal

NOTES:  These variables can be used to augment the 'official' subject record of SCE subjects. See EXSUBGRP for details of which questionnaires the questions appeared in.

********************************************************************

VARIABLES: EXTRATC1 TO EXTRATC4

KEY:  "In your fourth year at school did you have any extra teaching, outwith school hours, from..."

        EXTRATC1: any of the teachers at your school?"
        EXTRATC2: one of your family?"
        EXTRATC3: a paid tutor?"
        EXTRATC4: someone else?"

VALUES:  1 yes
        2 no

MISSING:  99 not answered
         98 not asked in Questionnaire received
         97 no questions in group answered

MEASUREMENT:  binary

********************************************************************
VARIABLES: FEEXAM TO FEGDJOB

KEY:
"Look at the list below and decide which of these things would make college courses appeal to you"

FEEXAM: no written exams on college courses"
FEDAYREL: an employer who would help you to go on day-release"
FEGRANT: grants for all students"
FEPACE: knowing you could learn at your own pace"
FEPRAC: plenty of practical work"
FEHOME: a college near your home"
FEADULT: knowing you would be treated like an adult"
FEHELP: plenty of individual help"
FETECH: colleges with all the latest equipment"
FEGDJOB: training that would help you to get a better job"

VALUES: 1 ticked
2 not ticked

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

NOTES: See FEMORM for most important reason. Respondents already on a course were asked to mark which things would make college courses more attractive.

********************************************************************
VARIABLES: FEGCEAT TO FESCEOT

KEY: Number of SCE/GCE courses taken at an institution of further education after leaving school

FEGCEAT: number of GCE A levels
FESCEHT: number of SCE Highers
FESCEOT: number of SCE O grades

RANGE: 0 to 8

FILTER: 96 did not enter Further Education course to take SCE/GCE

MISSING: 99 not answered

MEASUREMENT: interval

NOTES: See also SCEFE

********************************************************************

VARIABLE: FEMORM

KEY: "Which one of these <FEEXAM etc> would be most important <for making college courses more appealing>?

VALUES: 1 to 10 reasons referred to in FEEXAM to FEGDJOB respectively

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: nominal

********************************************************************
VARIABLE: FEREGION

KEY: The region of the college or university entered by the respondent after leaving school

VALUES: 1 Highland 2 Grampian 3 Tayside 4 Fife 5 Lothian 6 Borders 7 Central 8 Strathclyde 9 Dumfries and Galloway 10 Western Isles 11 Orkney 12 Shetland 13 outwith Scotland 14 region not specified

FILTER: 96 did not start post-school course

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: For details of the college entered see INSTNAME.

********************************************************************
VARIABLE: FIFTHOK

KEY: "On the whole, do you feel your fifth year at school was worthwhile?"

VALUES: 1 yes
2 no

FILTER: 96 left before fifth year

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: This question was put to some of those who started a sixth year. For fifth year leavers, LASTOK provides the same information, and their responses have been copied into FIFTHOK. For the original replies only see FIFTHOK2.

********************************************************************

VARIABLE: FIFTHOK2

KEY: "On the whole, do you feel your fifth year at school was worthwhile?" - no imputation

VALUES: 1 yes
2 no

FILTER: 96 left before fifth year

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: This variable contains the original reply to the question quoted above. It was asked only of sixth year leavers in versions D3, D4, D5 and D6. To obtain a wider coverage use FIFTHOK which adds in the LASTOK response of all fifth year leavers.

********************************************************************
VARIABLE: FIRSTPRF

KEY: First preference among types of courses applied to, before November 1980, or only type applied to

VALUES:
1 University
2 College of Education: teacher training
3 College of Education: other courses (eg social work)
4 Colleges of Further Education - other colleges: advanced courses (eg degrees, HNC, HND)
5 Colleges of Further Education - other colleges: other courses (eg ONC, OND, Highers)
6 Nursing or physiotherapy training
7 Other education or training
8 Two or more types of course ranked equally

FILTER: 96 did not apply to any full-time course before Nov 1980

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: For respondents who only applied to one type of course (see APPUNIV to APPOTH), FIRSTPRF records this type. For those who applied to more than one type of course FIRSTPRF records the type which received the highest preference ranking (see PREFUNIV to PREFOTH). For the latter group of respondents it takes the same value as PREF1. Missing values can only be recorded for respondents who applied to more than one type of course.
VARIABLES: FIRSUB1 TO FIRSUB3

KEY: The subjects studied in the first year of a degree course
    FIRSUB1: first mentioned subject
    FIRSUB2: second mentioned subject
    FIRSUB3: third mentioned subject

VALUES: 1 to 995 see post-school subjects Coding Lists 52.1 and 52.2

FILTER: 996 did not start degree course

MISSING: 999 not answered
          998 not asked in Questionnaire received

MEASUREMENT: nominal

********************************************************************

VARIABLE: FJOBSTRT

KEY: "When did you start your first job after you left school?"

VALUES: 10 to 209 (approx)
          990 before October 1980
          991 October 1980 or later

FILTER: 996 no first job or scheme

MISSING: 999 not answered

MEASUREMENT: ordinal

NOTES: The first digit of each value represents the year: 0 = 1979, 1 = 1980, 2 = 1981; the last two digits represent the calendar month (01 to 12). If the exact month was not known, the coder tried where possible to determine whether or not it was before October 1980.
**VARIABLE: FOURTHOK**
**KEY:** "On the whole do you feel your fourth year at school was worthwhile?"
**VALUES:**
1 yes
2 no
**MISSING:**
99 not answered
98 not asked in Questionnaire received
**MEASUREMENT:** binary
**NOTES:** This question was put to some of those who stayed on to fifth year. For those who left in fourth year, their response in LASTOK has been incorporated in this variable. For original responses only see FRTHOK2.

********************************************************************
**VARIABLES:** FRSTGUID TO FRSTMAG
**KEY:** "What were your main sources of information about this course <QUALMOST> and institution <INSTMOST>?"
FRSTGUID: guidance teacher
FRSTTEAC: other teachers
FRSTCO: Careers Officer
FRSTPAR: parents
FRSTSTU: brother, sister, friend(s) or relative(s) already at the institution
FRSTPEER: brother, sister, friend(s) or relative(s) not at the institution
FRSTEMP: employers
FRSTSTAF: staff from the institution
FRSTMAG: magazines, pamphlets, prospectuses, etc
**VALUES:**
1 ticked
2 not ticked
**FILTER:** 96 did not apply to any full-time course of education or training before November 1980
**MISSING:**
98 not asked in Questionnaire received
97 no questions in group answered
**MEASUREMENT:** binary

********************************************************************
VARIABLE: FRTHOK2
KEY: "On the whole, do you feel your fourth year at school was worthwhile?" - no imputation

VALUES: 1 yes
2 no

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: This variable contains the original reply to the question quoted above. For a fuller interpretation of the question, see FOURTHOK.

********************************************************************

VARIABLE: FULLTIME
KEY: Whether course of post-school education was full-time or part-time

VALUES: 1 full-time
2 part-time
3 did not start course

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: CRSETYPE gives a more detailed classification but only for Highers and O grade leavers. See notes to CRSETYPE concerning respondents who named more than one course.

********************************************************************
**VARIABLES:** FUTURE1 TO FUTURE7

**KEY:** "Please tick any of these things which you think will be important to you in the future"

- **FUTURE1:** having good friends
- **FUTURE2:** earning a lot of money
- **FUTURE3:** being happily married
- **FUTURE4:** having a job you enjoy
- **FUTURE5:** living in a place you like
- **FUTURE6:** being a mother or father
- **FUTURE7:** getting ahead in your job

**VALUES:**
- 1 ticked
- 2 not ticked

**MISSING:**
- 98 not asked in Questionnaire received
- 97 no questions in group answered

**MEASUREMENT:** binary

********************************************************************

**VARIABLE:** FUTUREM

**KEY:** "Which one of these <FUTURE1 etc> will be the most important to you <in the future>?"

**VALUES:** 1 to 7 reasons referred to in FUTURE1 to FUTURE7 respectively

**MISSING:**
- 99 not answered
- 98 not asked in Questionnaire received
- 97 no questions in group answered

**MEASUREMENT:** nominal

********************************************************************
**VARIABLES:** GUIDOPT TO GUIDPERS

**KEY:**
"Did your teachers give you enough help with..."

GUIDOPT: choosing subjects at end of second year
GUIDWORK: your school work
GUIDJOB: learning about jobs and careers
GUIDPERS: your own personal problems

**VALUES:**
1 yes
2 no
3 I didn't want help

**MISSING:**
99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

**MEASUREMENT:** ordinal

**NOTES:**
These questions can be seen as alternatives to some of the 1977 questions on help from teachers (eg TEACHLP1 to TEACHLP9). In this case the respondent is allowed to answer "I didn't want help".

********************************************************************

**VARIABLES:** HELPGUID TO HELPREL

**KEY:**
"Did you talk to any of these people about jobs or training in your last year at school? Were any of these people helpful to you?"

HELPGUID: your guidance teacher
HELPTEAC: other teachers
HELPCO: a Careers Officer
HELPPAR: your parents
HELPREL: any of your brothers, sisters, friends or relatives

**VALUES:**
1 never talked
2 talked, but not helpful
3 helpful

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

********************************************************************
**VARIABLE:** HGRIMP

**KEY:** "How important were Highers results for getting this present job?"

**VALUES:**
1 essential
2 quite important
3 not very important
4 not important at all
5 don't know

**FILTER:** 96 not in job or scheme

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

**NOTES:** See also OGRIMP

******************************************************************************

**VARIABLES:** HMWKHRS1, HMWKHRS2

**KEY:** "In your fourth year at school how much time did you usually spend doing homework?"

HMWKHRS1: on a week day
HMWKHRS2: at the weekend

**VALUES:**
1 none
2 less than one hour
3 one hour or more

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

******************************************************************************
VARIABLE: HHWKPLCE
KEY: "If you had homework, where did you usually do it?"
VALUES: 1 mostly at school
2 mostly at home, away from other people
3 mostly at home, with other people around
4 on a bus/train
5 at a friend’s house
6 with other family eg. Granny's
7 at the library, or other non-home, non-school setting
8 non-specific eg. anywhere
9 never did it
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: nominal

**********************************************

VARIABLE: HHWKSET
KEY: "And how much homework did most of your teachers expect you to do?"
VALUES: 1 about what I did
2 more than I did
3 I was not expected to do any
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: nominal

**********************************************
VARIABLE: HOMETEXT
KEY: "Were you allowed to take home with you text-books belonging to the school?"
VALUES: 1 yes, for all subjects
  2 yes, for some subjects
  3 no, not at all
MISSING: 99 not answered
  98 not asked in Questionnaire received
MEASUREMENT: ordinal

VARIABLE: HSUBREQT
KEY: Total number of Highers subjects required by employer
RANGE: 0 to 3
FILTER: 96 not in job or scheme
MISSING: 99 not answered
  98 not asked in Questionnaire received
MEASUREMENT: interval

NOTES: These questions were also asked in 1977. For another set of related questions see EMPASSH. Although some respondents named more than three subjects there was only space for three to be coded. HSUBREQT records this total and therefore has a maximum value of 3. Only specific subjects have been counted; eg "at least one science" would not have been recorded. The subjects are provided in the variable SubjREQH.
**VARIABLE:** INCAT26

**KEY:** "At today's rates of pay, about how much do you expect to be earning by the time you are 26? (before paying income tax and so on) Please give the best guess you can"

**VALUES:**
1 40 pounds per week
2 60 pounds per week
3 80 pounds per week
4 100 pounds per week
5 120 pounds per week
6 140 pounds per week
7 160 pounds per week
8 180 pounds per week
9 200 pounds per week
10 won't be earning

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** interval

**NOTES:**
These variables are unlikely to be accurate estimates of future income, but on aggregate they allow comparisons to be made between the expectations of respondents with different educational experiences or other attributes. The questions are simplified versions of survey items devised by Alan Gordon and Gareth Williams of Lancaster University.

Note that JOBAT26 identifies respondents who expect to be in full-time employment at the age of 26.

******************************************************************************
VARIABLE: INCIFLFT

KEY: "Suppose you had entered employment straight after leaving school and had done no more full-time education. About how much would you then expect to be earning by the time you were 26?"

VALUES: 1 40 pounds per week 2 60 pounds per week 3 80 pounds per week 4 100 pounds per week 5 120 pounds per week 6 140 pounds per week 7 160 pounds per week 8 180 pounds per week 9 200 pounds per week 10 won't be earning

MISSING: 99 not answered 98 not asked in Questionnaire received

MEASUREMENT: interval*

******************************************************************************

VARIABLES: INOUSTR1 TO INOUSTR7

KEY: "Assuming that you could get the type of job you'd like to have, how would you feel about working for manufacturing industry, as compared with other areas of employment such as commerce, central and local government, and education? Compared with similar jobs elsewhere, jobs in manufacturing industry seem to me..."

INDUSTR1: to be well paid" INDUSTR2: to involve socially responsible work" INDUSTR3: to provide security of employment" INDUSTR4: to be respected in the community" INDUSTR5: to provide pleasant working conditions" INDUSTR6: to provide good promotion prospects" INDUSTR7: to be well thought of by my friends"

VALUES: 1 strongly agree 2 3 4 can't say or neutral 5 6 7 strongly disagree

MISSING: 98 not asked in Questionnaire received 97 no questions in group answered

MEASUREMENT: ordinal

4-63
***************

VARIABLE: INSTHOPE

KEY: "What type of institution do you hope to go to? (eg University, Technical College)"

VALUES:
1 University
2 College of Education
3 Central Institution or College of Further Education
4 Other

FILTER: 96 no course application since October 1980

MISSING:
99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: nominal

NOTES: See INTENDFE. Detailed information given by the respondent has been aggregated to these four categories.

***************

VARIABLES: INSTMOON, INSTMOOA

KEY: Institution and mode of attendance at highest level of post-school course:

INSTMOON: still attended as at January 31st 1981
INSTMOOA: entered since school

VALUES:
1 University
2 College of Education
3 Central Institution, full-time or sandwich
4 Central Institution, block or day release
5 Central Institution, evening and other
6 Further Education College, full-time or sandwich
7 Further Education College, block or day release
8 Further Education College, evening and other
9 all other education (except on-the-job training)
20 not attending course <INSTMOON> or never entered one <INSTMOOA>

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: For full details of institution see INSTNAME and of mode of attendance and INSTMOOA correspond to courses covered by EDNOW and ANYED respectively.
VARIABLE: INSTMOST

KEY: Institution of first choice among applications to full-time courses: "Of the applications you made before last November, please name the institution and course you most wanted to enter"

VALUES: 1 to 901 see Post-School Institutions Coding Lists 52.5 and 52.6

FILTER: 996 did not apply to a full-time course of education or training before November 1980

MISSING: 999 not answered
998 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: The "filter" instruction preceding the question stated "This page is for those who applied to a full-time course of education or training, before last November". QUALMOST records the qualifications to be pursued in these courses, and SUBMOST1 and SUBMOST2 record the subjects. Entries WHY1ST1 to FRSTGUID document variables relating to the reasons for the choice of course and the sources of information and influence.
VARIABLE: INSTNAME
KEY: "Have you started any course at a college (or university) since leaving school? (including courses for people who were unemployed) If yes, Please name the college"

VALUES: 1 to 901 see Post-School Institutions Coding Lists 52.5 and 52.6
FILTER: 996 996 did not start post school course
MISSING: 999 not answered
998 not asked in Questionnaire received
MEASUREMENT: nominal

NOTES: Students studying for the B Ed or BA (Education) degree were assigned to the related College of Education (rather than the University), with the exception of students at Stirling University. Students studying for external degrees were assigned to the institutions that they actually attended. Other students naming two institutions were coded in terms of the institution associated with the higher level of course mentioned. (See CRNOW1 for definitions).
INSTTYPE and INSTTYP2 are simpler variables based on aggregations of INSTNAME.

****************************************************************************************************
VARAIBLE: INSTTYP2
KEY: Type of Scottish post-school institution entered for highest level course (full- or part-time), if any

VALUES:  
1 University  
2 College of Education  
3 Central Institution  
4 Further Education college  
5 teaching hospital, etc  
6 other Scottish institutions  
7 institutions outwith Scotland  

FILTER:  
96 did not start post-school course

MISSING:  
99 not answered  
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: A classification of INSTNAME. Only institutions in Scotland are included; for a classification which covers non-Scottish institutions see INSTTYPE, or for the full list of institutions see INSTNAME.
**VARIABLE:** INSTTYPE

**KEY:** Type of institution entered for highest level post-school course (full- or part-time), if any

**VALUES:**
1 University  
2 College of Education  
3 Central Institution  
4 Further Education college  
5 nursing, teaching hospital  
6 other

**FILTER:** 96 did not start post-school course

**MISSING:** 99 not answered  
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

**NOTES:** A classification of INSTNAME. See CRNOW1 for definition of "highest".

***************************************************************

**VARIABLE:** INTENDFE

**KEY:** "Have you applied to any courses since last October, or do you intend to apply? *(Don't count your present course, if any)*"

**VALUES:**
1 I have applied, or definitely intend doing so  
2 I might apply in the future  
3 I do not intend to apply  
4 don't know

**MISSING:**
99 not answered  
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

***************************************************************
**VARIABLE:** JOBAGE

**KEY:** "When you applied for this job, was it open to ..."

**VALUES:**
1 young people only
2 people of all ages
3 don't know

**FILTER:** 96 not in job or scheme

**MISSING:** 99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

********************************************************************

**VARIABLE:** JOBAT26

**KEY:** "By the time you are 25, do you think you will be..."

**VALUES:**
1 in a full-time job
2 in a part-time job
3 not working at all

**MISSING:** 99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

********************************************************************
VARIABLE: JOBCK3
KEY: Condensed KOS classification of respondent's current occupation or scheme, without subdivisions

VALUES: 1 to 161 see Coding List 53.2
162 foremen (engineering and allied trades)
163 trainee craftsmen (engineering and allied trades)
164 inadequately described or not stated
292 on YOP course

FILTER: 996 not in job or scheme

MEASUREMENT: nominal

NOTES: Identical to JOBCONKS, without the digits after the decimal points. See Part V, 53

********************************************************************

VARIABLE: JOBCLASS
KEY: Social class of respondent's current occupation or scheme

VALUES: 10 I: professional etc occupations
20 II: intermediate occupations
31 III(N): skilled occupations: non-manual
32 III(M): skilled occupations: manual
40 IV: partly skilled occupations
50 V: unskilled occupations
60 inadequately described or not stated
70 YOP course

FILTER: 96 not in job or scheme

MISSING: 99 not answered

MEASUREMENT: ordinal

NOTES: See Part V, 53. Based on JOBCONKS and EMPSTAT

********************************************************************
**VARIABLE:** JOBCODE

**KEY:** Respondent's current occupation or scheme: detailed operational coding

**VALUES:** 1 to 348 see 1980 Classification of Occupations pp 111-114
360 inadequately described

**FILTER:** 996 no job or scheme

**MISSING:** 999 not answered

**MEASUREMENT:** nominal

**NOTES:** Few users will want to use this very detailed classification of occupations as it stands, but it is included in the Dictionary for completeness. For details of its relationship to other occupational classification variables see Part V, 53.

********************************************************************

**VARIABLE:** JOBCONKS

**KEY:** Condensed KOS classification of respondent's current occupation or scheme with subdivisions (OPCS 1980 Occupation Groups)

**VALUES:** 1 to 161.2 see Coding List 53.2 (except all codes ending in .10, which are instead coded to end .19: eg 95.19 rather than 95.10)
162.0 foremen (engineering and allied trades)
163.0 trainee craftsmen (engineering and allied trades)
164.0 inadequately described or not stated
170.0 YOP course

**FILTER:** 996 not in job or scheme

**MEASUREMENT:** nominal

**NOTES:** See Part V, 53. For most purposes JOBCK3 which is identical except that it omits the digits after the decimal point, will be preferable: or use one of the simpler job classifications. The "jobs" of respondents on YOP work experience schemes have been coded wherever possible. Note that all missing information is coded as 164.0.

********************************************************************
VARIABLE: JOBFIXED
KEY: "Did you have a job fixed up before you left school?"
VALUES: 1 yes
2 no
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary

**************************

VARIABLES: JOBLIKE1 TO JOBLIKE8
KEY: "Please tick anything in this list which you think is very important for the sort of job you would like"
JOBLIKE1: friendly workmates"
JOBLIKE2: good training"
JOBLIKE3: not being ordered about all the time"
JOBLIKE4: a chance to use your skills"
JOBLIKE5: working near home"
JOBLIKE6: a good chance of being promoted"
JOBLIKE7: work that isn't boring"
JOBLIKE8: good pay"
VALUES: 1 ticked
2 not ticked
MISSING: 98 not asked in Questionnaire received
97 no questions in group answered
MEASUREMENT: binary

**************************
VARIABLE:  JOBLIKEH

KEY:  "Which one of these <JOBLIKE1 etc> is most important <for the sort of job you would like>?

VALUES:  1 to 8 reasons referred to in JOBLIKE1 to JOBLIKE8 respectively

MISSING:  99 not answered
           98 not asked in Questionnaire received
           97 no questions in group answered

MEASUREMENT:  nominal

********************************************************************

VARIABLE:  JOBMOBIL

KEY:  "Have you ever thought of moving away from your home area to get better jobs or training?"

VALUES:  1 yes - I have moved away
           2 I thought seriously of moving but have not done so
           3 not thought seriously of moving
           4 not thought at all of moving

MISSING:  99 not answered
           98 not asked in Questionnaire received

MEASUREMENT:  ordinal

********************************************************************
**VARIABLE:** JOBOPPOR

**KEY:** "Compared with other parts of Scotland, are the opportunities for jobs and training in your home area ..."

**VALUES:**
1 better than average
2 about average for Scotland
3 worse than average

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

********************************************************************

**VARIABLE:** JOBORDER

**KEY:** Occupational order of respondent's current occupation or scheme

**VALUES:**
1 to 16 see Coding List 53.2
17 inadequately described or not stated
20 YOP course

**FILTER:**
96 not in job or scheme

**MISSING:**
99 not answered

**MEASUREMENT:** nominal

**NOTES:** See Part V, 53. A summary of JOBCONKS, as given in the OPCS Classification of Occupations 1980. Subject to the same rules of inclusion and exclusion as JOBCONKS.

********************************************************************

4-H
VARIABLE: JOBPTJOB

KEY: "Did you ever work part-time at a job like this (i.e. present job) during your last year at school?"

VALUES: 1 yes
2 no

FILTER: 96 not in job or scheme

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

********************************************************************

VARIABLE: JOBSEG

KEY: Socio-Economic Group of respondent's current occupation or scheme

VALUES: 1 to 16 see Socio-Economic Group Code List, Coding List 53.3
17 inadequately described or not stated
20 YOP course

FILTER: 96 not in job or scheme

MEASUREMENT: ordinal

NOTES: See Part V, 53. Based on JOBCONKS and EMPSTAT. For details of the Socio-Economic Groups see the 1980 Classification of Occupations, pp xi-xiii. The information in SEDA does not include whether self-employed workers have employees. Consequently SEGs 1 and 2 are collapsed, and arbitrary decisions have been made whether to assign respondents in certain jobs to SEGs 1/2 or 5, and whether to assign respondents in certain other jobs to SEGs 1/2 or 12. For greatest precision, therefore, 1/2, 5 and 12 should be aggregated.

********************************************************************
VARIABLE: JOBSIC80

KEY: "In what type of business do you work?" (Standard Industrial Classification 1980)

VALUES: 1 to 99 see Coding List 53.1
995 Inadequately described

FILTER: 996 not in job or scheme

MISSING: 999 not answered

MEASUREMENT: nominal

NOTES: This records the value allocated in accordance with the Standard Industrial Classification (OPCS 1980) used for the 1981 Census. It has been used with the other information on employment to derive other occupational classification variables. The list of businesses and industries is given in Part V, 63 where a full description of this form of classification, and its relationship to other schemes is given.

VARIABLE: JOBSIC82

KEY: Shortened Standard Industrial Classification for own job (Divisions)

VALUES: 1 Agriculture, forestry, fishing(1 THRU 3)
2 Energy and water supply(11 THRU 17)
3 Mineral and metal processing(21 THRU 26)
4 Metal goods, engineering, vehicle manufacture(31 THRU 37)
5 Other manufacturing(41 THRU 49)
6 Construction(50)
7 Distribution, catering, repairs(61 THRU 67)
8 Transport and communication(71 THRU 79)
9 Banking, finance, insurance(81 THRU 85)
10 Other services(91 THRU 99)
95 Inadequately described

FILTER: 96 not in job or scheme

MISSING: 999 not answered

MEASUREMENT: nominal

NOTES: This is a recode of JOBSIC80 showing the 10 " divisions" listed in the Industrial Classifications for the 1981 Census (Appendix D of 1980 Classification of Occupations (OPCS)). Numbers in brackets show the values of JOBSIC80 included in each division. For further details see Part V, 53 Classification of Occupations.
VARIABLE: JOBTALK
KEY:  "Before you applied for this <present> job, did you ever talk about it with someone who had done this kind of work?"
VALUES:  1 yes
          2 no
FILTER:  96 not in job or scheme
MISSING:  99 not answered
          98 not asked in Questionnaire received
MEASUREMENT:  binary

VARIABLE: LASTOK
KEY:  "On the whole, do you feel your last year at school was worthwhile?"
VALUES:  1 yes
          2 no
MISSING:  99 not answered
MEASUREMENT:  binary
NOTES:  See also FOURTHOK, FIFTHOK, SIXTHOK. LASTOK was asked of all respondents, but the last year referred to may be fourth, fifth or sixth. Some respondents were asked to evaluate a particular year e.g. fourth year as well as their last year. Where possible, LASTOK has been used to augment information in these other variables (FOURTHOK, FIFTHOK, SIXTHOK) but the version structure means that care must be taken in selecting the relevant subsample for these variables.
VARIABLE: LEFTHOME
KEY: "Have you left home since you left school?"
VALUES: 1 yes
2 no
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary
NOTES: See also TOWNSTAY, REGSTAY which identify the current address of those who have 'left home' including students.

********************************************************************

VARIABLES: LEISDANC TO LEISCAFE
KEY: "Please tick any of these things that you now do most weeks"
LEISDANC: go to a dance or disco"
LEISSPEC: go to watch sport"
LEISYCLB: go to a youth club"
LEISCAFE: go to the pub or cafe"
VALUES: 1 ticked
2 not ticked
MISSING: 98 not asked in Questionnaire received
97 no questions in group answered
MEASUREMENT: binary

********************************************************************
VARIABLES: LEVMODEN, LEVMODEA

KEY: (Highest) level and mode of attendance at post-school education:

LEVMODEN: as at January 31st 1981
LEVMODEA: of all courses entered by the respondent since leaving school

VALUES:
1 degree, full-time
2 degree, sandwich and other
3 advanced, non-degree full-time
4 advanced, non-degree sandwich
5 advanced, non-degree part-time
6 non-advanced, full-time or sandwich
7 non-advanced, part-time
20 not attending course <LEVMODEN> or never entered one <LEVMODEA>

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: For full details of level see QUAL1 and for mode of attendance see CRESETYPE. Courses outwith Scotland are included. "Highest" level of course is as defined in CRNOW1.

LEVMODEN and LEVMODEA correspond to courses covered by EDNOW and ANYED respectively.

*******************************************************************************
VARIABLES: LFT5TH1 TO LFT5TH8

KEY: "<If you did not start a sixth year> Why not?"

LFT5TH1: I did not think I could get any better exam results at school"
LFT5TH2: I needed the money from a job"
LFT5TH3: I had all the Highers or O grades needed for the job or course I wanted"
LFT5TH4: I was fed up with school"
LFT5TH5: I wanted to start a particular job while I had the chance"
LFT5TH6: My parents advised me to"
LFT5TH7: I felt I would prefer life at work or college to life at school"
LFT5TH8: I wanted to get a job and be self-supporting"

VALUES: 1 ticked
2 not ticked

FILTER: 96 started sixth year

MISSING: 97 no questions in group answered

MEASUREMENT: binary

NOTES: Leavers who started a sixth year were asked a parallel set of questions about why they had done so: see WHY6TH1 to WHY6TH8

********************************************************************
VARIABLE: LFT5THM
KEY: "Now underline the most important reason (for not starting a sixth year LFT5TH1 etc)"

VALUES: 1 to 8 reasons referred to in LFT5TH1 to LFT5TH8 respectively

FILTER: 96 started sixth year

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

********************************************************************

VARIABLES: LFTS5IN1 to LFTS5IN9

KEY: "If you left school before the summer exams, why did you leave school when you did?"

LFTS5IN1: I was not getting on well in the fifth year courses I had started"
LFTS5IN2: I did not think I could get any better exam results at school"
LFTS5IN3: I needed the money from a job"
LFTS5IN4: I had all the 0 grades needed for the job or course I wanted"
LFTS5IN5: I was fed up with school"
LFTS5IN6: I wanted to start a particular job while I had the chance"
LFTS5IN7: My parents advised me to"
LFTS5IN8: I felt I would prefer life at work or college to life at school"
LFTS5IN9: I wanted to get a job and be self-supporting"

VALUES: 1 ticked
2 not ticked

FILTER: 96 left before fifth year

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

NOTES: This is one of several sets of questions about reasons for leaving school; this group was put to those who stayed on to fifth year but were probably not intending to study for Highers (C questionnaire). See also LFTSCHL1 to LFTSCHL8 (fourth year leavers) and LFT5TH1 to LFT5TH8 (fifth year leavers, D questionnaire).

********************************************************************
**VARIABLES:** LFTSCHL1 TO LFTSCHL8

**KEY:** "<If you did not stay on to fifth year> Why not?"

LFTSCHL1: I did not think I could get any better exam results at school"
LFTSCHL2: I needed the money from a job"
LFTSCHL3: I had all the Highers or 0 grades needed for the job or course I wanted"  
LFTSCHL4: I was fed up with school"
LFTSCHL5: I wanted to start a particular job while I had the chance"  
LFTSCHL6: My parents advised me to"
LFTSCHL7: I felt I would prefer life at work or college to life at school"  
LFTSCHL8: I wanted to get a job and be self-supporting"

**VALUES:**
1 ticked  
2 not ticked

**FILTER:** 96 stayed on to fifth year

**MISSING:** 98 not asked in Questionnaire received  
97 no questions in group answered

**MEASUREMENT:** binary

**NOTES:** In the C questionnaire this group of questions was asked of those who left after fourth year; in the D questionnaire, almost identical questions were asked of those who left after fifth year (LFT5TH1 to LFT5THM). Reasons for staying on at school (to fifth or sixth year) are covered by WHY5TH1 to WHY5THM and WHY6TH1 to WHY6THM. See also LFTINS51 to LFTINS59, put to C questionnaire respondents who left during fifth year.

*******************************
VARIABLE: LFTSCHLM
KEY: "Now underline the most important reason <referred to in LFTSCHL1 etc>"
VALUES: 1 to 8 reasons referred to in LFTSCHL1 to LFTSCHL8 respectively
FILTER: 96 started fifth year
MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered
MEASUREMENT: nominal

********************************************************************

VARIABLE: LINKCHOS
KEY: "Did you choose to go on <the link course>?"
VALUES: 1 yes
2 no
FILTER: 96 did not start link course
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary

********************************************************************
VARIABLE: LINKCRSE
KEY: "Did you ever go on a course at a college while you were at school (often called link courses)?"
VALUES: 1 yes
          2 no
MISSING: 99 not answered
         98 not asked in Questionnaire received
MEASUREMENT: binary

VARIABLE: LINKFE
KEY: "Did <the link course> change the way you felt about doing further education after school?"
VALUES: 1 it made me think more seriously about doing further education
         2 it made no difference to how I felt
         3 it put me off further education
FILTER: 96 did not start link course
MISSING: 99 not answered
         98 not asked in Questionnaire received
MEASUREMENT: nominal
**VARIABLE:** LINKHLPL

**KEY:** "Did the course <in LINKCRSE> make it any easier for you to decide which job you would like?"

**VALUES:**
1 a lot easier  
2 a bit easier  
3 no easier

**FILTER:** 96 did not start link course

**MISSING:**
99 not answered  
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

********************************************************************

**VARIABLE:** LINKHLPD

**KEY:** "Did the course <in LINKCRSE> make it any easier for you to decide which jobs you would dislike?"

**VALUES:**
1 a lot easier  
2 a bit easier  
3 no easier

**FILTER:** 96 did not start link course

**MISSING:**
99 not answered  
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal
VARIABLE: LINKOK
KEY: "On the whole, was the course (in LINKCRSE) worthwhile, or a waste of time?"
VALUES: 1 worthwhile
2 worthwhile in some ways
3 a waste of time
FILTER: 96 did not start link course
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: ordinal

VARIABLE: LVBEFOR5
KEY: "How seriously did you consider leaving before your fifth year?"
VALUES: 1 seriously
2 fairly seriously
3 not seriously
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: ordinal
NOTES: Asked of those who intended to study for Highers (0 questionnaire).
**VARIABLE:** LVBEFORE6  
**KEY:** "How seriously did you consider leaving before your sixth year?"

**VALUES:**  
1 seriously  
2 fairly seriously  
3 not seriously

**FILTER:** 96 left before sixth year  
**MISSING:** 99 not answered  
**MEASUREMENT:** ordinal

**NOTES:** See also LVBEFORE5, LVBEFOREX. Respondents to LVBEFORE6 and S5 leavers from the same versions were also asked about how they made the decision and who influenced them (S5S6PARY to S5S6PARN, SFRIEND).

********************************************************************

**VARIABLE:** LVBEFOREX  
**KEY:** "During your fifth year how seriously did you consider leaving before the summer SCE exams?"

**VALUES:**  
1 I left  
2 seriously  
3 fairly seriously  
4 not seriously

**FILTER:** 96 left before fifth year  
**MISSING:** 99 not answered  
**MEASUREMENT:** ordinal

**NOTES:** Designed to explore the attitudes of those not fully committed to a traditional Highers course.

********************************************************************
VARIABLES: HCODER, OCODER

KEY:
- HCODER: ID number of main coder
- OCODER: ID number of occupation coder

RANGE: 1 to 66

MEASUREMENT: nominal

NOTES: Some questionnaires were coded in two stages, the "occupation coder" being responsible for the relatively complex occupation and further education codes, and the "main coder" taking care of the rest. Usually the same individual was in fact responsible for both stages. Coder IDs were recorded in order to permit any systematic differences of interpretation between coders to be investigated; such differences would affect the reliability and validity of variables.

********************************************************************

VARIABLE: HETHENJY

KEY: "Which <of METHSTUA etc> did you most enjoy?"

VALUES: 1 to 10 respectively as referred to in METHSTUA to METHSTUK

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: See also METHEXAM, METHLRN. Respondents were told they could if they wished mention the same method for each of these three variables. METHSTUA to METHSTUK give pupils' ratings of how often they studied by each of these methods.
**VARIABLE:** METHEXAM

**KEY:** "Which <of METHSTUA etc> helped most with your exams?"

**VALUES:** 1 to 10 respectively as referred to in METHSTUA to METHSTUK

**MISSING:** 99 not answered

**MEASUREMENT:** nominal

********************************************************************

**VARIABLE:** METHLRN

**KEY:** "Which <of METHSTUA etc> helped you to learn most about things that interested you?"

**VALUES:** 1 to 10 respectively as referred to in METHSTUA to METHSTUK

**MISSING:** 99 not answered

**MEASUREMENT:** nominal

********************************************************************
**VARIABLES:** METHMR01 TO METHMR10

**KEY:**
"Mark those things that you would like to have done (more/less often) in these <in METHREF> lessons."

METHMR01: copied down the teacher's notes
METHMR02: made my own notes
METHMR03: worked through exercises or worksheets with the rest of my class
METHMR04: used worksheets as a guide for my own work (or in small group work)
METHMR05: listened to tape, record or radio
METHMR06: used a tape recorder myself
METHMR07: used books etc from the library or resource centre for my work
METHMR08: watched a TV programme, film or slides
METHMR09: used a camera myself
METHMR10: used a computer myself

**VALUES:**
1 liked more often
2 liked less often

**FILTER:**
95 no valid subject
96 did not study subject(s) presented

**MISSING:**
99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

**MEASUREMENT:** nominal

*****************************************************************************
VARIABLES: METHOD01 TO METHOD10

KEY: "During lessons in my <fourth/fifth> year I ..."

METHOD01: copied down the teachers notes"
METHOD02: made my own notes"
METHOD03: worked through exercises or worksheets with the
            rest of the class"
METHOD04: used worksheets as a guide for my own work (or
            in small group work)"
METHOD05: listened to tape, record or radio"
METHOD06: used a tape recorder myself"
METHOD07: used books etc from the school library or
            resource centre for my work"
METHOD08: watched a TV programme, film or slides"
METHOD09: used a camera myself"
METHOD10: used a computer myself"

VALUES:
1 often
2 sometimes
3 never

FILTER:
95 no valid subject
96 did not study subject(s) presented

MISSING:
99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: ordinal

NOTES: This group of variables records the study methods
        experienced in the subject indicated by METHREF.
        METHOD01 to METHOD10 provide an evaluation of those
        methods.

********************************************************************
VARIABLE: METHREF

KEY: Subject to which study method questions apply.

VALUES:
1 Geography fourth year
2 Geography fifth year
3 Physics fourth year
4 Physics fifth year
5 French fourth year
6 Woodwork fourth year
7 Maths/Arith fourth year
8 Maths/Arith fifth year
9 English fourth year
11 History fourth year
12 History fifth year
13 Biology fourth year
14 Biology fifth year
15 German fourth year
16 Home Econ fourth year

FILTER:
95 no valid subject
96 did not study subject(s) presented

MISSING:
99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: METHREF indicates the subject and stage referred to in METH0001 to METHOD010. See also notes on METHSBVO.

********************************************************************
VARIABLE: METHSBVD
KEY: "In your fourth (fifth) year did you have lessons in <METHSUBS>..."

VALUES:  
1 studied (and answered on) first subject  
2 studied second subject (and not first subject)  
3 studied neither subject  
4 studied first subject and second subject  
5 other ambiguities

MISSING:  
99 not answered  
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: This is a checking variable for the questions about study methods. It has been used in constructing METHREF, which lists the subject and year to which the study methods questions apply for each respondent. There is little difficulty in interpreting data on the first subject of each pair in METHSUBS; but where a subject is the second of the pair, it must be noted that respondents are a residual group: ie those who did subject two but not subject one. Those who named both and have been coded '4' here, have been excluded from METHREF, METHOD001 etc and METHMR01 etc by the code '95, no valid subject', because it is not clear to which subject their answers referred. This is also true of those coded '5'.

********************************************************************
VARIABLES: METHSTUA TO METHSTUK

KEY: "Please indicate roughly how often you studied in each of the following ways in school hours during your last year"

METHSTUA: having notes dictated to you in class"
METHSTUB: making your own notes from lessons"
METHSTUC: using duplicated notes"
METHSTUD: exercises, worked examples, prose, translations"
METHSTUE: preparing essays or dissertations"
METHSTUF: reading"
METHSTUG: class/group discussion"
METHSTUH: laboratory/field work and writing up"
METHSTUJ: creative activity: painting, music, creative writing, etc."
METHSTUK: practical activity: typing, making things, etc."

VALUES: 1 very often
2 often
3 sometimes
4 rarely
5 never

MISSING: 99 not answered
97 no questions in group answered

MEASUREMENT: ordinal

NOTES: Respondents were asked to make an "on balance" judgement (over all subjects) of how often the study method was used.
VARIABLE: METHSUBS

KEY: "In your fourth (fifth) year did you have lessons in..."

VALUES: 1 Geography (or History) fourth year  
2 Geography (or History) fifth year  
3 Physics (or Biology) fourth year  
4 Physics (or Biology) fifth year  
5 French (or German) fourth year  
6 Woodwork (or Home Economics) fourth year  
7 Mathematics/Arithmetic fourth year  
8 Mathematics/Arithmetic fifth year  
9 English fourth year

MISSING: 98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: METHSUBS shows what subjects the respondent was presented with; for values 1-6 he was asked if he had studied the first subject; only those who said "no" should have responded to the question on the second subject. The rest of the page of questions concerned either the first subject (if taken) or the second subject (if this, but not the first was taken). Valid subjects are given in METHREF. Further details in METHSBVD.

********************************************************************
VARIABLE: MONTH  
KEY: Month of birth
VALUES: 1 to 12, January to December
MISSING: 99 not answered
MEASUREMENT: interval
NOTES: Information on sex and date of birth was obtained from respondent before they left school, and has been used here for all except respondents to the D questionnaire in which these items were repeated. See YRBIRTH, SEX.

VARIABLES: MUMCOLL, DADCOLL  
KEY: "Did your mother or father ever go to college (or university)?"
VALUES: 1 yes- full time  
2 yes- part time  
3 no  
4 don't know
MISSING: 99 not answered  
98 not asked in Questionnaire received
MEASUREMENT: nominal

********************************************************************
VARIABLE: MUMEMP

KEY: "Does your mother have a paid job?"

VALUES: 1 yes, full-time
          2 yes, part-time
          3 no

MISSING: 99 not answered
          98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: This was the only question asked about mothers' employment in 1981. There were two main reasons for not seeking more detailed information: first, it is well established that paid work for women in this age-range often does not fairly reflect their qualifications and experience and therefore it may be misleading to make inferences from occupational information in the same way as one would for fathers. Secondly, a number of questions on family background were competing for very limited space, and it was felt that any researcher keenly interested in mothers' employment could use an earlier data set (eg 1977) to pursue this issue.
**VARIABLES:** NUMSCHL, DADSCHL

**KEY:** "How old were your mother and father when they left school?"

**VALUES:**
1 15 years old or less
2 16 years old
3 17 years old or more
4 don't know

**MISSING:** 99 not answered

**MEASUREMENT:** ordinal

**NOTES:** Note that this question asks about age of leaving school; see also MUMCOLL, DADCOLL for record of parents further education. The 1977 questions (not used here) asked about age of finishing full-time education.

********************************************************************

**VARIABLES:** NUM50 TO NUM50THR

**KEY:** "Could you now summarise the number and type of exams you attempted in fifth and sixth years: including resits. (number of subjects attempted)...

- NUM50: at O grade (S5)
- NUM5H: at Higher (S5)
- NUM5ALEV: at GCE A level (S5)
- NUM50THR: other exams

**RANGE:** 0 to 9

**MISSING:** 99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** interval

********************************************************************
VARIABLES: NUH60 TO NUH60THR

KEY: "Could you now summarise the number and type of exams you attempted in fifth and sixth years: including resits. (number of subjects attempted)"

NUH60: at O grade
NUH6H: at Higher
NUH6SYS: at CSYS
NUH6ALEV: at GCE A level
NUH6OTH: other exams

RANGE: 0 to 9

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: interval

***************************************************************************

VARIABLE: NUMCSE

KEY: "How many subjects did you take for CSE?"

RANGE: 0 to 6

FILTER: 96 not in a CSE school

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: interval

***************************************************************************
VARIABLE: NUMJOBS
KEY: "How many full-time jobs (if any) have you had, since leaving school? (don't count special schemes for unemployed young people)"

RANGE: 0 to 8
MISSING: 99 not answered
MEASUREMENT: interval
NOTES: Valid values record the response given; '8' includes '8 or more'. Those who failed to respond have been coded as missing, but in many cases they are assumed to have had no full-time job.

********************************************************************

VARIABLE: NUMQUAL
KEY: Number of post-school courses recorded

RANGE: 1 to 3
FILTER: 96 did not start post-school course
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: interval
NOTES: NUMQUAL records whether courses have been coded for one or more of QUAL1, QUAL2 and QUAL3. The notes to QUAL1 explain how multiple courses were coded.

********************************************************************
**VARIABLE:** NUMSCHL

**KEY:** "How many secondary schools did you go to?"

**VALUES:**
1 one
2 two
3 three or more

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** interval

********************************************************************

**VARIABLE:** OGRIMP

**KEY:** "How important were O grade results for getting this present job?"

**VALUES:**
1 essential
2 quite important
3 not very important
4 not important at all
5 don't know

**FILTER:**
96 not in job or scheme

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** binary

**NOTES:** See also HGRIMP

********************************************************************
VARIABLE: OGROPING6
KEY: "On the whole, was doing O grades worthwhile, or a waste of time?"
VALUES: 1 worthwhile
2 worthwhile in some ways
3 a waste of time
FILTER: 96 did not sit O grades
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: ordinal
NOTES: This is one of a set of six evaluative questions asked about O grade in the 1977 survey, and is the only one of the set included in the 1981 survey.

VARIABLE: OHSUBREQ
KEY: "Did you employer require any particular subject(s) at Highers or O grade?"
VALUES: 1 yes
2 no
FILTER: 96 not in job or scheme
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary
NOTES: See also HSUBREQT. For questions on examination passes required see EMPASSH, EMPASSO. For details of the subjects specified under OHSUBREQ see subjREQH and subjREQO.
VARIABLE: OSUBREQ
KEY: "Did your employer require any particular subject(s) at O
     grade?"
VALUES: 1 yes
         2 no
FILTER: 96 not in job or scheme
MISSING: 99 not answered
         98 not asked in Questionnaire received
MEASUREMENT: binary
NOTES: See notes on OHSUBREQ

******************************************************************************

VARIABLE: OSUBREQT
KEY: Total number of 0 grade subjects required by employer
RANGE: 0 to 6
FILTER: 96 not in job or scheme
MISSING: 99 not answered
         98 not asked in Questionnaire received
MEASUREMENT: interval
NOTES: This records the number of subjects named in SubjREQO.
       In the D questionnaire, a maximum of three subjects were
       recorded. In the C questionnaire, up to six subjects
       were recorded. Only specific subjects have been counted.

******************************************************************************

4-103
VARIABLE: PLAN05

KEY: "When you started fifth year did you plan to sit (or re-sit) any subjects at O grade?"

VALUES: 1 yes
2 no

FILTER: 96 left before fifth year

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: This question was asked in the C questionnaire. Comparable information is provided for some versions of the D questionnaire by S5NUMO.

********************************************************************

VARIABLES: PREF1 TO PREF3

KEY: Among two or more types of courses applied to before November 1980 the type that was ranked in order of preference ....

VALUES: 1 University
2 College of Education: teacher training
3 College of Education: other courses (eg social work)
4 Colleges of Further Education and other colleges: advanced courses (eg degrees, HNC, HND)
5 Colleges of Further Education and other colleges: other courses (eg ONC, OND, Highers)
6 Nursing or physiotherapy training
7 Other education or training
8 Two or more types of course ranked equally

FILTER: 96 did not apply to any full-time course of education or training before November 1980

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: These variables contain the first three preferences given in PREFUNIV to PREFOTH. The number of "preferences" recorded is given in PREFN.

********************************************************************
VARIABLE: PREFJOB
KEY: "Would you have taken this job if other jobs had been easier to get?"
VALUES: 1 yes
2 no
FILTER: 96 not in job or scheme
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary

VARIABLE: PREFN
KEY: Number of preferences <for PREFUNIV etc.>
VALUES: 1 to 7
FILTER: 96 did not apply to a full-time course of education or training before November 1980
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: interval
NOTES: Records the number of preferences stated in PREFUNIV to PREFOTHTR.
**VARIABLES:** PREFUNIV TO PREFOTH

**KEY:**
"What was the order of your preferences between those types of courses to which you applied?"

PREFUNIV: University
PREFCEDT: College of Education: teacher training
PREFCEDO: College of Education: other courses (eg social work)
PREFAFE: Colleges of Further Education - other colleges: advanced courses (eg degrees, HNC, HND)
PREFOF: Colleges of Further Education - other colleges: other courses (eg ONC, OND, Highers)
PREFNURS: nursing or physiotherapy training
PREFOTH: other education or training

**VALUES:**
1 to 7 order of preference

**FILTER:**
96 did not apply to a full-time course of education or training before November 1980

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

**NOTES:**
When two courses were given equal preference rankings they have both been coded as the lower number concerned - eg two "second equal" choices would both have been coded as 2 rather than 3. The highest number (lowest preference) which any individual could be given for a type of course is the same as the total number of types of courses to which he or she applied.

The first three preferred courses are given (in preference order) in PREF1 to PREF3.
**VARIABLE:** PUNISH

**KEY:** "How often did you get other (ie not corporal) punishments such as lines, being kept in, etc.?"

**VALUES:**
- 1 never
- 2 once or twice
- 3 quite often
- 4 often

**MISSING:**
- 99 not answered
- 98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

**NOTES:** This question followed one about corporal punishment (BELT) and was designed to monitor the prevalence of other disciplinary techniques just before the movement to phase out corporal punishment took effect.

******************************************

**VARIABLES:** QUAL1 TO QUAL3

**KEY:** "For what qualification (was the college course), if any?"

**VALUES:**
- 1 to 91 see Coding List 52.4

**FILTER:**
- 96 did not start post-school course

**MISSING:**
- 99 not answered
- 98 not asked in Questionnaire received

**MEASUREMENT:** nominal

**NOTES:** Up to three qualifications could be recorded, although only one or two were given in the vast majority of cases. QUAL1 will enter the "highest" qualification (as defined in CRNOW1).

******************************************
VARIABLE: QUALBASE
KEY: "A qualification should be based..."
VALUES: 1 on a set exam (like O grade or Highers)  
          2 only on school work in that subject (continuous assessment)  
          3 partly on school work and partly on a set exam
MISSING: 99 not answered  
          98 not asked in Questionnaire received
MEASUREMENT: ordinal
NOTES: The question was designed to probe leavers' views on forms of assessment, a topic of considerable concern to teachers at the time when these young people were leaving school.

******************************************************************************

VARIABLE: QUALHOPE
KEY: Qualification of course to which respondent applied (or might apply) after October 1980
VALUES: 1 to 64 see Coding List 52.4
FILTER: 96 no courses applied to since October 1980
MISSING: 99 not answered  
          98 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: 

******************************************************************************
VARIABLE: QUALMOST
KEY: Qualification to be pursued in first choice among applications to full-time courses:
   Of the applications you made before last November, please name the institution and course you most wanted to enter (...give the qualification to which the course leads)"
VALUES: 1 to 90 see Post-School Qualifications Coding List 52.4
FILTER: 96 did not apply to a full-time course of education or training before November 1980
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: See INSTMOST.

*******************************************************************************

VARIABLE: QUEST
KEY: Which questionnaire sent to respondent
VALUES: 1 Non certificate (A)
2 Intend O (B)
3 O grade (C)
4 Highers (D)
MEASUREMENT: nominal
NOTES: Decisions about which questionnaire a respondent should receive were based on information in November 1979 about the examinations the pupil intended to take, and about actual SCE entry in April 1980. (For a full discussion of the design of the survey see Part I, 11.) Criteria for each questionnaire are as follows:
   "Non Certificate": No evidence of presentation for SCE.
   (Questionnaire A)
   "Intend O": In November 1979 intended to present for O grade in 1980, but did not do so.
   (Questionnaire B)
   "O grade": Presented for O grade in or before 1980, but no Highers presentation before 1980, and (in November 1979) no intention to present for Highers.
   (Questionnaire C)
   "Highers": In November 1979 intended to present for Highers in 1980, or had already presented.
   (Questionnaire D)
Note that, while the 'Highers' questionnaire may include some 'Intend Highers' (i.e., leavers who in November 1979 intended to take Highers in 1980 but did not in fact do so) the user is free to define level of attainment as he wishes. To reproduce the 1977 cut-off points between After Highers/After School (0 grade)/Non Certificate data sets, use SCETRY.

VARIABLES: QULSUMA1 to QULSUMA3

KEY: First classification (level) of the qualification to which led:

QULSUMA1: the highest level of post-school course (QUAL1)
QULSUMA2: the second post-school course, if any (QUAL2)
QULSUMA3: the third post-school course, if any (QUAL3)

VALUES:
1 degree level
2 advanced level
3 non-advanced
4 training (nursing, therapies etc)
5 SCE, GCE
6 other

FILTER: 96 did not start post-school course

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: In QUAL1 and QUAL2 these subjects are described in terms of the more detailed Post-School Qualification Codes listed in Coding List 52.4. QULSUMA1 and QULSUMA2 are based on these codes as follows:
1 degree (1, 2)
2 advanced (3 THRU 23)
3 non-advanced (31 THRU 38, 40, 41)
4 training (51 THRU 53)
5 SCE/GCE (39)
6 (61 THRU 64)

********************************************************************
**VARIABLES:** QULSUMB1 TO QULSUMB3

**KEY:** Second classification (broad level) of the qualification to which led:

QULSUMB1: the highest level post-school course (QUAL1)
QULSUMB2: the second post-school course, if any (QUAL2)
QULSUMB3: the third post-school course, if any (QUAL3)

**VALUES:**
1 advanced
2 non-advanced
3 other

**FILTER:**
96 did not start post-school course

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

**NOTES:** These are derived from values of QULSUMA1 and QULSUMA2 as follows:
1 advanced (1,2)
2 non-advanced (3)
3 other (4,5,6)

*************************************************************************

**VARIABLES:** REGION, REGION2

**KEY:** The regional education authority in which was situated the last secondary school attended, showing...

REGION: grant-aided and independent schools as separate categories
REGION2: only independent schools as a separate category, and with grant-aided schools classified (along with education authority schools) according to the regions in which they are located

**VALUES:**
1 Highland (Caithness, Sutherland, Ross and Cromarty, Inverness, Lochaber)
2 Grampian (Aberdeen, Banff and Buchan, Gordon, Kincardine and Deeside, Moray)
3 Tayside (Dundee, Angus, Perth and Kinross)
4 Fife (North East Fife, Kirkaldy, Dunfermline)
5 Lothian (Edinburgh, West-, Mid-, and East-Lothian)
6 Borders (Tweeddale, Ettrick and Lauderdale, Berwickshire, Roxburghshire)
7 Central (Stirling, Clackmannan, Falkirk)
8 Strathclyde (Argyll and Bute, Ayr, Dumbarton, Glasgow, Lanark, Renfrew)
9 Dumfries and Galloway (Merrick, Stewartry, Nithsdale, Annandale and Eskdale)

10 Islands (Western Isles, Orkney, Shetland)
11 grant-aided schools (in REGION but not in REGION2)
12 independent schools
13 other schools

MEASUREMENT: nominal

NOTES: REGION follows the practice of the SED, which typically distinguishes grant-aided from the education authority schools in the presentation of regional statistics.

********************************************************************

VARIABLE: REGSTAY

KEY: "Where are you now staying? (If a student, just say where you stay during term)"

VALUES: 1 Highland
2 Grampian
3 Tayside
4 Fife
5 Lothian
6 Borders
7 Central
8 Strathclyde
9 Dumfries and Galloway
10 Orkney
11 Shetland
12 Western Isles
13 England
14 Wales
15 Northern Ireland
16 Outwith UK

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: Larger towns have been coded in TOWNSTAY. Do not confuse this variable with REGION which gives the region of the last school attended by the respondent.

********************************************************************
VARIABLE: REPLICAT
KEY: Replicate number
RANGE: 1 to 44
MISSING: 99 not answered
MEASUREMENT: nominal

NOTES:
The sampling for the 1981 Survey was two-phase. In the first phase a random sample containing the equivalent of about 51 per cent of the target population was collected. This "sample" was partitioned into 44 sub-samples by stratified systematic sampling. It is these sub-samples that are indexed by REPLICAT. The "main" survey comprised the first 32 values of REPLICAT, for which SURVEY=1. There is a direct relation between the values of REPLICAT and the questionnaire VERSIONS:

\[
\begin{array}{cccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 \\
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 \\
9 & 10 & 11 & 12 & 13 & 14 & 15 & 16 \\
17 & 18 & 19 & 20 & 21 & 22 & 23 & 24 \\
25 & 26 & 27 & 28 & 29 & 30 & 31 & 32 \\
\end{array}
\]

There are thus four replicates to each version of the main survey.

********************************************************************

4-113
VARIABLE: REPNO

KEY: Subfile sorting value

RANGE: 1000 to 4000

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: REPNO is a composite variable based on REPLICAT, SURVEY and QUEST. It is designed to sort an SPSS file into subfiles, where each subfile contains a complete replicate. All cases not in the main survey (SURVEY NE 1) are given the same REPNO (4000).

The formula for producing REPNO is SURVEY * 1000 + QUEST * 100 + REPLICAT

********************************************************************

VARIABLE: REWEIGHT

KEY: Weighting factor

VALUES: 0.3 to 3.0

0 cannot be reweighted

MEASUREMENT: interval

NOTES: REWEIGHT is based upon 56 weighting classes, formed by the 14 values of TOTSCEP, the two values of SEX and two values of SCHLTYPE (EA versus Independent and GA). Its use will reduce any bias due to non-response where the variables being summarised are associated with sex, level of school qualification and type of school. Its use is recommended; see Part II, 22 and Part VII, 71.

********************************************************************
**VARIABLE:** S3NOTM

**KEY:** Most important subject respondent was prevented from taking in S3

**VALUES:** 1 to 99 see school subject list (Part V, 51.1)

**FILTER:** 996 no subjects underlined

**MISSING:** 999 not answered

**MEASUREMENT:** nominal

**NOTES:** This variable was part of a question about constraints on S3 options. Respondents were asked to name subjects they had been unable to choose in S3; they were then asked to underline the 'most important' subject and explain why they were unable to study it (see WHY3N01 to WHY3N07 and Subj3S3N0).

********************************************************************

**VARIABLES:** S4FEEL1 TO S4FEEL8

**KEY:** "Here are some things people have said about their fourth year at school. We want to know what you think about your fourth year. (Try to give an 'on balance' opinion)"

S4FEEL1: school work was worth doing
S4FEEL2: my teachers didn't care about me
S4FEEL3: there were too many troublemakers in my classes
S4FEEL4: my teachers helped me to do my best
S4FEEL5: I had plenty of friends to be with at school
S4FEEL6: teachers were always picking on me
S4FEEL7: my friends took school seriously
S4FEEL8: school was a waste of time for me

**VALUES:**
1 true
2 untrue

**MISSING:** 98 not asked in Questionnaire received
97 no questions in group answered

**MEASUREMENT:** binary

********************************************************************
**VARIABLES:** S4S5DCD1 TO S4S5DCD4

**KEY:**

"In your fourth year you had to decide whether to leave school or stay on to do a fifth year. Listed below are some of the times you may have thought about this. Indicate what you intended to do...

S4S5DCD1: before sitting prelims"
S4S5DCD2: before sitting 0 grade exams"
S4S5DCD3: before getting 0 grade results"
S4S5DCD4: when 0 grade results arrived"

**VALUES:**

1 intended to stay on
2 I was undecided
3 intended to leave
4 I hadn't thought about it

**MISSING:**

99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

**MEASUREMENT:** nominal

********************************************************************

**VARIABLES:** S4S5PARY TO S4S5PARN

**KEY:**

"When you were in your fourth year at school...

S4S5PARY: did your parents want you to stay on for another year?"
S4S5TCHN: did any of your teachers advise you to leave?"
S4S5JOB: were you seriously looking for a job?"
S4S5TCHY: did any of your teachers want you to stay on?"
S4S5PARN: did your parents want you to leave?"

**VALUES:**

1 yes
2 no

**MISSING:**

99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

**MEASUREMENT:** binary

********************************************************************
VARIABLES: S5ADVIS1 TO S5ADVIS4

KEY: "Think back to the time when you were deciding what courses to do in fifth year. Did you talk to your teachers at that stage about..."

S5ADVIS1: the SCEs you needed for a job or course?
S5ADVIS2: which subjects would be most interesting for you to do?
S5ADVIS3: which subjects you were best at for the exam?
S5ADVIS4: how many subjects to do at H and how many at O?

VALUES: 1 ticked
2 not ticked

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

********************************************************************

VARIABLES: S5ADVOK1 TO S5ADVOK4

KEY: "On the list above <S5ADVIS1 to S5ADVIS4>, please underline any topic on which you got helpful advice from your teachers"

VALUES: 1 underlined
2 not underlined

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

********************************************************************
VARIABLE: S5FRIEND

KEY: "In your fourth year did most of your friends decide to stay on for a fifth year at school?"

VALUES: 1 yes 2 no

MISSING: 99 not answered 98 not asked in Questionnaire received

MEASUREMENT: binary

********************************************************************

VARIABLE: S5HINS6

KEY: "At the start of your fifth year did you plan to sit any SCE exams at H grade in your sixth year?"

VALUES: 1 yes, definitely 2 yes, possibly 3 undecided 4 at that stage I did not plan a sixth year

MISSING: 99 not answered 98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: This question is designed to explore the idea of an intended two year course to Highers, an idea that has existed for some years as a way of providing more time for the transition from O grade to Highers.

********************************************************************
VARIABLES: S5NUMH TO S5NUMEX

KEY: "When you started the year, how many exams did you intend to sit at the end of fifth year?"

S5NUMH: at Higher
S5NUM0: at 0 grade
S5NUMEX: for other exams (please specify)

RANGE: 0 to 9

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: interval

NOTES: This is one set of questions about exam intentions in fifth year (D respondents only). For a summary of exams sat in fifth year see NUM50 to NUM50THR. For C respondents' SCE intentions, see PLAN05, STARTHA.

********************************************************************

VARIABLE: S5PRELIM

KEY: "Did your school make you sit an SCE prelim in any subject in your fifth year?"

VALUES: 1 yes
2 no

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: This question introduced a set of items about the consequences of prelims in fifth year (D respondents only).
VARIABLES: S5PRLMY1 TO S5PRLMY7

KEY:  
"What happened after you got the results of your fifth year SCE prelim exams?"

S5PRLMY1: did your plans remain unchanged? 
S5PRLMY2: did you decide to try more subjects at Higher in fifth year? 
S5PRLMY3: did you decide to try fewer subjects at Higher in fifth year? 
S5PRLMY4: did you think you might postpone sitting subject(s) at Higher until a sixth year? 
S5PRLMY5: did you decide to sit more subjects at O grade? 
S5PRLMY6: did you decide to sit fewer subjects at O grade? 
S5PRLMY7: did you decide to leave school before the summer?

VALUES: 
1 yes 
2 no

FILTER:  
96 did not take prelim

MISSING:  
99 not answered 
98 not asked in Questionnaire received 
97 no questions in group answered 

MEASUREMENT:  
binary

********************************************************************

VARIABLES: S5S6OCD1 TO S5S6OCD4

KEY:  
"In your fifth year you had to decide whether to leave school or stay on to do a sixth year. Listed below are some of the times you may have thought about this...."

S5S6OCD1: before sitting prelims 
S5S6OCD2: before sitting Higher/O grade exams 
S5S6OCD3: before getting Higher/O grade results 
S5S6OCD4: when Higher/O grade results arrived 

VALUES: 
1 intended to stay on 
2 I was undecided 
3 intended to leave 
4 I hadn't thought about it

MISSING:  
99 not answered 
98 not asked in Questionnaire received 
97 no questions in group answered

MEASUREMENT:  
nominal

********************************************************************
VARIABLES: S5S6PARY TO S5S6PARN

KEY: "When you were in your fifth year at school..."

S5S6PARY: did your parents want you to stay on for another year?"
S5S6TCHN: did any of your teachers advise you to leave?"
S5S6JOB: were you seriously looking for a job?"
S5S6TCHY: did any of your teachers want you to stay on?"
S5S6PARN: did your parents want you to leave?"

VALUES: 1 yes
2 no

MISSING: 99 not answered
97 no questions in group answered

MEASUREMENT: binary

********************************************************************

VARIABLES: S5WORK1 TO S5WORK3

KEY: "In your fifth year, how did you feel about your SCE courses?"

S5WORK1: the amount of work required in fifth year came as a shock"
S5WORK2: SCE courses and exams did not dominate my life in fifth year"
S5WORK3: I could keep up with the work in my SCE courses in fifth year"

VALUES: 1 completely agree
2
3
4 can't say or neutral
5
6
7 completely disagree

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: ordinal

********************************************************************
VARIABLES: S5WORK4 TO S5WORK6

KEY: "In fifth year, how did you feel about your SCE courses?"

S5WORK4: the difficulty of the work in fifth year came as a surprise
S5WORK5: the exam pressure in fifth year was much more than in fourth year
S5WORK6: fifth year work was more interesting than fourth year work

VALUES: 1 completely agree
2
3
4 can't say or neutral
5
6
7 completely disagree

FILTER: 96 attracted to teaching

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

********************************************************************

VARIABLE: S6FRIEND

KEY: "In your fifth year did most of your friends decide to stay on for a sixth year at school?"

VALUES: 1 yes
2 no

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

********************************************************************
VARIABLE: SCEFE
KEY: SCE and GCE courses taken at a College of further education after leaving school

VALUES:  
1 SCE O grade only  
2 SCE H grade only  
3 GCE A level only  
4 SCE O grade and SCE H grade only  
5 SCE O grade and GCE A level only  
6 SCE H grade and GCE A level only  
7 SCE O grade and H grade, and GCE A level  
8 did not enter further education for an SCE or GCE course

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: The subjects of SCE and GCE presentations made whilst at a College of Further Education college were not recorded. The number of subjects taken at A level, H grade and O grade are recorded in FEGCEAT, FESCEHT and FESCEOT respectively.

********************************************************************

VARIABLE: SCETRY
KEY: Highest level of SCE attempted

VALUES:  
1 attempted at least one Higher (or A level)  
2 attempted at least one O grade (or O level)  
3 did not attempt SCE/GCE

MISSING: 99 not answered

MEASUREMENT: ordinal

NOTES: This variable attempts to reproduce the "cut-off points" between the three data sets of the 1977 survey: AH (attempted at least one Higher), AS (attempted at least one O grade but no Highers) and NC (did not attempt any SCE). The growth of CSE in some regions, and differences in the structure of the 1977 and 1981 surveys mean that comparisons should be treated with caution.

********************************************************************
**VARIABLE:** SCHDENOM

**KEY:** Whether the last school attended was Catholic or non-denominational

**VALUES:**
1 non-denominational
2 Roman Catholic
3 all independent schools

**MEASUREMENT:** nominal

**NOTES:**
Scottish state schools are officially classified as above. The religious affiliations, if any, of independent schools are not distinguished here. Note that this variable classifies schools and not persons.

********************************************************************

**VARIABLE:** SCHLXCHS

**KEY:** "Would you rather have gone to a different school in your area?"

**VALUES:**
1 yes
2 no
3 my school was the only one in my area

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

********************************************************************
**VARIABLES:** SCHLXY1, SCHLXY2

**KEY:** "Why would you have preferred to go there (the school referred to in SCHLXCHS)?"

**VALUES:**
1. limited subject choice, curriculum, etc.
2. too exam-oriented, no preparation for life, etc.
3. inadequate teachers, poor learning environment, etc.
4. school academically ineffective, poor exam results, etc.
5. poor social atmosphere amongst pupils, friends elsewhere, etc.
6. poor pupil-teacher relationships, discipline problems, etc.
7. poor facilities (sports or academic)
8. journey to school
9. general; other; unspecified

**FILTER:** 96 no other school preferred

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

**NOTES:** Only asked in C7, C8, D5 and D6. This was one of the few open-ended questions in the survey, and follows on from SCHLXCHS. The question was asked in terms of reasons for preferring another school but was usually answered, and therefore coded, in terms of deficiencies of present school. There are also relevant back page comments which have been used to gain additional information to assist the coding of responses in the main body of the questionnaire.

********************************************************************

4-125
**VARIABLE:** SCHMHEAR

**KEY:** "Young people who are unemployed can go on special schemes of work experience or training. Have you ever heard of schemes like this?"

**VALUES:**
1 yes
2 no

**MISSING:** 99 not answered

**MEASUREMENT:** binary

********************************************************************

**VARIABLE:** SCHSIZE

**KEY:** The number of secondary pupils in 1980 at the last school attended

**VALUES:** 1 TO 2000 (APPROX)

**MISSING:** 99 not answered

**MEASUREMENT:** interval

**NOTES:** Please note that these are 1980 figures.

********************************************************************
**VARIABLE:** SCHSTAT  
**KEY:** The status (type) of school last attended  
**VALUES:**  
1 education authority, no fees  
2 education authority, with fees  
3 grant-aided  
4 independent  
**MEASUREMENT:** nominal  
**NOTES:** Schools are not identified in these data-sets, but SCHSTAT and several other variables (e.g., REGION, SCHDENOM) have been based on schools, although they are of course recorded for each individual respondent. (Fees were abolished in EA schools at various dates around 1970, therefore Value 2 only validly occurs in the Time-Series data-set, for leavers in 1962/63 and 1970.) Value 3 has been assigned to all leavers from schools which were grant-aided in 1975. Value 4 therefore refers only to independent schools that had no grant-aided pupils in 1975/76.

********************************************************************

**VARIABLE:** SEX  
**KEY:** Sex of respondent  
**VALUES:**  
1 male  
2 female  
**MEASUREMENT:** nominal  
**NOTES:** In the D questionnaire leavers were asked to state their sex. This was checked against the information they had supplied in the first phase of the survey when they were still at school. For all other respondents, the data on sex and date of birth was taken straight from the latter source.

********************************************************************

4-127
VARIABLES: SEXMATH TO SEXMCOOK

KEY: "Here are some subjects which may be studied by girls or boys. Are they equally important for both?"

SEXMMATH: maths
SEXMPHYS: physics
SEXMCHLD: child care
SEXMMETW: metalwork
SEXMBIOL: biology
SEXMFREN: French
SEXMCOOK: cookery

VALUES: 1 mostly for girls
2 mostly for boys
3 important for both
4 not important for anyone

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: nominal

********************************************************************************

VARIABLES: SHLDHAV1 TO SHLDHAV6

KEY: "In the light of your experience, what do you now think you should have done after your fifth year at school? I should have..."

SHLDHAV1: done exactly what I did"
SHLDHAV2: left school after fifth year"
SHLDHAV3: taken more Highers than I did"
SHLDHAV4: taken fewer Highers than I did"
SHLDHAV5: taken more Sixth Year Studies courses than I did"
SHLDHAV6: taken fewer Sixth Year Studies courses than I did"

VALUES: 1 ticked
2 not ticked

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

********************************************************************************
VARIABLES: SIBAGE01 TO SIBAGE10

KEY: "Now please write down the ages (of any brothers and sisters) at their last birthdays"

RANGE: 0 to 50

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: interval

NOTES: See entry for BROTHERS to find number of siblings

********************************************************************

VARIABLE: SITCSE

KEY: "Some schools do CSE <Certificate of Secondary Education> as well as 0 grade. Did you take a CSE course in any subject?"

VALUES: 1 yes
2 no

FILTER: 96 not in a CSE school

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: Valid answers have been restricted to those who were in 'CSE' schools at

********************************************************************
### VARIABLE: SITO50R6

**KEY:** "Did you sit any subjects at 0 grade (including re-sits) in fifth or sixth year?"

**VALUES:**
- 1 yes
- 2 no

**FILTER:** 96 left before summer of fifth year

**MISSING:**
- 99 not answered
- 98 not asked in Questionnaire received

**MEASUREMENT:** binary

**NOTES:** This question was asked in the D questionnaire, but the C questionnaire also sought information about O grade attempts in fifth and/or sixth year, and all C respondents have therefore been given an appropriate value on this variable.

********************************************************************

### VARIABLE: SITOGRDE

**KEY:** "The first public exam most people take is SCE O grade (you may hear it called 'O level'). Did you take O grade exams at school?"

**VALUES:**
- 1 yes
- 2 no

**MISSING:** 99 not answered

**MEASUREMENT:** binary

**NOTES:** All respondents were asked this question. The answer can be checked against the record of subjects sat for the examination except for respondents to the A (non-certificate) questionnaire who could record prelims but not O-grades.
VARIABLE: SIXTHOK
KEY: "Was your sixth year at school worthwhile?"
VALUES: 1 yes
2 no
FILTER: 96 left before sixth year
MISSING: 99 not answered
MEASUREMENT: binary
NOTES: SIXTHOK simply represents LASTOK for sixth year leavers.

********************************************************************
VARIABLE: SPEEDRET
KEY: Time (in days) between despatch of questionnaire and its return
RANGE: 2 to 200 (approx)
MEASUREMENT: interval
NOTES: For further details on the administration of the survey see Part I. All questionnaires were sent out on April 16th 1981; approximately 50 percent were returned within a fortnight and further returns were stimulated by the despatch of reminder postcards. See also DATERECV.

********************************************************************
VARIABLE: SPORTECHS

KEY: "Apart from PE lessons, did you choose to do any more sport at school in your last year? (include outdoor pursuits)"

VALUES: 1 yes, at least once a week
         2 yes, less than once a week
         3 no, not at all

MISSING: 99 not answered
         98 not asked in Questionnaire received

MEASUREMENT: ordinal

********************************************************************

VARIABLES: SPORTEHR1 TO SPORTEHR5

KEY: "Please tick the things that would make you do more sport"

SPORTMR1: a team or partner to play with
SPORTMR2: cheaper kit, equipment
SPORTMR3: more local facilities
SPORTMR4: cheaper local facilities
SPORTMR5: more time

VALUES: 1 ticked
         2 not ticked

MISSING: 98 not asked in Questionnaire received
         97 no questions in group answered

MEASUREMENT: binary

********************************************************************
VARIABLE: SPORTNOW
KEY: "Do you now take part in sport? (include outdoor pursuits)"
VALUES: 1 yes, at least once a week
2 yes, less than once a week
3 no, not at all
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: ordinal
NOTES: For details of sports recorded, see Sport.

******************************************************************************

VARIABLE: SPORTNS
KEY: "Did you do any other sport out of school during your last year? (include outdoor pursuits)"
VALUES: 1 yes, at least once a week
2 yes, less than once a week
3 no, not at all
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: ordinal

******************************************************************************
VARIABLE: START5TH
KEY: "Did you start a fifth year at school?"
VALUES: 1 yes
2 no
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary
NOTES: This question was asked in the C but not the D questionnaire. All those who received the latter had started a fifth year, and have been coded 'yes' on this variable. For respondents to A and B questionnaires, YRLEFT can be used to derive a value for START5TH

********************************************************************

VARIABLE: START6TH
KEY: "Did you start a sixth year at school? (Count a repeated fifth year as a sixth year)"
VALUES: 1 yes
2 no
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary
NOTES: The question was asked in all versions of the D questionnaire except 1 and 2; for those cases the value has been derived from YRLEFT.
VARIABLES: STARTHA, SITHA

KEY: "In your fifth (or sixth) year did you..."

STARTHA: start a Highers (or A level) course in any subject(s)?
SITHA: sit a Highers (or A level) exam in any subject(s)?

VALUES: 1 yes
2 no

FILTER: 96 left before fifth year
MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: These two questions were asked of all C questionnaire respondents, who by definition should have answered "no".

********************************************************************

VARIABLE: STARTSYS

KEY: "Did you start a Sixth Year Studies (SYS) course in any subject?"

VALUES: 1 yes
2 no

FILTER: 96 left before sixth year
MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

NOTES: Details of Sixth Year Studies are given in SubjSYS, SubjSYSW, TOTSYST to TOTSYSAP.

********************************************************************
VARIABLE: STAYON

KEY: "Did you ever seriously think of staying on longer at school?"

VALUES: 1 yes  2 no

MISSING: 99 not answered  98 not asked in Questionnaire received

MEASUREMENT: binary

********************************************************************

VARIABLES: STAYWEEK, STAYHOLS

KEY: "In your fourth year at secondary school who did you usually stay with..."

STAYWEEK: during the school week?"  
STAYHOLS: during the school holidays?"

VALUES: 1 mother and father  2 mother and step-father  3 father and step-mother  4 mother only  5 father only  6 boarding school  7 school hostel  8 other

MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: The purpose of these variables was to describe the family background of respondents of all attainment levels at a common time point - fourth year of secondary school. Careful interpretation of responses on both variables can be used to create types of family background.

********************************************************************
VARIABLES: SUBHOPE1, SUBHOPE2

KEY: "What course? <Please give the qualification to which the course leads, and the subject(s)>"

VALUES: 1 to 905 see Coding Lists 52.2

FILTER: 96 no course application since October 1980.

MISSING: 99 not answered 98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: See also INSTHOPE, QUALHOPE. These variables refer to course(s) applied to after October 1980, or courses the respondent might apply to after that date.

********************************************************************

VARIABLES: SUBJECT1 TO SUBJECT3

KEY: "Have you started any course at a college <or university - D questionnaire only> since you left school? Please give details of any course(s) or subject(s) you have started"

VALUES: 1 to 905 see Coding Lists 52.1, 52.2

FILTER: 996 did not start post-school course

MISSING: 999 not answered 998 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: See QUAL1 for qualification.

********************************************************************
**VARIABLES:** SUBMOST1, SUBMOST2

**KEY:** Subjects to be studied in course most wanted to enter

- **SUBMOST1:** first subject mentioned
- **SUBMOST2:** second subject mentioned

**VALUES:** 1 to 905 see Coding Lists 5 2.1; 5 2.2.

**FILTER:** 996 did not apply to a full-time course of education before November 1980

**MISSING:**
- 999 not answered
- 998 not asked in Questionnaire received

**MEASUREMENT:** nominal

**NOTES:** See QUALMOST for qualification.

********************************************************************

**VARIABLE:** SUBSJOB1

**KEY:** "In general, how useful have your school subjects been to you in doing this <present> job?"

**VALUES:**
- 1 very useful
- 2 quite useful
- 3 not much use

**FILTER:** 96 not in job or scheme

**MISSING:**
- 99 not answered
- 98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

********************************************************************
VARIABLES: SUBSUMA1 TO SUBSUMA3

KEY: First classification (subject area) of subject of:
SUBSUMA1: highest level post-school course (QUAL1)
SUBSUMA2: second post-school course, if any (QUAL2)
SUBSUMA3: third post-school course, if any (QUAL3)

VALUES: 1 to 34 see Post-School Subject Areas Coding List 52.3

FILTER: 96 did not start post-school course

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: The "subject areas" are the product of a first re-aggregation of the separate subjects distinguished in SUBJECT1 and SUBJECT2. They are intended to be substantively homogeneous subject areas relevant to all levels of courses in further education. Further re-aggregations of subjects (with fewer and broader categories) are described in the following entries.

********************************************************************

VARIABLES: SUBSUMB1 TO SUBSUMB3

KEY: Second classification (subject area) of subject of:
SUBSUMB1: highest level of post-school course (QUAL1)
SUBSUMB2: second post-school course, if any (QUAL2)
SUBSUMB3: third post-school course, if any (QUAL3)

VALUES: 1 education (1)
2 medicine, dentistry and veterinary science (2,3,14)
3 ancillary health (4)
4 engineering (5 THRU 9)
5 technology (10 THRU 12)
6 agriculture and forestry (13)
7 science (15 THRU 20)
8 law, social, administrative, business, architecture (21 THRU 25)
9 catering, wholesale, retail, transport and personnel (26 THRU 29)
10 languages (30 THRU 33)
11 SCE/GCE (34)

FILTER: 96 did not start post-school course

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal
NOTES: The bracketed values indicate the post-school subject areas from Coding List 52.3 SUBSUMB1 is an arbitrary (non-official) classification identifying broadly homogeneous areas of study. It is intended for use across leavers at all levels of school attainment.

********************************************************************

VARIABLES: SUBSUMC1 TO SUBSUMC3

KEY: Third classification (based on UCCA categories) of subject of:

SUBSUMC1: highest level post-school course (QUAL1)
SUBSUMC2: second post-school course, if any (QUAL2)
SUBSUMC3: third post-school course, if any (QUAL3)

VALUES: 1 education (1)
2 medicine, dentistry and health (2,3,4)
3 engineering and technology (5 THRU 12)
4 agriculture, forestry and veterinary science (13,14)
5 science (15 THRU 20)
6 social, administrative and business (21 THRU 24)
7 architecture and other professional and vocational (25 THRU 29)
8 languages, literature and area studies (30)
9 arts other than languages (31,32)
10 SCE or GCE

FILTER: 96 did not start post-school course
MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: This classification follows the usage of Universities Central Council on Admissions; it is intended primarily for the university entrants (value 1 on INSTMODN) or students on degree level courses (value 1 on LEVMODEN). The bracketed numbers in the VALUES list correspond to the post-school subject area as coded in SUBSUMA1 to SUBSUMA3; these codes are listed in the post-school subject areas Coding List 52.3.
**VARIABLE:** SUPBEN1

**KEY:** "Did you get Social Security (Supplementary Benefit) last summer (in June, July or August)?"

**VALUES:**
1 yes
2 no

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** binary

**NOTES:**
The Department of Health and Social Security had proposed an alteration in the Regulations regarding eligibility for Supplementary Benefit. Under this change young people who left school during or at the end of the summer term and who were unemployed and seeking work would not be eligible to claim until the following September. This took effect from May 1981, the 1979/80 school leavers were therefore the last group to be unaffected by the change in Regulations. By analysing these data one may estimate upon whom the financial burden fell. Note that this question appears in several different level/versions of the questionnaire. See Index for details.

***************************************************************************

**VARIABLE:** SURVEY

**KEY:** Target population (Main survey or otherwise)

**VALUES:**
1 Main Survey
3 Supplement E
4 Supplement F

**MISSING:**
99 not answered

**MEASUREMENT:** nominal

**NOTES:**
The 1981 Scottish School Leavers Survey was based on a 37 per cent sample fraction of all 1979/80 school leavers. In two areas of Scotland the sample fraction was increased. The supplementary samples are not available for general analysis, and these cases should be excluded by a SELECT IF statement (SELECT IF (SURVEY EQ 1)).

***************************************************************************
VARIABLE: SYSAQUAL

KEY: "At the end of your fifth year, you were no doubt aware that Highers are a generally recognised qualification for entry to courses of education, and to a number of jobs. As it seemed to you then, for how many of these courses and jobs was Sixth Year Studies also a recognised qualification for entry?"

VALUES: 1 all of these courses and jobs 2 most 3 some 4 a few 5 none 6 I was uncertain

MISSING: 99 not answered 98 not asked in Questionnaire received

MEASUREMENT: ordinal

***************************************************************************

VARIABLES: SYSFEEL1 TO SYSFEEL8

KEY: "On balance, what do you feel about the Sixth Year Studies course(s) that you took? (Show how strongly you agree or disagree with each statement)
My Sixth Year Studies course(s)...

SYSFEEL1: gave me good opportunities to follow up subject interests"
SYSFEEL2: did not go much further into the subject(s) than the Highers course(s)"
SYSFEEL3: gave me good experience of organising my own study for myself"
SYSFEEL4: proved less worthwhile than taking new Highers or O grades"
SYSFEEL5: gave me a better relationship with my subject teacher(s)"
SYSFEEL6: gave me too much freedom"
SYSFEEL7: gave me too little freedom"
SYSFEEL8: resulted in my working less hard than for Highers"

VALUES: 1 strongly agree 2 3 4 can't say or neutral 5 6 7 strongly disagree
I.

FILTER: 96 no SYS course started
MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: ordinal

********************************************************************

VARIABLES: SYSVALU1 TO SYSVALU6

KEY: "Whether or not you did any Sixth Year Studies courses,
we should like to hear your views on their value. In
particular, what can they offer to someone who has
already got all the Highers needed for a chosen job or
course by the end of fifth year?
For someone who's already got their Highers
qualifications, Sixth Year Studies courses ..."

SYSVALU1: give good opportunities to follow up subject
interests"
SYSVALU2: do not go much further into the subject than
the Highers course"
SYSVALU3: give pupils good experience of organising their
own study for themselves"
SYSVALU4: are less worthwhile than taking new Highers or
0 grades"
SYSVALU5: have more to offer than other ways of filling
in a year before further education"
SYSVALU6: have less to offer than going straight into a
job or further education"

VALUES: 1 strongly agree
2
3
4 can't say or neutral
5
6
7 strongly disagree

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: ordinal

********************************************************************

4-143
VARIABLE: Sport
KEY: <If YES to SPORTNOW> What sports do you now take part in?

VALUES: 1 Now takes part in sport
FILTER: 96 does not take part in sport
MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval.
Each respondent was invited to list up to six sports. The list of all sports is recorded in Part V, 55.1.

********************************************************************

VARIABLE: Subj3STD
KEY: (Subject variable) : studied subject in S3 at stated level

VALUES: 3 O grade course
4 CSE course
5 other course
9 did not study in S3

FILTER: 96
MISSING: 99 not answered

MEASUREMENT: ordinal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

See Part V, 51 School Curriculum and Examination Record. Course level is derived from information about examinations in S4. If the respondent presented for O grade and/or sat prelims he/she is assumed to have been on an O grade course in S3; if this was not the case, but there was a CSE presentation, a value of 4 (CSE) is given. If there is no evidence of examination presentation in S4 a value of 5 is given (this will include non-examinable courses). Pupils who started an O grade course and abandoned it at some time before prelim
will have the value 5 for that subject: Subj3STD may therefore under-represent the number on 0 grade courses in S3. Users can of course recode the variable(3,4,5=1) to produce a simple "studied/did not study" dichotomy.

********************************************************************

VARIABLES: Subj40 TO Subj60

KEY: (Subject variables): 0 grade results for each subject

Subj40: subject result in 0 grade examination in S4
Subj50: subject result in 0 grade examination in S5
Subj60: subject result in 0 grade examination in S6
Subj08: best 0 grade result at school

VALUES: 1 A
         2 B
         3 C
         4 D
         5 E
         6 sat, no award
         7 sat, no info
         8 prelim only
         9 did not sit for 0 grade

FILTER: 96 left before fifth year (Subj50)/left before sixth year (Subj60)

MISSING: 99 not answered

MEASUREMENT: ordinal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

Value 8 (prelim only) is only available for some variables/cases, (see Part V, 51). Subj40, Subj50, Subj60 can be used to construct a variable which records the pattern of 0 grade attempts and results for a subject. Subj08 resembles the 1977 self-reported best 0 grade result contained in ENGLO to ASUBO, but NOTE the value codes assigned to awards are different.

********************************************************************
**VARIABLE:** Subj4STD  
**KEY:** (Subject variable): studied subject in S4 at stated level

**VALUES:**  
3 grade course  
4 CSE course  
5 other course  
9 did not study in S4

**MISSING:** 99 not answered

**MEASUREMENT:** nominal

**NOTES:**  
SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

See notes for Subj3STD. For all cases with a value of 3 or 4 on a given subject in Subj3STD, Subj4STD will be identical to it.

********************************************************************

**VARIABLES:** Subj5H TO SubjHT  
**KEY:** (Subject variables): Highers results for each subject

Subj5H: subject result for Highers in S5  
Subj6H: subject result for Highers in S6  
SubjHT: best Higher result at school in subject

**VALUES:**  
1 A  
2 B  
3 C  
4 Comp 0  
6 sat, no award  
7 sat, no info  
8 presentation in S6 only (Subj5H)  
8 presentation in S5 only (Subj6H)  
9 did not sit for Highers

**FILTER:** 96 left before fifth year/left before sixth year

**MISSING:** 99 not answered  
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal
NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

See Part V, 51. This group of subject variables is comparable to the 1977 series ENGL H5, ENGL H6, ENGLHT. There is a difference, however, in the value codes assigned to awards.

********************************************************************

VARIABLE: Subj5STD

KEY: (Subject variable) : studied subject in S5 at stated level

VALUES: 2 Highers course
         3 O grade course
         4 CSE course
         5 other course
         9 did not study in S5

FILTER: 96 left before fifth year

MISSING: 99 not answered
          98 not asked in Questionnaire received

MEASUREMENT: ordinal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

See Part V, 51. Structure is similar to Subj3STD and Subj4STD. Note that respondents taking A level courses will have the value 5 because no subject-specific information was obtained for A level courses. See Notes for SubjDROP for checking procedure.

********************************************************************
VARIABLE: Subj6STD

KEY: (Subject variable): studied subject in S6 at stated level

VALUES:
1 SYS course
2 Highers course
3 O grade course
4 CSE course
5 other course
9 did not study in S6

FILTER: 96 left before sixth year

MISSING:
99 not answered
98 not asked in Questionnaire received

MEASUREMENT: ordinal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

See Part V, 51. Structure is similar to Subj3STD and Subj4STD. Note that respondents taking A level courses will have the value 5 because no subject-specific information was obtained for A level courses.

********************************************************************
VARIABLE: SubjCSE

KEY: (Subject variable): CSE result for a subject

VALUES:
1 Grade 1
2 Grade 2
3 Grade 3
4 Grade 4
5 Grade 5
6 course not completed
7 result not known
8 subject not studied for CSE
9 no CSE data

FILTER: 96 not in a CSE school

MISSING:
99 not answered
98 not asked in Questionnaire received

MEASUREMENT: ordinal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

See Part V, 51. As with all CSE variables only respondents who left from schools known to be presenting for CSE by 1980 were considered to have valid values (ie less than 96).

********************************************************************
**VARIABLE:** SubjDROP

**KEY:** "Please name any subjects which you started to study for Highers, but never sat in the Highers exam"

**VALUES:** 1 Subject named

**MISSING:** 99 not answered

**MEASUREMENT:** nominal

**NOTES:** SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

The fifth year Highers subject performance is recoded in Subj5STO and Subj5H, and this variable is therefore 'extra' in that it should be repeating information which could be deduced from Subj5STO and Subj5H. In some instances, however, it may supplement them, since the introduction to the fifth year Highers record referred to subjects sat rather than studied, although the record itself provided for both. SubjDROP can therefore be used to check the Highers record, as well as providing direct information on drop out from Highers.

*******************************************************************

**VARIABLE:** SubjINT5

**KEY:** "Which of your SCE course(s), if any, do you now think was interesting for you to study in your fifth year?"

**VALUES:** 1 Subject named

**MISSING:** 99 not answered

**MEASUREMENT:** nominal

**NOTES:** SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

Respondents were invited to nominate up to 6 subjects. In another version a comparable question was asked on the worthwhileness of fifth year subjects. (SubjWTH5)
VARIABLE: SubjOTH4
KEY: All other subjects or activities in fourth year
VALUES: 1 Subject named
MISSING: 99 not answered
         98 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.
This variable records fourth year non-examined courses. Under-reporting of such activities is suspected.

VARIABLE: SubjOTH5
KEY: All other subjects or activities in fifth year
VALUES: 1 Subject named
MISSING: 99 not answered
         98 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.
This variable records fifth year non-examined courses. Under-reporting of such activities is suspected.
VARIABLE: SubjOWH5
KEY: "Which (if any) of your other fifth year subjects or activities did you find worthwhile?"
VALUES: 1 to 99 see school subject list (Part V, 51.1)
MISSING: 999 not answered
998 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.
This variable refers to non-examination courses in S5.

********************************************************************

VARIABLE: SubjPASH
KEY: "<If YES to EMPASH> In what subjects?"
VALUES: 1
FILTER: 96 not in job or scheme
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: SIR variable. See Part II, 3.1 for notes on these variables, and Part VI.2 for further details on retrieval. The prefix "Subj" can be replaced by any of the four letter subject prefixes from the list of school subjects in Part V, 1.1 and 1.2.
One of a group of questions, new in 1981, about employer's requirements for SCE awards. Compare with 1971 questions which asked about subjects studied rather than awards obtained (eg SubjREQH, SubjREDO).

********************************************************************
VARIABLE: SubjPASO
KEY: "<If YES to EMPASSO>, in what subjects?"
VALUES: 1 Subject named
FILTER: 96 not in job or scheme
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

See notes for SubjPASH.

********************************************************************

VARIABLE: SubjREQH
KEY: "<If YES to OHSUBREQ, which subjects were required> at Highers?"
VALUES: 1 Subject named
FILTER: 96 not in job or scheme
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

This SIR variable records the Highers subjects which were required by employers. The 1977 questions asked only about study of the subjects (eg OHSUBREQ); a comparable set of 1981 questions (eg EMPASSH) asked about Highers passes.
By selecting the appropriate versions, subject-specific information can be obtained for either or both these measures.
VARIABLE: SubjREQO

KEY: "<If YES to OHSUBREQ, which subjects were required> at 0 grade?"

VALUES: 1 Subject named

FILTER: 96 not in job or scheme

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 52 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

See notes on SubjEMPH; in this case all the questions refer to 0 grade.

VARIABLE: SubjSJNO

KEY: "When you chose your subjects for third year, were you prevented from taking one or more subject(s) that were important to you?"

VALUES: 1 to 99 see school subject list

MISSING: 999 not answered
998 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 52 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

See also S3NOTM for most important subject and WHY3S3N01 to WHY3S3N07 for the reasons for choice.
VARIABLE: SubjSYS
KEY: Result of CSYS

VALUES:
1 A
2 B
3 C
4 D
5 E
6 no award
7 sat, no result given
8 studied, did not sit
9 did not do SYS

FILTER: 96 left before sixth year

MISSING:
99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

The record of awards obtained at SYS differs in the value codes assigned to awards for the comparable 1977 variables.

********************************************************************

4-155
VARIABLE: SubjSYSW
KEY: Which of the SYS courses that you started do you feel was worthwhile?

VALUES: 1 Subject was worthwhile
2 Subject studied for SYS, not said to be worthwhile

FILTER: 96 No SYS courses started

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

********************************************************************

VARIABLE: SubjUSFL
KEY: School subjects which have been useful in present job

VALUES: 1 Subject named

FILTER: 96 not in job or scheme

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: SIR variable. See Part II, 23.1 for notes on these variables, and Part VI, 62 for further details on retrieval. The prefix 'Subj' can be replaced by any of the four letter prefixes from the list of school subjects in Part V, 51.1 and 51.2.

********************************************************************
**VARIABLE:** SubjWTH5

**KEY:** "Which of your SCE course(s), if any, do you now think was worthwhile for you to study in your fifth year?"

**VALUES:** 1 Subject named

**MISSING:** 99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

**NOTES:** SIR variable. See Part II, 3.1 for notes on these variables, and Part VI, 2 for further details on retrieval. The prefix "Subj" can be replaced by any of the four letter subject prefixes from the list of school subjects in Part V, 1.1 and 1.2.

See notes on SubjINT5.

********************************************************************

**VARIABLES:** TALKGUID TO TALKREL

**KEY:** "Did you talk to any of these people about jobs or further education in your last year at school? How helpful was the advice they gave you?"

TALKGUID: your guidance teacher
TALKTEAC: other teachers
TALKCO: Careers Officer(not on school staff)
TALKPAR: your parents
TALKLEFT: brother, sister, friend(s) or relative(s) who had already left school
TALKSCHL: brother, sister, friend(s) or relative(s) still at school
TALKREL: any of your brothers, sisters, friends or relatives

**VALUES:**
1 never talked about jobs or further education
2 talked, little or no help
3 talked, fairly helpful
4 talked, very helpful

**MISSING:** 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

**MEASUREMENT:** ordinal

**NOTES:** For most purposes we suggest that item non-response (99) be included with never talked(1) since this is likely to be the case, for whatever reason. TALKREL is a derived variable covering all relatives and friends, whether or not they had left school. It takes the higher (applicable) value of TALKSCHL and TALKLEFT. See also

4-157
**HELPGUID to HELPREL.**

********************************************************************

**VARIABLES:** TEACHAT1 TO TEACHAT7

**KEY:** "Are you attracted towards teaching as a career? If 'not at all' - <here are some possible reasons>"

  TEACHAT1: I have another job or career in mind"
  TEACHAT2: poor job prospects"
  TEACHAT3: teachers at school seemed to have a hard time"
  TEACHAT4: low status"
  TEACHAT5: would find discipline hard to enforce"
  TEACHAT6: poor salary"
  TEACHAT7: have had enough of school"

**VALUES:**
  1 ticked
  2 not ticked

**FILTER:** 96 attracted to teaching

**MISSING:** 98 not asked in Questionnaire received
  97 no questions in group answered

**MEASUREMENT:** binary

********************************************************************
VARIABLES: TEACHKN1 TO TEACHKN4
KEY: "In your last year at school, did any of your teachers know you well enough to give you useful advice about ...?"
   TEACHKN1: education and/or training after leaving school?
   TEACHKN2: your future job?
   TEACHKN3: how you could improve your performance in the subjects they taught?
   TEACHKN4: personal matters?
VALUES: 1 yes
         2 no
MISSING: 99 not answered
         98 not asked in Questionnaire received
         97 no questions in group answered
MEASUREMENT: binary

******************************************************************************

VARIABLES: TEACHLP5 TO TEACHLP8
KEY: "At the last school you went to, how much did your teachers help you ...?"
   TEACHLP5: to learn things which would be useful to you in a job?
   TEACHLP6: to have spare-time interests and hobbies?
   TEACHLP7: to learn how to get on with other people?
   TEACHLP8: to have confidence and self-respect?
VALUES: 1 a lot
         2 quite a lot
         3 not very much
         4 not at all
MISSING: 99 not answered
         98 not asked in Questionnaire received
         97 no questions in group answered
MEASUREMENT: ordinal

******************************************************************************
**VARIABLE:** TEACHWNT
**KEY:** "Are you attracted towards teaching as a career?"

**VALUES:**
1 strongly
2 slightly
3 not at all

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** ordinal

**NOTES:** See TEACHAT1 to TEACHAT7 for reasons for not wanting to teach.

*****************************************************************

**VARIABLES:** THNKJOB TO THNKLIFE

**KEY:** "In your last year at school, how much did you think about..."

THNKJOB: the kind of job you eventually wanted to do?
THNKTOWN: the town or region where you wanted to work?
THNKEARN: the amount of money you expected to earn?
THNKLIFE: the style of life you hoped to lead?

**VALUES:**
1 very much
2 quite a lot
3 not very much
4 not at all

**MISSING:**
99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

**MEASUREMENT:** ordinal

********************************************************************
VARIABLES: TOT40ST TO TOT40NK

KEY: Total number of O grade subjects, fourth year

TOT40ST: studied (i.e. at least to prelim)"
TOT40AT: attempted"
TOT40AC: obtained with awards in bands A to C"
TOT40AE: obtained with awards in bands A to E"
TOT40DE: obtained with awards in bands D and E"
TOT40DN: obtained with awards in bands D, E or no award"
TOT40NK: in which result of attempt is not known"

RANGE: 0 to 15

MEASUREMENT: interval

NOTES: See Part III, 31.3. for structure of curriculum variables.

********************************************************************

VARIABLES: TOT5HST TO TOTHPT

KEY: Total numbers of Highers subjects

TOT5HST: studied in fifth year"
TOT5HAT: attempted in fifth year"
TOT5HPT: passed in fifth year"
TOT6HST: studied in sixth year"
TOT6HAT: attempted in sixth year"
TOT6HPT: passed in sixth year"
TOTHST: studied (either/both years)"
TOTHAT: attempted (either/both years)"
TOTHPT: passed (either/both years)"

RANGE: 0 to 12

FILTER: 96 left before fifth year

MEASUREMENT: interval

NOTES: See Part III 31.3. Some respondents who received C questionnaires had begun to study for Highers (STARTHA) but no details are known of their subjects, and they will have a score of 0 on all these variables.

********************************************************************

4-161
**VARIABLES:** TOT50ST to TOT6COMP

**KEY:**
- Total number of O grade subjects, fifth year
  - TOT50ST: studied at O grade
  - TOT50AT: attempted at O grade
  - TOT50AC: obtained with awards in bands A to C
  - TOT50AE: obtained with awards in bands A to E
  - TOT50NK: in which result of attempt is not known
  - TOT50COMP: total A to E plus total gained as compensatory O's for Highers attempts

**RANGE:**
- 0 to 12

**FILTER:**
- 96 left before fifth year

**MISSING:**
- 99 not answered

**MEASUREMENT:** interval

**NOTES:**
See Part III, 31.3. For those who received the C (O grade) questionnaire, the O grade subject record does not distinguish between fifth and sixth year attempts. Only a very small proportion of this group stayed on to S6, and therefore their subject record has been related to fifth year variables only.

**VARIABLES:** TOTCSEST to TOTCSE35

**KEY:**
- Total number of CSE subjects
  - TOTCSEST: studied
  - TOTCSEC: in which course was completed
  - TOTCSEG1: in which Grade 1 was obtained
  - TOTCSE13: in which Grade 1-3 was obtained
  - TOTCSE35: in which Grade 3-5 was obtained

**RANGE:**
- 1 to 5

**FILTER:**
- 96 not in a CSE school

**MISSING:**
- 99 not answered
- 98 not asked in Questionnaire received

**MEASUREMENT:** interval

**NOTES:**
Only schools in certain regions presented pupils for CSE (Certificate of Secondary Education) by 1980. Most of these schools were in Lothian or Grampian Regions. Detailed questions on CSE on which these summaries depend were asked in all versions of the A and B questionnaires and in six versions of the C questionnaire.
VARIABLES: TOTOST TO TOTCOMPO

KEY: Total number of 0 grade subjects (best/any year)

TOTOST: ever studied
TOTOAT: attempted
TOTOAC: obtained with awards in bands A to C
TOTOAÉ: obtained with awards in bands A to E
TOTODE: obtained with awards in bands D to E
TOTONA: attempted, no award given
TOTODN: awards in bands D/E or no award
TOTONK: result of attempt not known
TOTCOMPO: awards in bands A to E or compensatory O's for Highers attempts

RANGE: 0 to 15 (approx)
MISSING: 99 not answered
MEASUREMENT: interval

NOTES: See Part III, 31.3. For those who received the C (0 grade) questionnaire, the 0 grade subject record does not distinguish between fifth and sixth year attempts. Only a very small proportion of this group stayed on to S6, and therefore their subject record has been related to fifth year variables only.
**VARIABLE:** TOTSCEP  
**KEY:** Overall attainment in SCE examinations  
**VALUES:**  
1 no awards in any SCE examination  
2 0 grade: D or E award(s) only  
3 1 0 grade at A to C, no Highers  
4 2 0 grades  
5 3 0 grades  
6 4 0 grades  
7 5 0 grades  
8 6 or more 0 grades at A to C, no Highers  
9 1 Highers pass  
10 2 Highers  
11 3 Highers  
12 4 Highers  
13 5 Highers  
14 6 or more Highers  
**MEASUREMENT:** ordinal  
**NOTES:** Respondents with both Highers and 0 grade passes have been counted in terms of their Highers pass(es). Only bands A to C count as "0 grades" (for values of 3 to 8 on TOTSCEP). CSYS passes are not counted; they are given separately in TOTSYSP. Weights have been calculated in terms of TOTSCEP, among other variables. Therefore the observed distribution of the sample across the values of TOTSCEP will be sensitive to the decision whether or not to use weights.
VARIABLES: TOTSYST TO TOTSYSP

KEY: Total number of subjects studied/ attempted/ passed for CSYS

TOTSYST: on which embarked on study (regardless of whether presented or dropped prior to presentation)

TOTSYSA: presented

TOTSYSP: for which certificate awarded

RANGE: 0 to 6

FILTER: 96 left before sixth year

MISSING: 99 not answered

MEASUREMENT: interval

NOTES: SYS Mathematics is counted as one subject, irrespective of the number of papers(I, II, III) involved.

********************************************************************

VARIABLE: TOWNSTAY

KEY: "Where are you now staying?(If a student, just say where you stay during term)"

VALUES: 201 Aberdeen
         202 Airdrie
         203 Alloa
         204 Arbroath
         205 Ardrossan
         206 Ayr
         207 Barrhead
         208 Berwick-on-Tweed
         209 Bishopbriggs
         210 Bo’ness
         211 Coatbridge
         212 Cowdenbeath
         213 Cumbernauld
         214 Cumnock
         215 Cupar
         216 Dumbarton
         217 Dumfries
         218 Dundee
         219 Dunfermline
         220 Edinburgh
         221 Elgin
         222 Falkirk
         223 Forfar
         224 Fraserburgh
225 Galashiels
226 Glasgow
227 Glenrothes
228 Gourock
229 Grangemouth
230 Greenock
231 Hamilton
232 Hawick
233 Helensburgh
234 Inverness
235 Johnstone
236 Kilmarnock
237 Kilsyth
238 Kirkcaldy
239 Kirkintilloch
240 Lanark
241 Livingston
242 Methil
243 Montrose
244 Motherwell
245 Musselburgh
246 Paisley
247 Penicuik
248 Perth
249 Peterhead
250 Port Glasgow
251 Prestwick
252 Rutherglen
253 Saltcoats
254 St Andrews
255 Stevenston
256 Stirling
257 Stranraer
258 Troon
259 Whitburn
260 Wishaw
300 other town or village

MISSING: 999 not answered
998 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: Only the larger and more easily identifiable towns in Scotland have been coded here; others have been coded 100. The region named in all responses is given in REGSTAY.

******************************************************************************
VARIABLE: TRAVEL2
KEY: "In your last year at school, how long did it usually take you to travel to school each day?"
VALUES: 1 less than 10 minutes
         2 between 10 and 20 minutes
         3 between 20 and 30 minutes
         4 more than 30 minutes
MISSING: 99 not answered
         98 not asked in Questionnaire received
MEASUREMENT: ordinal
NOTES: A revised form of a 1977 question (TRAVEL) with slightly different values.

********************************************************************

VARIABLE: TREAT
KEY: "How well did your school treat you during your last year?"
VALUES: 1 well enough for someone of my age
         2 fairly well
         3 too much as a child
MISSING: 99 not answered
MEASUREMENT: ordinal

********************************************************************
**VARIABLE:** TRNGIMPR

**KEY:** "In what ways (if any) do you think your training <for present job> could have been improved?"

**VALUES:**
1. subjects and skills covered
2. quality of content
3. longer
4. more instruction or supervision
5. quality of instruction or supervision
6. equipment
7. organisation
8. pay, hours and conditions
9. other ways

**FILTER:** 96 not in job or scheme

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** nominal

*******************************************************************************

**VARIABLE:** TRNGLENG

**KEY:** "How long does (or did) the training <for present job> last?"

**RANGE:** 0 to 84 (months)

**FILTER:** 96 not in job or scheme

**MISSING:**
99 not answered
98 not asked in Questionnaire received

**MEASUREMENT:** interval

*******************************************************************************
VARIABLE: TRNGOOD
KEY: "Do you think your training for this present job has been good enough?"
VALUES:  
1 yes  
2 no
FILTER: 96 not in job or scheme
MISSING: 99 not answered  
98 not asked in Questionnaire received
MEASUREMENT: binary

******************************************************************************

VARIABLE: TRUANT
KEY: "Did you ever play truant in your fourth year at school?"
VALUES:  
1 never  
2 a lesson here and there  
3 a day here and there  
4 several days at a time  
5 weeks at a time
MISSING: 99 not answered  
98 not asked in Questionnaire received
MEASUREMENT: ordinal

******************************************************************************
VARIABLES: TRUANTPR TO TRUANTS3

KEY: "Did you sometimes play truant..."

TRUANTPR: in primary school?
TRUANTS1: in first year at secondary school?
TRUANTS2: in second year at secondary school?
TRUANTS3: in third year at secondary school?

VALUES: 1 yes
2 no

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

NOTES: These questions supplement the information on fourth year truancy in TRUANT.

******************************************************************************

VARIABLE: TTAREA

KEY: Travel-to-work area

VALUES: 1 Dingwall
2 Fort William
3 Inverness
4 Nairn
5 Portree
6 Thurso
7 Wick
8 Lerwick
9 Kirkwall
10 Stornoway
11 Aberdeen
12 Banff
13 Buckie
14 Elgin
15 Forres
16 Fraserburgh
17 Huntly
18 Peterhead
19 Arbroath
20 Blairgowrie
21 Dundee
22 Forfar
23 Montrose
24 Perth
25 Dunfermline
26 Kirkcaldy
27 Anstruther
28 Cupar

4-170
MISSING: 99 not answered

MEASUREMENT: nominal

NOTES: Travel-to-work areas are the principal units by which statistics on local unemployment rates, and other local labour market information, are collected. They are based on the Department of Employment, local office areas, or on aggregations of this. Each school leaver is treated as living in the travel-to-work area in which his/her school is situated; although catchment area boundaries may not always coincide with travel-to-work area boundaries this is unlikely to be a serious problem. Travel-to-work areas are the basis for the (all-age) local unemployment rates.
VARIABLE: VERSION  
KEY: Version of questionnaire sent to respondent  
RANGE: 1 to 8  
MISSING: 99 not answered  
98 not asked in Questionnaire received  
MEASUREMENT: nominal  
NOTES: Information on versions is given in Part II, 21.

*******************************************************************

VARIABLE: VOCEXAM  
KEY: "While you were still at school did you study for other kinds of exams such as RSA's, City & Guilds, SCOTBECs and SCOTECs?"  
VALUES: 1 yes  
2 no  
MISSING: 99 not answered  
98 not asked in Questionnaire received  
MEASUREMENT: binary  
NOTES: See also ENJOY4TH and ENJOY5TH. The question was asked in two versions of the C and D questionnaires.

*******************************************************************
VARIABLES: WHY1ST1 TO WHY1STX

KEY: "Why were these <INSTMOST and QUALMOST> your first choice? <Please rate the influence each factor had on you>"

WHY1ST1: the institution had a good academic reputation"
WHY1ST2: the course had a good academic reputation"
WHY1ST3: there were more suitable courses but none was available in my area"
WHY1ST4: I felt I had a good chance of being accepted for this course"
WHY1ST5: the course seemed to offer the best chance of a good job later"
WHY1ST6: it was near to my home"
WHY1ST7: it gave me a chance to move away from home"
WHY1ST8: I liked the design of the course"
WHY1ST9: it seemed the most suitable course for the particular job I wanted to do"
WHY1STX: I never considered anywhere else"

VALUES: 1 very strong influence
2
3 can't say or neutral
4
5 no influence at all

FILTER: 96 did not apply to Further Education
MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: ordinal

NOTES: The institution, qualification and subject referred to by WHY1ST1 to WHY1STX are recorded in INSTMOST, QUALMOST, and SUBMOST1 respectively.

********************************************************************
VARIABLES: WHY5TH1 TO WHY5TH8

KEY: "Why did you start a fifth year?"

WHY5TH1: I planned to do subjects for Highers
WHY5TH2: I wanted to get more or better O grades
WHY5TH3: I was too young to leave at the end of fourth year
WHY5TH4: there were no jobs available that I wanted
WHY5TH5: I enjoyed school life
WHY5TH6: I was too young to enter the job or course I'd chosen
WHY5TH7: I hadn't decided on my future education or career
WHY5TH8: I had always assumed I would start a fifth year

VALUES: 1 ticked
2 not ticked

FILTER: 96 left before fifth year

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

**************************************************************************************************

VARIABLE: WHY5THM

KEY: "Which of these <WHY5TH1 etc> was the most important reason <for starting a fifth year>?"

VALUES: 1 to 8 reasons referred to in WHY5TH1 to WHY5TH8 respectively

FILTER: 96 left before fifth year

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: nominal

**************************************************************************************************
VARIABLES: WHY6TH1 TO WHY6TH8

KEY: "Did you start a sixth year at school? If YES: Why?"

WHY6TH1: I wished to extend my knowledge of subjects I had passed at Highers"
WHY6TH2: there were no jobs available that I wanted"
WHY6TH3: I needed better qualifications for a future job or course"
WHY6TH4: my parents advised me to"
WHY6TH5: I enjoyed school life"
WHY6TH6: I wanted a year to grow up in before leaving home"
WHY6TH7: I was too young to enter the job/course I'd chosen"
WHY6TH8: I hadn't decided on my future education or career"

VALUES: 1 ticked
2 not ticked

FILTER: 96 left before sixth year

MISSING: 97 no questions in group answered

MEASUREMENT: binary

*******************************************************

VARIABLE: WHY6THM

KEY: "Now underline the most important reason <for starting a sixth year <WHY6TH1 etc>"

VALUES: 1 to 8 reasons referred to in WHY6TH1 to WHY6TH8 respectively

FILTER: 96 left before sixth year

MISSING: 99 not answered
97 no questions in group answered

MEASUREMENT: nominal

*******************************************************
VARIABLES: WHYCRS01 TO WHYCRS10

KEY:
"If you have started a college course (full or part-time) since you left school. Why did you go on the course?"

WHYCRS01: the course was more useful than staying on at school
WHYCRS02: I couldn't get a job
WHYCRS03: I was expected to go
WHYCRS04: I enjoy studying
WHYCRS05: my employer told me I should go
WHYCRS06: I wanted to study a particular subject
WHYCRS07: the course was useful for my (intended) job
WHYCRS08: I was fed up with looking for a job
WHYCRS09: I wanted a breathing space before having to decide what to do
WHYCRS10: I wanted to continue full-time education but not at school

VALUES:
1 ticked
2 not ticked

FILTER: 96 did not start post-school course

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

************************************************************************************************************

VARIABLE: WHYCRSM

KEY: "Which of these <WHYCRS01 etc> was the most important reason <for going on the college course>?"

VALUES: 1 to 10 reasons referred to in WHYCRS01 to WHYCRS10 respectively

FILTER: 96 did not start post-school course

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: nominal

************************************************************************************************************
VARIABLES: WHYFE1 TO WHYFEG

KEY: "Why did you apply to go on with some form of education or training? (Below we list some factors that may have influenced you)"

WHYFE1: I wished to follow up an interest in a particular subject
WHYFE2: I did not consider my school qualifications alone would lead to decent well paid jobs
WHYFE3: I wanted independence and freedom to develop as a person
WHYFE4: I felt that more education would eventually lead to better jobs
WHYFE5: I wished to increase my knowledge and understanding over a wide range of topics
WHYFE6: I wanted a training for a specific job which I had in mind

VALUES: 1 very strong influence
2
3 can't say or neutral
4
5 no influence at all

FILTER: 96 did not apply

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: ordinal

NOTES: Respondents were asked to rate how much each factor influenced them. See also WHYC01 to WHYC10 (C respondents).

********************************************************************
VARIABLES: WHYNOFE1 TO WHYNOFEX

KEY:  
"If NO <to APPLYFE>: Why not? Here are some reasons you may have had"

WHYNOFE1: I wanted to start earning
WHYNOFE2: I wasn't qualified to enter any course I wanted
WHYNOFE3: I didn't think more full-time education would get me a better job in the long run
WHYNOFE4: no suitable courses were available in my area
WHYNOFE5: I wanted a break before making up my mind about further education
WHYNOFE6: I wanted to start a particular job while I had the chance
WHYNOFE7: full-time education wasn't needed for the job I had in mind
WHYNOFE8: I was too young for the course I wanted
WHYNOFE9: I was fed up with studying
WHYNOFEX: I didn't know enough about the course available

VALUES:  
1 ticked  
2 not ticked

FILTER:  
96 applied to further education course

MISSING:  
98 not asked in Questionnaire received  
97 no questions in group answered

MEASUREMENT:  
binary

******************************************************************
VARIABLE: WHYNOFEM

KEY: "Which of these (WHYNOFE1 etc) was the most important reason (for not entering a further education course)?"

VALUES: 1 to 10 reasons referred to in WHYNOFE1 to WHYNOFEX respectively

FILTER: 96 applied to further education course

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: nominal

VARIABLES: WHYS3NO1 TO WHYS3NO7

KEY: "Why do you think you couldn't take the subject you have underlined (S3NOTM)?"

WHYS3NO1: because there were not enough teachers
WHYS3NO2: because it clashed with another subject
WHYS3NO3: because I was in the wrong class or set
WHYS3NO4: because the school did not offer it
WHYS3NO5: because I was told it was too difficult for me
WHYS3NO6: because I am a boy/I am a girl
WHYS3NO7: because I had not done it before

VALUES: 1 ticked
2 not ticked

FILTER: 96 no subjects underlined

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

NOTES: These variables apply to the subject which respondents felt was the most important one that they had been unable to take when subject choices were decided for third year (SubjS3NO).

********************************************************************

VARIABLES: WHYNOFEM

KEY: "Which of these (WHYNOFE1 etc) was the most important reason (for not entering a further education course)?"

VALUES: 1 to 10 reasons referred to in WHYNOFE1 to WHYNOFEX respectively

FILTER: 96 applied to further education course

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: nominal

VARIABLES: WHYS3NO1 TO WHYS3NO7

KEY: "Why do you think you couldn't take the subject you have underlined (S3NOTM)?"

WHYS3NO1: because there were not enough teachers
WHYS3NO2: because it clashed with another subject
WHYS3NO3: because I was in the wrong class or set
WHYS3NO4: because the school did not offer it
WHYS3NO5: because I was told it was too difficult for me
WHYS3NO6: because I am a boy/I am a girl
WHYS3NO7: because I had not done it before

VALUES: 1 ticked
2 not ticked

FILTER: 96 no subjects underlined

MISSING: 98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

NOTES: These variables apply to the subject which respondents felt was the most important one that they had been unable to take when subject choices were decided for third year (SubjS3NO).
**VARIABLE:** WISHON
**KEY:** "Do you ever wish you had stayed on longer at school?"
**VALUES:**
1 yes
2 no
**MISSING:**
99 not answered
98 not asked in Questionnaire received
**MEASUREMENT:** binary

********************************************************************************
**VARIABLES:** WKEXPR1 TO WKEXPR3
**KEY:** "<If has not done work experience>: Why not?"
**WKEXPR1:** because no-one in my school did this kind of work experience
**WKEXPR2:** because I did not want to do work experience
**WKEXPR3:** because people on exam courses did not do work experience
**VALUES:**
1 yes
2 no
**FILTER:**
96 did work experience
**MISSING:**
99 not answered
98 not asked in Questionnaire received
97 no questions in group answered
**MEASUREMENT:** binary

********************************************************************************
VARIABLE: WKEXPTRY

KEY: "Some schools run "work experience" schemes - that is, short periods of unpaid work with an employer. Did you ever do this type of work experience while you were at school?"

VALUES: 1 yes
2 no

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

*****************************************************************************

VARIABLES: WRITTEST TO INTRVIEW

KEY: "When your employer was selecting you, did he or she give you..."

WRITTEST: a written test?"
OTHRTEST: any other kind of test?"
INTVIEW: an interview?"

VALUES: 1 yes
2 no

FILTER: 96 not in job or scheme

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

*****************************************************************************
VARIABLE: WRONGQ

KEY: Whether respondent initially received wrong questionnaire

VALUES:
1 received and returned right questionnaire
2 received and returned wrong questionnaire, subsequently received and returned right questionnaire (C and D only)
3 received and returned wrong questionnaire, subsequently received right questionnaire but did not return it
4 received and returned wrong questionnaire (A and D only)

MEASUREMENT: nominal

NOTES: Sample members were sent the A, B, C or D questionnaire according to the highest level of SCE for which they presented while at school. Information on SCE presentations was supplied with the names and addresses of sample members, by schools. Several respondents, however, reported having presented at a different level to that corresponding to the questionnaire they received (e.g., level A respondents who sat O grades, or level A respondents who did not). These people were therefore judged to have received “wrong questionnaires” the first time round.

Respondents who first received wrong questionnaires and who should have received the C or the D questionnaire, were then sent a copy of the right questionnaire. If they returned it they were treated like ordinary respondents to this questionnaire. If they did not return the second questionnaire, data from their answers to the first questionnaire were used. All wrong questionnaire cases who should have received the A questionnaire were simply flagged as such; i.e., they were not given the opportunity to answer the right A questionnaire.

The variable WRONGQ indicates which questionnaire was initially received, and which should have been.
VARIABLE: WRONGQ2
KEY: Questionnaire originally sent to wrong questionnaire cases

VALUES:  
1 right questionnaire sent
13 A sent initially, correct questionnaire was C
14 A sent initially, correct questionnaire was D
23 B sent initially, correct questionnaire was C
24 B sent initially, correct questionnaire was D
31 C sent initially, correct questionnaire was A
34 C sent initially, correct questionnaire was D
43 D sent initially, correct questionnaire was C

MEASUREMENT: nominal

NOTES: See WRONGQ

**********************************************************************************

VARIABLE: YOPAFTER

KEY:  "What happened straight after you left the <YOP> scheme? Did you..."

VALUES:  
1 "get a job with the same employer"
2 "get a job elsewhere"
3 "become unemployed"
4 "none of these things"

FILTER:  95 still on YOP
96 never on YOP

MISSING:  99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

**********************************************************************************
VARIABLES: YOPCO TO YOPMEDIA

KEY: "<If has heard of YOP> who told you about these special schemes?"

YOPCO: a careers officer
YOPTEACH: a teacher
YOPJOBCN: someone at a Job Centre or Employment Office
YOPEMPLR: an employer
YOPHOME: your family or friends
YOPMEDIA: someone on radio or TV

VALUES: 1 ticked
2 not ticked

FILTER: 96 has not heard of YOP

MISSING: 99 not answered
97 no questions in group answered

MEASUREMENT: binary

*****************************************************************************

VARIABLE: YOPHEARD

KEY: "Have you ever heard of the Youth Opportunities Programme(YOP)?"

VALUES: 1 yes
2 no

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

*****************************************************************************
VARIABLES: YOPOK1 TO YOPOK3

KEY: "Young people who are unemployed can go on special schemes of work experience or training. Do you think that schemes like this..."

YOPOK1: help unemployed young people to find jobs?
YOPOK2: give young people interesting things to do?
YOPOK3: are a useful way to get training?

VALUES: 1 yes
2 no

MISSING: 99 not answered
98 not asked in Questionnaire received
97 no questions in group answered

MEASUREMENT: binary

**************************************************************************

VARIABLE: YOPPLACE

KEY: "Young people who are unemployed can go on special schemes of work experience or training. Have you ever been offered the chance to go on one of these schemes?"

VALUES: 1 yes
2 no

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: binary

**************************************************************************
VARIABLE: YOPSCHM
KEY: "Since you left school have you ever been on a special scheme for unemployed young people?"
VALUES: 1 yes
2 no
MEASUREMENT: binary

VARIABLES: YOPSTART,YOPLEFT
KEY:
YOPSTART: "When did you start on the scheme?"
YOPLEFT: "If you are not still on the scheme, when did you leave it?"
VALUES: 1 to 109 (approx) Jan 1980 to Sept 1981
990 before October 1980
991 in October 1980
992 still on scheme (YOPLEFT only)
FILTER: 995 never on YOP
MISSING: 999 not answered
998 not asked in Questionnaire received
MEASUREMENT: nominal
NOTES: The first digit of each value represents the year (1980 or 1981); the last two digits represent the month (01 to 12). If a respondent went on more than one scheme, the answers to these questions were adjusted to show the date of starting the first scheme and finishing the latest one. Where no exact date is known, code 990 or 991 has been allocated where possible on the basis of contextual information.
VARIABLE: YOPSTOP
KEY: "Have you left this <YOP> scheme?"
VALUES: 1 yes
2 no
FILTER: 96 never on YOP
MISSING: 99 not answered
98 not asked in Questionnaire received
MEASUREMENT: binary

********************************************************************

VARIABLE: YOPTOT
KEY: Total number of schemes have been on since leaving school
RANGE: 1 to 7
FILTER: 96 never on YOP
MISSING: 99 not answered
MEASUREMENT: interval
NOTES: Total of schemes ticked in YOPWEEP etc

********************************************************************
VARIABLES: YOPWEEP TO YOPOTHR

KEY: "Which scheme(s) have you been on since you left school?"

YOPWEEP: work experience (with an employer)
YOPPBWE: work experience (on a project)
YOPSIC: short training course
YOPCS: community service
YOPTW: training workshop
YOPCI: community industry
YOPOTHR: any other scheme

VALUES: 1 ticked
2 not ticked

FILTER: 96 never on YOP

MISSING: 99 not answered

MEASUREMENT: binary

**********************************************************************************

VARIABLE: YOPWHYGO

KEY: "Why did you leave (the YOP scheme)?"

VALUES: 10 to 52

FILTER: 95 not left scheme
96 never on YOP

MISSING: 99 not answered
98 not asked in Questionnaire received

MEASUREMENT: nominal

NOTES: Values from 10 to 19 were categorised as 'end of scheme', those from 20 to 29 were 'positive alternatives' and all the others were 'negative reactions to the scheme'.

**********************************************************************************
VARIABLE: YRBIRTH  
KEY: Year of birth  
RANGE: 1960 to 1965  
MISSING: 99 not answered  
98 not asked in Questionnaire received  
97 no questions in group answered  
MEASUREMENT: nominal

VARIABLE: YRLEFT  
KEY: "When did you leave school? (Count a repeated fifth year as a sixth year). In or at the end of your..."  
VALUES: 3 "third year"  
4 "fourth year"  
5 "fifth year"  
6 "sixth year"  
MISSING: 99 not answered  
MEASUREMENT: ordinal  
NOTES: YRLEFT has been checked against information from the form completed by respondents before they left. This variable is used in constructing other derived variables and every effort has been made to verify the data, but there remains some ambiguity which reflects differing school practices about when the new school year starts (eg June rather than September). For this variable, the school year is considered to start in August/September, ie at the beginning of the autumn term. A student who began a Highers course in June but left before September therefore left at the end of fourth year.
PART V: CODING LISTS

5.1. School curriculum and examination record

Introduction

Each respondent's curriculum record has two elements: subject entries and summary totals.

This record exists for each school year from S3 to school leaving. Since each respondent might study up to ten or twelve subjects during the school year, the subject record may contain a very large number of bits of information. Because of the scale and the character of the subject entries it was decided that they should be kept as SIR records (see Part II, 2.1.4). The summary total variables, all of which have the prefix TOT--, are stored with other variables in SPSS files.

Every school subject that was encountered during coding was given a four letter mnemonic, and a subject code number which serves as a 'value' in the data. All these subject mnemonics and numbers are noted in Lists 5.1.1 and 5.1.2 below. Using the procedures described in PART VI, any one or more subject variables can be retrieved from SIR and incorporated into an SPSS file. For example one might want all the variables for geography:

GEOG3STD GEOG4STD GEOG5STD GEOGSTD GEOG60 GEOG6B GEOG5H GEOG6H GEOGHT GEOGSYS etc.

or a number of subjects at one stage eg.

ENGL40 FREN40 GERM40 LATN40

For any subject retrieval, the procedure is basically similar. But caution should be exercised in the choice of variables for retrievals, since very large numbers of variables can be generated. It is therefore important to consider at the planning stage just exactly which subjects and which variables are needed for the enquiry.

For a summary of all school curriculum and examination variables see Part III, 3.1.2.
### 5.1.1 School subjects: numerical

#### LANGUAGES

<table>
<thead>
<tr>
<th>Code</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>English</td>
</tr>
<tr>
<td>02</td>
<td>French (including French with European studies)</td>
</tr>
<tr>
<td>03</td>
<td>Gaelic</td>
</tr>
<tr>
<td>04</td>
<td>German (including German with European studies)</td>
</tr>
<tr>
<td>05</td>
<td>Greek</td>
</tr>
<tr>
<td>06</td>
<td>Latin</td>
</tr>
<tr>
<td>07</td>
<td>Russian</td>
</tr>
<tr>
<td>08</td>
<td>Spanish</td>
</tr>
<tr>
<td>09</td>
<td>any other language (nos)</td>
</tr>
</tbody>
</table>

#### SOCIAL SUBJECTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Economics</td>
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<tr>
<td>11</td>
<td>Economic history</td>
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<td>12</td>
<td>European studies</td>
</tr>
<tr>
<td>13</td>
<td>Geography</td>
</tr>
<tr>
<td>14</td>
<td>History</td>
</tr>
<tr>
<td>15</td>
<td>Modern studies</td>
</tr>
<tr>
<td>16</td>
<td>Religious education</td>
</tr>
<tr>
<td>17</td>
<td>Social studies</td>
</tr>
<tr>
<td>18</td>
<td>Politics</td>
</tr>
<tr>
<td>19</td>
<td>any other social subject (nos) eg psychology, humanities</td>
</tr>
</tbody>
</table>

#### SOCIAL EDUCATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Budgetting</td>
</tr>
<tr>
<td>21</td>
<td>Careers education</td>
</tr>
<tr>
<td>22</td>
<td>Child care/development</td>
</tr>
<tr>
<td>23</td>
<td>Community service</td>
</tr>
<tr>
<td>24</td>
<td>First aid</td>
</tr>
<tr>
<td>25</td>
<td>Guidance</td>
</tr>
<tr>
<td>26</td>
<td>Health education</td>
</tr>
<tr>
<td>27</td>
<td>Schools Traffic Education Project (STEP)</td>
</tr>
<tr>
<td>28</td>
<td>Social education</td>
</tr>
<tr>
<td>29</td>
<td>any other social education (nos)</td>
</tr>
</tbody>
</table>

#### COMMERCIAL/DOMESTIC SERVICES

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
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<tbody>
<tr>
<td>30</td>
<td>Accounting/accounts</td>
</tr>
<tr>
<td>31</td>
<td>Business studies/commerce</td>
</tr>
<tr>
<td>32</td>
<td>Home economics (fabrics and fashion)/sewing</td>
</tr>
<tr>
<td>33</td>
<td>Home economics (food and nutrition)/cookery</td>
</tr>
<tr>
<td>34</td>
<td>Home economics (nos)</td>
</tr>
<tr>
<td>35</td>
<td>Secretarial studies</td>
</tr>
<tr>
<td>36</td>
<td>Shorthand</td>
</tr>
<tr>
<td>37</td>
<td>Typing and office services</td>
</tr>
<tr>
<td>38</td>
<td>any other commercial/domestic (nos)</td>
</tr>
<tr>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>
TECHNICAL/ENGINEERING

40 Building drawing
41 Technical/engineering drawing
42 Engineering science
43 Metal work
44 Navigation
45 Seamanship and nautical knowledge
46 Woodwork
47 Integrated craftwork
48 Craft/technical
49 any other technical/engineering (nos) eg surveying, building studies

MATHEMATICAL SCIENCES

50 Arithmetic
51 Arithmetic/maths
52 Computer studies
53 Mathematics
54 SYS Maths Paper I
55 SYS Maths Paper II
56 SYS Maths Paper III
57 Statistics
58 Additional maths
59 any other mathematical (nos)

NATURAL SCIENCES

60 Agricultural science
61 Anatomy, physiology and health (APH)
62 Biology (including botany, zoology)
63 Chemistry
64 Environmental studies
65 Geology
66 Physics
67 Science (ie general science)
68 Forestry
69 any other science (nos) eg applied science

AESTHETICS

70 Art
71 Art and design
72 English literature
73 Drama
74 Music
75 Learning to play a musical instrument
76 Plays in group/band
77 Singing
78 Classical studies
79 any other aesthetic (nos)
<table>
<thead>
<tr>
<th>Code</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>Athletics</td>
</tr>
<tr>
<td>81</td>
<td>Dance</td>
</tr>
<tr>
<td>82</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>83</td>
<td>Outdoor pursuits</td>
</tr>
<tr>
<td>84</td>
<td>PE</td>
</tr>
<tr>
<td>85</td>
<td>Team games</td>
</tr>
<tr>
<td>86</td>
<td>Winter sports</td>
</tr>
<tr>
<td>87</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>any other sport (nos)</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Code</th>
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<td>90</td>
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<td>91</td>
<td>Studies (nos)</td>
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<tr>
<td>92</td>
<td>Photography/film studies</td>
</tr>
<tr>
<td>93</td>
<td>Rural studies</td>
</tr>
<tr>
<td>94</td>
<td>Horticulture</td>
</tr>
<tr>
<td>95</td>
<td>Archaeology</td>
</tr>
<tr>
<td>96</td>
<td>Extra-curricular activities</td>
</tr>
<tr>
<td>97</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>Not known</td>
</tr>
<tr>
<td>00</td>
<td>Missing</td>
</tr>
</tbody>
</table>
5.1.2 School subjects: alphabetic

30 Accounting/accounts
58 Additional maths
60 Agricultural science
61 Anatomy, physiology and health (APH)
95 Archaeology
51 Arithmetic/maths
50 Arithmetic
71 Art and Design
70 Art
80 Athletics
62 Biology (including botany, zoology)
20 Budgeting
40 Building drawing
31 Business studies/commerce
21 Careers education
63 Chemistry
22 Child care/development
78 Classical studies
23 Community service
52 Computer studies
48 Craft/technical
15 Current affairs
81 Dance
73 Drama
11 Economic history
10 Economics
42 Engineering science
01 English
72 English literature
64 Environmental studies
12 European studies
96 Extra-curricular activities
64 Field activities/studies
24 First aid
68 Forestry
02 French (including French with European studies)
03 Gaelic
90 General studies/private studies
13 Geography
65 Geology
04 German (including German with European Studies)
05 Greek
25 Guidance
82 Gymnastics
26 Health education
14 History
33 Home Economics (food and nutrition)/cookery
32 Home Economics (fabrics and fashion)/sewing
34 Home Economics (nos)
94 Horticulture
47 Integrated craftwork
06 Latin
75 Learning to play a musical instrument
53 Mathematics
54 Mathematics I
55 Mathematics II
56 Mathematics III
59 Mathematics IV
| 59 | Mathematics V |
| 43 | Metal work |
| 15 | Modern studies |
| 74 | Music |
| 44 | Navigation |
| 99 | Not known |
| 24 | Nursing studies |
| 83 | Outdoor pursuits |
| 84 | PE |
| 92 | Photography/film studies |
| 66 | Physics |
| 76 | Plays in group/band |
| 18 | Politics |
| 91 | Related studies (nos) |
| 16 | Religious education |
| 93 | Rural studies |
| 07 | Russian |
| 54 | SYS Maths Paper I |
| 55 | SYS Maths Paper II |
| 56 | SYS Maths Paper III |
| 59 | SYS Maths Paper IV |
| 59 | SYS Maths Paper V |
| 27 | Schools Traffic Education Project (STEP) |
| 67 | Science (ie general science) |
| 45 | Seamanship and nautical knowledge |
| 35 | Secretarial studies |
| 36 | Shorthand |
| 77 | Singing |
| 28 | Social education |
| 17 | Social studies |
| 08 | Spanish |
| 57 | Statistics |
| 85 | Team Games |
| 41 | Technical/engineering drawing |
| 15 | Topical science/studies |
| 37 | Typing and office services |
| 85 | Winter sports |
| 46 | Woodwork |
| 09 | any other language (nos) |
| 39 | any other commercial/domestic (nos) |
| 59 | any other mathematical (nos) |
| 79 | any other aesthetic (nos) |
| 29 | any other social education (nos) |
| 89 | any other sport (nos) |
| 19 | any other social subject (nos) eg psychology, humanities |
| 49 | any other technical/engineering (nos) eg surveying, building studies |
| 69 | any other science (nos) eg applied science |
| 00 | Missing |
5.2. Post-school education record

5.2.1 Post-school subjects: numerical

EDUCATION

101 Education

MEDICINE, DENTISTRY AND ANCILLARY HEALTH SUBJECTS

201 Pharmacy
202 Medicine
203 Dentistry
204 Nursing
214 Ancillary health subjects
215 Child/old people care

ENGINEERING AND TECHNOLOGY

301 Aeronautical engineering
302 Agricultural engineering
303 Automobile engineering
304 Chemical engineering and technology
305 Civil engineering
306 Electrical engineering
307 Marine engineering
308 Mechanical engineering
309 Naval architecture and shipbuilding
310 Production engineering
311 General and other engineering
312 Building
313 Clothing and footwear
314 Food technology and manufacture
315 Fuel and petroleum technology
316 Metal technology
317 Mining and quarrying
318 Offshore engineering and technology
319 Printing and book production
320 Surveying
321 Textile technology and manufacture
322 General and other technology and manufacture (including combinations of technologies, or of technologies with engineering)
323 Combinations of engineering and technology with science or social, administrative and business subjects
325 Technology - YTS only

AGRICULTURE, FORESTRY AND VETERINARY SCIENCE

401 Agricultural chemistry
402 Agriculture
403 Agricultural biology
404 Forestry
405 Veterinary science

SCIENCE

501 Biology (including combinations of biological sciences)
502 Biochemistry
503 Chemistry
504  Geology
505  Mathematics
506  Adult numeracy
507  Physics
508  Mathematics/physics
509  Combinations of physical sciences other than mathematics/physics
510  General and other science (including combinations of physical and biological sciences)
511  Environmental sciences

SOCIAL, ADMINISTRATIVE AND BUSINESS SUBJECTS
601  Accountancy, banking and insurance
602  Economics
603  Government and public administration
604  Law
605  Management and management science
606  Psychology
607  Secretarial studies
608  Social anthropology
609  Sociology
610  Other business and commerce - including keyboard/VDU skills
611  Geography
612  Area studies (e.g. African studies)

MISCELLANEOUS SUBJECTS
701  Architecture
702  Catering and institutional management
703  Home economics
704  Nautical studies
705  Transport
706  Wholesale and retail trades
707  Librarianship
708  Photography
709  Other professional and vocational subjects (generally vocational LINK courses and communications may be included here)
711  Physical training and sports
712  Combinations of SCS/GCE not elsewhere classified
713  Miscellaneous non-vocational subjects not elsewhere classified
714  Handicrafts and hobbies (non-vocational) not elsewhere classified
715  Lifework/social skills - Independence course - YTS only

LANGUAGES
801  English
802  Adult literacy - tuition
803  Adult literacy - training of tutors
804  Gaelic and other Celtic languages
805  French
806  German
807  French/German
808  Spanish
809  Other Western European languages
810  Russian
811  Other Central and Eastern European languages
812  Classical studies
813  Oriental, Asian and African languages
814  Other languages
815  Combined languages courses
ARTS OTHER THAN LANGUAGES

901  Archaeology
902  History
903  Philosophy
904  Theology
905  Arts general

MUSIC, DRAMA AND VISUAL ARTS

110  Art and design
120  Drama and entertainment
130  Music
### Post-school subjects: alphabetic

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>501</td>
<td>Accountancy, banking and insurance</td>
</tr>
<tr>
<td>502</td>
<td>Adult literacy - tuition</td>
</tr>
<tr>
<td>503</td>
<td>Adult numeracy</td>
</tr>
<tr>
<td>504</td>
<td>Aeronautical engineering</td>
</tr>
<tr>
<td>505</td>
<td>Agricultural biology</td>
</tr>
<tr>
<td>506</td>
<td>Agriculture</td>
</tr>
<tr>
<td>507</td>
<td>Agricultural chemistry</td>
</tr>
<tr>
<td>508</td>
<td>Agricultural engineering</td>
</tr>
<tr>
<td>509</td>
<td>Ancillary health subjects</td>
</tr>
<tr>
<td>510</td>
<td>Archaeology</td>
</tr>
<tr>
<td>511</td>
<td>Architecture</td>
</tr>
<tr>
<td>512</td>
<td>Area studies (eg African studies)</td>
</tr>
<tr>
<td>513</td>
<td>Art and design</td>
</tr>
<tr>
<td>514</td>
<td>Arts general</td>
</tr>
<tr>
<td>515</td>
<td>Automobile engineering</td>
</tr>
<tr>
<td>516</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>517</td>
<td>Biology (including combinations of biological sciences)</td>
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<tr>
<td>518</td>
<td>Building</td>
</tr>
<tr>
<td>519</td>
<td>Catering and institutional management</td>
</tr>
<tr>
<td>520</td>
<td>Chemical engineering and technology</td>
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<td>521</td>
<td>Chemistry</td>
</tr>
<tr>
<td>522</td>
<td>Child/old people care</td>
</tr>
<tr>
<td>523</td>
<td>Civil engineering</td>
</tr>
<tr>
<td>524</td>
<td>Classical studies</td>
</tr>
<tr>
<td>525</td>
<td>Clothing and footwear</td>
</tr>
<tr>
<td>526</td>
<td>Combinations of SCS/GCE not elsewhere classified</td>
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<tr>
<td>527</td>
<td>Combinations of engineering and technology with science or social,</td>
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<tr>
<td></td>
<td>administrative and business subjects</td>
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<td>528</td>
<td>Combined languages courses</td>
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<td>529</td>
<td>Combinations of physical sciences other than mathematics/physics</td>
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<td>530</td>
<td>Dentistry</td>
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<td>531</td>
<td>Drama and entertainment</td>
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<tr>
<td>532</td>
<td>Economics</td>
</tr>
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<td>533</td>
<td>Education</td>
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<td>534</td>
<td>Electrical engineering</td>
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<td>English</td>
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<td>536</td>
<td>Environmental sciences</td>
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<td>537</td>
<td>Food technology and manufacture</td>
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<td>538</td>
<td>Forestry</td>
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<td>539</td>
<td>French/German</td>
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<td>French</td>
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<td>541</td>
<td>Fuel and petroleum technology</td>
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<td>542</td>
<td>Gaelic and other Celtic languages</td>
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<td>543</td>
<td>General and other engineering</td>
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<tr>
<td>544</td>
<td>General and other technology and manufacture (including</td>
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<td></td>
<td>combinations of technologies, or of technologies with engineering)</td>
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<tr>
<td>545</td>
<td>General and other science (including combinations of physical and</td>
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<tr>
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<td>biological sciences)</td>
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<td>546</td>
<td>Geography</td>
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<td>German</td>
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<td>549</td>
<td>Government and public administration</td>
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<td>Handicrafts and hobbies (non-vocational) not elsewhere classified</td>
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<td>551</td>
<td>History</td>
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<tr>
<td>552</td>
<td>Home economics</td>
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<td>553</td>
<td>Law</td>
</tr>
<tr>
<td>554</td>
<td>Librarianship</td>
</tr>
</tbody>
</table>

5-10
715 Lifework/social skills - Independence course - YTS only
605 Management and management science
307 Marine engineering
505 Mathematics
508 Mathematics/physics
308 Mechanical engineering
202 Medicine
316 Metal technology
317 Mining and quarrying
713 Miscellaneous non-vocational subjects not elsewhere classified
1300 Music
704 Nautical studies
309 Naval architecture and shipbuilding
204 Nursing
318 Offshore engineering and technology
813 Oriental, Asian and African languages
809 Other Western European languages
709 Other professional and vocational subjects (generally vocational LINK courses and communications may be included here)
610 Other business and commerce - including keyboard/VDU skills
814 Other languages
811 Other Central and Eastern European languages
201 Pharmacy
903 Philosophy
708 Photography
507 Physics
711 Physical training and sports
319 Printing and book production
310 Production engineering
606 Psychology
810 Russian
607 Secretarial studies
608 Social anthropology
609 Sociology
808 Spanish
320 Surveying
325 Technology - YTS only
321 Textile technology and manufacture
904 Theology
705 Transport
405 Veterinary science
706 Wholesale and retail trades
### 5.2.3 Post-school subjects: subject areas code

<table>
<thead>
<tr>
<th>SUBSUMA</th>
<th>Description</th>
<th>Code</th>
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<tbody>
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<td>1</td>
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<td>2</td>
<td>Medicine</td>
<td>(202)</td>
</tr>
<tr>
<td>3</td>
<td>Dentistry</td>
<td>(203)</td>
</tr>
<tr>
<td>4</td>
<td>Ancillary health</td>
<td>(204, 201)</td>
</tr>
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<td>5</td>
<td>Civil engineering</td>
<td>(305)</td>
</tr>
<tr>
<td>6</td>
<td>Chemical engineering</td>
<td>(304)</td>
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<tr>
<td>7</td>
<td>Electrical engineering</td>
<td>(305)</td>
</tr>
<tr>
<td>8</td>
<td>Mechanical engineering</td>
<td>(308)</td>
</tr>
</tbody>
</table>
| 9       | Other engineering  
(aeronautical, agricultural, automobile, maritime, naval, production and general) | (301,302,303,307,309,310,311) |
| 10      | 'Production' technology  
(building, fuel, metal, mining, offshore, surveying) | (312,315,316,317,318,320) |
| 11      | 'Consumer' technology  
(clothing, food, printing textiles) | (313,314,319,321) |
| 12      | General and other technology  
(with or without engineering) | (322,323) |
| 13      | Agriculture and forestry | (401, 402, 403, 404) |
| 14      | Veterinary science | (405) |
| 15      | Environmental science | (504, 511) |
| 16      | Biology and biochemistry | (501, 502) |
| 17      | Chemistry | (503) |
| 18      | Physics | (507, 508) |
| 19      | Mathematics | (505) |
| 20      | Other science | (509, 510) |
| 21      | Professional, managerial, administrative (accounting, economics, government, law) | (601,602,603,604,605) |
| 22      | Other commercial | (610) |
| 23      | Secretarial | (607) |
| 24      | Other social science  
(geography, psychology, sociology, social anthropology) | (606,608,609,611,803) |
| 25      | Architecture | (701) |
| 26      | Catering etc | (702, 703) |
| 27      | Wholesale/retail | (706) |
| 28      | Transport | (704, 705) |
| 29      | Miscellaneous personnel | (709,707,708) |
| 30      | General and liberal studies | (710,713) |
| 31      | Languages etc | (801,804,805,806,807,808,809,810, 811,812,813,814,815) |
| 32      | Other arts | (901,902,903,904,905) |
| 33      | Visual and creative | (001,002,003) |
| 34      | SCE/GCE | (712) |
| 35      | Remedial | (506, 802) |
| 36      | Physical training and sport | (711) |
### 5.2.4 Post-school Qualifications

#### ADVANCED LEVEL COURSES

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>01</td>
<td>Degree (except BA (Education) and B.ED)</td>
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<td>02</td>
<td>BA (Education) - Stirling only</td>
</tr>
<tr>
<td>03</td>
<td>B.ED in Primary (College of Education only)</td>
</tr>
<tr>
<td>04</td>
<td>B.ED in Secondary (College of Education only)</td>
</tr>
<tr>
<td>05</td>
<td>B.ED in Physical Education (PE) (College of Education only)</td>
</tr>
<tr>
<td>06</td>
<td>B.ED in Speech Therapy (College of Education only)</td>
</tr>
<tr>
<td>07</td>
<td>B.ED (not otherwise specified) (College of Education only)</td>
</tr>
<tr>
<td>08</td>
<td>Diploma in Primary Education (College of Education only)</td>
</tr>
<tr>
<td>09</td>
<td>Diploma in Technical Education (College of Education only)</td>
</tr>
<tr>
<td>10</td>
<td>Diploma in Physical Education (PE) (College of Education only)</td>
</tr>
<tr>
<td>11</td>
<td>Diploma in Speech &amp; Drama Teaching (not therapy) (College of Education only)</td>
</tr>
<tr>
<td>12</td>
<td>Diploma in Music Teaching (College of Education only)</td>
</tr>
<tr>
<td>13</td>
<td>Youth &amp; Community Certificate (College of Education only)</td>
</tr>
<tr>
<td>14</td>
<td>Social Work Certificate (College of Education only)</td>
</tr>
<tr>
<td>15</td>
<td>Diploma, other, from College of Education (College of Education only)</td>
</tr>
<tr>
<td>16</td>
<td>Associateship of a Central Institution (CI only)</td>
</tr>
<tr>
<td>17</td>
<td>Diploma of a Central Institution (CI only)</td>
</tr>
<tr>
<td>18</td>
<td>HND or SCOTEC Higher Diploma</td>
</tr>
<tr>
<td>19</td>
<td>HNC or SCOTEC Higher Certificate</td>
</tr>
<tr>
<td>20</td>
<td>SHND, SHNC or other advanced SCOTBEC qualification</td>
</tr>
<tr>
<td>21</td>
<td>other recognised advanced qualification</td>
</tr>
<tr>
<td>22</td>
<td>advanced study, not leading to a recognised qualification</td>
</tr>
<tr>
<td>23</td>
<td>any post-graduate qualification</td>
</tr>
</tbody>
</table>

#### NON-ADVANCED LEVEL COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>OND or SCOTEC Diploma</td>
</tr>
<tr>
<td>32</td>
<td>ONC or SCOTEC Certificate</td>
</tr>
<tr>
<td>33</td>
<td>SNC, SND and other SCOTBEC qualification</td>
</tr>
<tr>
<td>34</td>
<td>City &amp; Guilds</td>
</tr>
<tr>
<td>39</td>
<td>See codes 81-96 inclusive</td>
</tr>
<tr>
<td>40</td>
<td>other registered qualification (non-advanced)</td>
</tr>
<tr>
<td>41</td>
<td>non-advanced course not leading to recognised qualification (including pre-nursing)</td>
</tr>
</tbody>
</table>

#### OTHERS

<table>
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<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>50</td>
<td>&quot;Training&quot; qualification: qualification other than above gained through on-the-job training (eg specific armed forces qualification, police qualification, etc) except:</td>
</tr>
<tr>
<td>51</td>
<td>RGN, SRN or any registered nursing training</td>
</tr>
<tr>
<td>52</td>
<td>SEN, EN or any enrolled or unspecified nursing training</td>
</tr>
<tr>
<td>53</td>
<td>other medical training</td>
</tr>
<tr>
<td>54</td>
<td>Nursery Nursing</td>
</tr>
<tr>
<td>55</td>
<td>Membership of a Professional Body</td>
</tr>
<tr>
<td>56</td>
<td>Associateship of a Professional Body</td>
</tr>
<tr>
<td>57</td>
<td>Licentiateship of a Professional Body</td>
</tr>
<tr>
<td>61</td>
<td>&quot;Diploma&quot; - level not known (not from a College of Education or CI)</td>
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<tr>
<td>62</td>
<td>&quot;Certificate&quot; - level not known</td>
</tr>
<tr>
<td>63</td>
<td>other qualification - level not known</td>
</tr>
</tbody>
</table>

5-13
no qualification mentioned, level not known
70 YOP
71 ITB, TSPA
72 UVP
73 TOPS
74 YTS
75 YTS + Qualification e.g. City and Guilds : R.S.A.
76 Community Industry
80 Link Course
81 CSE *
82 CEE *
84 0 Grade/O Level *
86 Higher *
87 A Level *
88 A/O LEVEL
89 OXBRIDGE ENTRANCE EXAM
90 SCVS
91 RSA
92 PITMANS

* see Part V, 5.1.1 and 2: School subjects lists, for coding subjects
5.2.5 Post-school institutions: numerical

UNIVERSITIES

001 Aberdeen
002 Dundee
003 Edinburgh
004 Glasgow
005 Heriot-Watt
006 St Andrews
007 Stirling
008 Strathclyde
009 Oxford/Cambridge
010 Other UK universities
011 Universities outwith UK

COLLEGES OF FURTHER EDUCATION, CENTRAL INSTITUTIONS, SCOTLAND

110 Glasgow School (or College) of Art
111 Edinburgh College of Art
112 Duncan of Jordanstone College of Art
112 Dundee - Duncan of Jordanstone College of Art
113 Royal Scottish Academy of Music & Drama, Glasgow
114 Glasgow - Queen's College
114 Glasgow - Royal Scottish Academy of Music & Drama
114 Queen's College, Glasgow
115 Edinburgh - Queen Margaret College
115 Queen Margaret College, Edinburgh
116 Auchincruive - West of Scotland Agricultural College
116 West of Scotland Agricultural College, Auchincruive
117 Edinburgh - East of Scotland College of Agriculture
117 East of Scotland College of Agriculture, Edinburgh
118 North of Scotland College of Agriculture
119 Dundee College of Technology
120 Paisley College of Technology
121 Robert Gordon's Institute of Technology, Aberdeen
121 Aberdeen - Robert Gordon's Institute of Technology
122 Leith Nautical College, Edinburgh
122 Edinburgh - Leith Nautical College
123 Scottish College of Textiles, Galashiels
123 Galashiels - Scottish College of Textiles
210 Aberdeen College of Commerce
211 Dundee College of Commerce
212 Edinburgh - Napier College of Commerce, Sighthill
212 Napier College of Commerce, Sighthill
213 Glasgow - Central College of Commerce
213 Central College of Commerce, Glasgow
214 Buckie FE Centre
215 Edinburgh - Napier College of Commerce & Technology
215 Napier College of Commerce & Technology, Edinburgh
220 Aberdeen Technical College
221 Arbroath - Angus Technical College
221 Angus Technical College, Arbroath
222 Ayr Technical College
223 Castle Douglas FE Centre
224 Cumbernauld Technical College
225 Buchan Technical College, Fraserburgh
225 Fraserburgh - Buchan Technical College
226 Lerwick - Anderson High School FE Centre

5-15
Anderson High School FE Centre, Lerwick
Clackmannan College of FE, Alloa
Alloa - Clackmannan College of FE
Clydebank Technical College
Coatbridge Technical College
Dumfries & Galloway College of Technology
Kingsway Technical College, Dundee
Dundee - Kingsway Technical College
West Lothian College of FE, Bathgate
Bathgate - West Lothian College of FE
Glasgow College of Food Technology
Cupar - Elmwood Agricultural & Technical College
Falkirk College of Technology
Glenrothes & Buckhaven Technical College
Henderson Technical College, Hawick
Hawick - Henderson Technical College
Inverness Technical College
Kilmarnock Technical College
Kirkcaldy Technical College
Lauder Technical College, Dunfermline
Dunfermline - Lauder Technical College
Motherwell Technical College
Thurso Technical College
Hamilton - Bell College of Technology
Bell College of Technology, Hamilton
Douglas Ewart FE Centre, Newton Stewart (Evening)
Newton Stewart - Douglas Ewart FE Centre (Evening)
Anniesland College, Glasgow
Glasgow - Anniesland College
Stranraer - Ashwood Drive FE Centre (Evening)
Ashwood Drive FE Centre, Stranraer (Evening)
Agricultural Centre, The, Duns
Duns - The Agricultural Centre
Clinterty Agricultural College, Kinellar
Kinellar - Clinterty Agricultural College
Oatridge College of Agriculture, Broxburn
Broxburn - Oatridge Agricultural College
Springburn College of Engineering, Glasgow
Glasgow - Springburn College of Engineering
Glasgow - Stow College
Stow College, Glasgow
Glasgow College of Building & Printing
Glasgow College of Nautical Studies
Stromness Nautical School
Stonehaven DR Centre (Clinterty subsidiary)
Dalkeith DR Centre (Oatridge subsidiary)
Elgin - Clinterty DR Centre (Clinterty subsidiary)
Moray Day College (Clinterty College (Elgin) DR)
Insch DR Centre (Clinterty subsidiary)
Strichen DR Centre (Clinterty subsidiary)
Tarland DR Centre (Clinterty subsidiary)
Turiff DR Centre (Clinterty subsidiary)
Fordyce DR Centre (Clinterty subsidiary)
Newton St Boswells DR Centre
any other Technical etc college in Scotland
any other FE or DR Centre in Scotland
any other school or school annexe in Scotland
Campbeltown FE Centre (Evening)
Stevenson College of FE, Edinburgh
Edinburgh - Stevenson College of FE
Edinburgh - Telford College of FE
Telford College of FE, Edinburgh
Forres FE Centre (Evening)
Galashiels College of FE
Keith FE (DR) Centre (Clinterty subsidiary)
Kirkwall Grammar School FE Centre
Cambuslang School of Building
Leith FE Centre (nons)
Perth College of FE
Mearns Academy FE Centre (Evening)
West Calder High School (Evening)
Whitburn Academy (Evening)
Wick High School FE Centre (Evening)
Bearsden Academy FE Centre (Evening)
Peterhead FE Centre (Evening)
Esk Valley College, Dalkeith
Dumfries - Barony Agricultural College
Dumfries - Barony Agricultural College
Barmulloch College, Glasgow
Glasgow - Barmulloch College
Glasgow - Cardonald College
Cardonald College, Glasgow
Langside College, Glasgow
Glasgow - Langside College
James Watt College, Greenock
Greenock - James Watt College
Paisley - Reid Kerr College
Reid Kerr College, Paisley
Plockton - Duncraig Castle College
Duncraig Castle College, Plockton
Lews Castle College, Stornoway
Stornoway - Lewis Castle College
Stornoway - Nicolson Institute (Evening)
Nicolson Institute, Stornoway (Evening)
Glasgow College of Technology

COLLEGES OF FURTHER EDUCATION ETC. OUTSIDE SCOTLAND

Polytechnics - rest of UK
other FE etc colleges - rest of UK
colleges (other than universities) outwith UK

NURSING
Any other nursing college (not hospital)
Royal College of Nursing
any hospital (Nursing, Radiography, Physiotherapy, etc training)
Edinburgh School of Speech Therapy (see 115 Queen Margaret College)
Jordanhill College of Speech Therapy, Glasgow (see 308 Jordanhill)
any other Speech Therapy College
Occupational Therapy College, Edinburgh (Astley Ainsley Hospital)
Glasgow School of Occupational Therapy
any other Occupational Therapy College
Chiropody School
any other Nursing College (not hospital)
MEMO

1981 DICTIONARY UPDATE

**INSTITUTE** PAGE 5-17

ADD  "441 ANY OTHER NURSING COLLEGE (NOT HOSPITAL)"

AMEND 520 TO READ "620 CAMBUSLAN SCHOOL OF BUILDING"

(T AND BEAR IN MIND WHEN PREPARING FUTURE SURVEYS)

THE MASTER COPY OF THE '81 DICTIONARY IS FIXED
TO THE HALL TABLE. APPANY HAS ALREADY BEEN
ADDED.
<table>
<thead>
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<td>Craigie</td>
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<td>804</td>
<td>Craiglockhart</td>
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<td>Hamilton</td>
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<td>Jordanhill</td>
</tr>
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<td>809</td>
<td>Moray House</td>
</tr>
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<td>810</td>
<td>Notre Dame</td>
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<tr>
<td>820</td>
<td>Any other College of Education</td>
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**OTHER**

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<td>461</td>
<td>Newbattle Abbey College, Dalkeith</td>
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<td>462</td>
<td>Armed Forces Apprentice Schools</td>
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<tr>
<td>463</td>
<td>Armed Forces Academies or other Colleges</td>
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<td>464</td>
<td>Accountancy Colleges</td>
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<td>Secretarial Schools</td>
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<td>RC Seminaries</td>
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<tr>
<td>481</td>
<td>ITB Training Centres</td>
</tr>
<tr>
<td>482</td>
<td>Skillcentres</td>
</tr>
<tr>
<td>483</td>
<td>Employers' Training Centres</td>
</tr>
<tr>
<td>484</td>
<td>Government Training Centres</td>
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<tr>
<td>485</td>
<td>other training centre</td>
</tr>
<tr>
<td>900</td>
<td>Correspondence Schools</td>
</tr>
<tr>
<td>901</td>
<td>any other colleges etc</td>
</tr>
<tr>
<td>910</td>
<td>YOP course - institution not named</td>
</tr>
<tr>
<td>911</td>
<td>UVP course - institution not named</td>
</tr>
<tr>
<td>912</td>
<td>TOPS course - institution not named</td>
</tr>
</tbody>
</table>

5-18
### 5.2.6 Post-school institutions: alphabetic

#### UNIVERSITIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Aberdeen</td>
</tr>
<tr>
<td>002</td>
<td>Dundee</td>
</tr>
<tr>
<td>003</td>
<td>Edinburgh</td>
</tr>
<tr>
<td>004</td>
<td>Glasgow</td>
</tr>
<tr>
<td>005</td>
<td>Heriot-Watt</td>
</tr>
<tr>
<td>010</td>
<td>Other UK universities</td>
</tr>
<tr>
<td>009</td>
<td>Oxford/Cambridge</td>
</tr>
<tr>
<td>006</td>
<td>St Andrews</td>
</tr>
<tr>
<td>007</td>
<td>Stirling</td>
</tr>
<tr>
<td>008</td>
<td>Strathclyde</td>
</tr>
<tr>
<td>011</td>
<td>Universities outwith UK</td>
</tr>
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</table>

#### COLLEGES OF FURTHER EDUCATION. CENTRAL INSTITUTIONS: SCOTLAND

<table>
<thead>
<tr>
<th>Code</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>210</td>
<td>Aberdeen College of Commerce</td>
</tr>
<tr>
<td>121</td>
<td>Aberdeen - Robert Gordon's Institute of Technology</td>
</tr>
<tr>
<td>220</td>
<td>Aberdeen Technical College</td>
</tr>
<tr>
<td>280</td>
<td>Agricultural Centre, The, Duns</td>
</tr>
<tr>
<td>227</td>
<td>Alloa - Clackmannan College of FE</td>
</tr>
<tr>
<td>225</td>
<td>Anderson High School FE Centre, Lerwick</td>
</tr>
<tr>
<td>221</td>
<td>Angus Technical College, Arbroath</td>
</tr>
<tr>
<td>252</td>
<td>Anniesland College, Glasgow</td>
</tr>
<tr>
<td>221</td>
<td>Arbroath - Angus Technical College</td>
</tr>
<tr>
<td>253</td>
<td>Ashwood Drive FE Centre, Stranraer (Evening)</td>
</tr>
<tr>
<td>116</td>
<td>Auchincruive - West of Scotland Agricultural College</td>
</tr>
<tr>
<td>222</td>
<td>Ayr Technical College</td>
</tr>
<tr>
<td>225</td>
<td>Banff &amp; Buchan College of F.E., Fraserburgh</td>
</tr>
<tr>
<td>613</td>
<td>Barmulloch College, Glasgow</td>
</tr>
<tr>
<td>611</td>
<td>Barony Agricultural College, Dumfries</td>
</tr>
<tr>
<td>232</td>
<td>Bathgate - West Lothian College of FE</td>
</tr>
<tr>
<td>536</td>
<td>Bearsden Academy FE Centre (Evening)</td>
</tr>
<tr>
<td>250</td>
<td>Bell College of Technology, Hamilton</td>
</tr>
<tr>
<td>284</td>
<td>Broxburn - Oatridge Agricultural College</td>
</tr>
<tr>
<td>214</td>
<td>Buckie FE Centre</td>
</tr>
<tr>
<td>520</td>
<td>Cambuslang College</td>
</tr>
<tr>
<td>510</td>
<td>Campbeltown FE Centre (Evening)</td>
</tr>
<tr>
<td>614</td>
<td>Cardonald College, Glasgow</td>
</tr>
<tr>
<td>223</td>
<td>Castle Douglas FE Centre</td>
</tr>
<tr>
<td>213</td>
<td>Central College of Commerce, Glasgow</td>
</tr>
<tr>
<td>227</td>
<td>Clackmannan College of FE, Alloa</td>
</tr>
<tr>
<td>281</td>
<td>Clinterty Agricultural College, Kinellar</td>
</tr>
<tr>
<td>228</td>
<td>Clydebank Technical College</td>
</tr>
<tr>
<td>229</td>
<td>Coatbridge Technical College</td>
</tr>
<tr>
<td>224</td>
<td>Cumbernauld Technical College</td>
</tr>
<tr>
<td>234</td>
<td>Cupar - Elmwood Agricultural &amp; Technical College</td>
</tr>
<tr>
<td>408</td>
<td>Dalkeith DR Centre (Oatridge subsidiary)</td>
</tr>
<tr>
<td>610</td>
<td>Dalkeith - Esk Valley College</td>
</tr>
<tr>
<td>251</td>
<td>Douglas Ewart FE Centre, Newton Stewart (Evening)</td>
</tr>
<tr>
<td>112</td>
<td>Duncan of Jordanstone College of Art</td>
</tr>
<tr>
<td>611</td>
<td>Dumfries - Barony Agricultural College</td>
</tr>
<tr>
<td>230</td>
<td>Dumfries &amp; Galloway College of Technology</td>
</tr>
<tr>
<td>622</td>
<td>Duncraig Castle College, Plockton</td>
</tr>
<tr>
<td>242</td>
<td>Dunfermline - Lauder Technical College</td>
</tr>
<tr>
<td>211</td>
<td>Dundee College of Commerce</td>
</tr>
</tbody>
</table>
112 Dundee - Duncan of Jordanstone College of Art
231 Dundee - Kingsway Technical College
119 Dundee College of Technology
280 Duns - The Agricultural Centre
117 East of Scotland College of Agriculture, Edinburgh
111 Edinburgh College of Art
117 Edinburgh - East of Scotland College of Agriculture
122 Edinburgh - Leith Nautical College
215 Edinburgh - Napier College of Commerce & Technology (Colinton Rd)
115 Edinburgh - Queen Margaret College
212 Edinburgh - Napier College of Commerce, Sighthill
512 Edinburgh - Stevenson College of FE
313 Edinburgh - Telford College of FE
409 Elgin - Clinterty DR Centre (Clinterty subsidiary)
234 Elmwood Agricultural College, Cupar
610 Esk Valley College, Dalkeith
235 Falkirk College of Technology
415 Fordyce DR Centre (Clinterty subsidiary)
515 Forres FE Centre (Evening)
225 Fraserburgh - Banff and Buchan Technical College
516 Galashiels College of FE
123 Galashiels - Scottish College of Textiles
300 Glasgow College of Building & Printing
233 Glasgow College of Food Technology
320 Glasgow College of Nautical Studies
710 Glasgow College of Technology
110 Glasgow School (or College) of Art
252 Glasgow - Anniesland College
613 Glasgow - Barmulloch College
614 Glasgow - Cardonald College
213 Glasgow - Central College of Commerce
616 Glasgow - Langside College
114 Glasgow - Queen's College
114 Glasgow - Royal Scottish Academy of Music & Drama
290 Glasgow - Springburn College of Engineering
291 Glasgow - Stow College
236 Glenrothes & Buckhaven Technical College
620 Greenock - James Watt College
250 Hamilton - Bell College of Technology
238 Hawick - Henderson Technical College
238 Henderson Technical College, Hawick
411 Insch DR Centre (Clinterty subsidiary)
239 Inverness Technical College
620 James Watt College, Greenock
518 Keith FE (DR) Centre (Clinterty subsidiary)
240 Kilmarnock Technical College
231 Kingsway Technical College, Dundee
281 Kinellar - Clinterty Agricultural College
241 Kirkcaldy Technical College
519 Kirkwall Grammar School FE Centre
242 Lauder Technical College, Dunfermline
618 Langside College, Glasgow
529 Mearns Academy FE Centre (Evening)
122 Leith Nautical College, Edinburgh
225 Lerwick - Anderson High School FE Centre
521 Lerwick FE Centre (nos)
623 Lewis Castle College, Stornoway
243 Motherwell Technical College
409 Moray College of Further Education
215 Napier College of Commerce & Technology, Edinburgh
212 Napier College of Commerce, Sighthill
418 Newton St Boswells DR Centre
251 Newton Stewart - Douglas Ewart FE Centre (Evening)
524 Nicolson Institute, Stornoway (Evening)
118 North of Scotland College of Agriculture
284 Oatridge College of Agriculture, Broxburn
120 Paisley College of Technology
521 Paisley - Reid Kerr College
524 Perth College of FE
539 Peterhead FE Centre (Evening)
622 Plockton - Duncraig Castle College
115 Queen Margaret College, Edinburgh
521 Queen's College, Glasgow
120 Reid Kerr College, Paisley
121 Robert Gordon's Institute of Technology, Aberdeen
113 Royal Scottish Academy of Music & Drama, Glasgow
123 Scottish College of Textiles, Galashiels
290 Springburn College of Engineering, Glasgow
512 Stevenson College of FE, Edinburgh
407 Stonehaven DR Centre (Clinterty subsidiary)
623 Stornoway - Lews Castle College
624 Stornoway - Nicolson Institute (Evening)
291 Stow College, Glasgow
253 Stranraer - Ashwood Drive FE Centre (Evening)
412 Strichen DR Centre (Clinterty subsidiary)
321 Stromness Academy F.E. Centre
413 Tarland DR Centre (Clinterty subsidiary)
513 Telford College of FE, Edinburgh
245 Thurso Technical College
414 Turiff DR Centre (Clinterty subsidiary)
531 West Calder High School (Evening)
232 West Lothian College of FE, Bathgate
116 West of Scotland Agricultural College, Auchincruive
533 Whitburn Academy (Evening)
535 Wick High School FE Centre (Evening)
431 any other Technical etc college in Scotland
432 any other FE or DR Centre in Scotland
433 any other school or school annexe in Scotland
431 any other Technical etc college in Scotland
432 any other FE or DR Centre in Scotland

COLLEGES OF FURTHER EDUCATION ETC. OUTSIDE SCOTLAND

124 Polytechnics - rest of UK
126 Colleges (other than universities) outwith UK
125 other FE etc. colleges - rest of UK

NURSING

449 Chiropody School
443 Edinburgh School of Speech Therapy (see 115 Queen Marg't Coll)
447 Glasgow School of Occupational Therapy
444 Jordanhill College of Speech Therapy, Glasgow (see 808 Jordanhill)
446 Occupational Therapy College, Edinburgh (Astley Ainsley Hospital)
440 Royal College of Nursing
442 any hospital (Nursing, Radiography, Physiotherapy, etc training)
450 any other Nursing College (not hospital)
448 any other Occupational Therapy College

5-21
445 any other Speech Therapy College

COLLEGES OF EDUCATION

801 Aberdeen
820 Any other College of Education
802 Callendar Park
803 Craigie
804 Craiglockhart
805 Dundee
806 Dunfermline
807 Hamilton
808 Jordanhill
809 Moray House
810 Notre Dame

OTHER

464 Accountancy Colleges
463 Armed Forces Academies or other Colleges
462 Armed Forces Apprentice Schools
466 Business Schools
900 Correspondence Schools
483 Employers' Training Centres
484 Government Training Centres
481 ITB Training Centres
461 Newbattle Abbey College, Dalkeith
472 RC Seminaries
467 Riding Schools
465 Secretarial Schools
482 Skillcentres
912 TOPS course - institution not named
471 Theological Colleges
911 UVP course - institution not named
910 YOP course - institution not named
901 any other colleges etc
485 other training centre
5.3. Classification of occupations

Introduction

In the 1981 survey the coding of the occupation of the respondent (if any) and his/her father was based on answers to three questions. These asked for the type of business, the name of the job and a brief description of the work done. In addition, there was a question about the father's employment status. The questions and coding procedures were based on those used for the 1981 Census.

In 1980, in preparation for the 1981 Census, the Office for Population Censuses and Surveys (OPCS) brought out a revised version of the Classification of Occupations. This differed in a number of respects from the previous (1970) scheme. In particular the basic unit of the classification was now the Occupation Group. This was in turn based on two underlying categorisations; the operational code and the employment status of the respondent.

The process of coding the 1981 school leaver data was therefore a two-stage procedure. All occupations were allotted a three digit OPCS operational code (DADCODE, JOBPCODE) and the employment status was recorded (DADEMPST, EMPSTAT). The type of business or industry was also coded at this stage (DADSIC80, JOBSIC80). From these three basic units a variety of more familiar and useful classifications could be constructed. Three types of classification will be described here:

(a) the kind of industry or business (Standard Industrial Classification 1980) eg agriculture, transport.

(b) the kind of occupation followed (Occupation Group) eg manufacturing, repairing, administrating.

(c) the socio-economic status ascribed to an individual (Social Class, Socio-Economic Group (SEG)).

Each of these types of classification will be described further below.

(a) Industry (Coding List 5.3.1).

The OPCS Standard Industrial Classification (1980) has changed considerably from the 1970 scheme. There are now 62 classes (represented in the 1981 school leaver data by the variables DADSIC80 and JOBSIC80), subsumed under ten Divisions. These OPCS Divisions (0 to 9) have been renumbered 1-10 in the summary variables DADSIC82, JOBSIC82. Divisions and classes are listed in full in Coding List 5.3.1.

(b) Occupation (Coding List 5.3.2)

The fundamental unit of the OPCS 1980 Classification of Occupations is the Occupation Group. Its derivation is described in OPCS (1980), page 6. Its main purpose, as set out there, is:
"to provide groups with at least one common characteristic. The basic common factor of all groups is the kind of work done and the nature of the operation performed."

In all there are 547 of these units, grouped under 161 headings, and the full classification runs from 1.1 to 161.2. The 161 headings were taken from a condensed form of the Key Occupations for Statistical Purposes (KOS), defined by the Department of Employment. These 161 categories are therefore known as condensed KOS headings. At a higher level of aggregation the 161 headings were grouped into 16 orders, with an additional order for inadequately described occupations.

The Occupational Classification scheme has therefore three levels of occupation groups, condensed KOS headings and orders. These are set out below with details of how they have been realised in the data.

### Occupational Classification Scheme

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Values</th>
<th>SEDA variables</th>
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</thead>
<tbody>
<tr>
<td>Orders</td>
<td>1-17</td>
<td>DADORDER</td>
</tr>
<tr>
<td>2</td>
<td>1-161</td>
<td>DADCK3</td>
</tr>
<tr>
<td>3</td>
<td>1.1-161.2</td>
<td>DADCONKS</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>JOBCONKS</td>
</tr>
</tbody>
</table>

Note: A full list of the first two categories is given in Coding List 5.3.2. For full details of the Occupation Groups, consult OPCS (1980). p.cxx-cxxv.

It will be appreciated that the occupation group level of classification with nearly 550 categories is extremely detailed and will not be needed for many analyses as it stands. It could be used for creating larger categories that suited the particular purpose of the user. In most cases, the next level of condensed KOS headings included in Coding List 5.3.2, will provide quite enough detail, and the 16 Orders should be valuable for general analyses of occupations. (The operational coding scheme was recorded in the two variables DADCODE and JOBCODE which are available and listed in the Dictionary but it is most unlikely that they will be of much practical use.)

(c) Socio-economic status (Coding List 5.3.3)

Well-established forms of socio-economic classification, used for the 1977 School Leavers Survey, have been constructed on the basis of occupation groups and employment status (see OPCS 1980, appendix B). Those included in the Dictionary are:
Social Class (DADCLASS, JOBCLASS) and the associated broad measure, manual/non-manual (DADMANU); and Socio-Economic Group, (DADSEG, JOBSEG). Each will be described further.

Social Class

"Since the 1911 Census it has been customary, for certain analytical purposes, to arrange the large number of groups of occupational classification into a small number of broad categories called Social Classes...the occupation groups included in each of these categories have been selected in such a way as to bring together, so far as is possible, people with similar levels of occupational skill." (OPCS 1980, p.x.)

Social Class is the main official criterion for the 'level' of an occupation. The level of a pupil's 'social or family background' is therefore often measured by the Social Class of his or her father's occupation, which is widely found to be strongly correlated with attainment. For the most part this is not because father's occupation directly affects attainment, but because it is correlated with various influences within the home environment which do affect it. These influences include the encouragement and attitudes of parents, the cultural, material and economic environment of the home, and so on. It is usually easier to find out about the father's occupation than to provide satisfactory measurements of these background influences. Moreover, the standard Social Classes permit reliable comparisons to be made with data from other surveys and from the Census. The use of father's Social Class as a measure of background is thus justified on both convenience and comparability.

In assessing the effect of any variable on academic attainment (or any other outcome) it is advisable to 'control' for Social Class, since this is frequently found to be associated not only with attainment but with many other variables likely to influence attainment.

Two broad categories, corresponding to general notions of 'middle class' and 'working class', can be produced by combining classes I, II, III (non-manual), and classes III (manual), IV and V, respectively. They are labelled 'non-manual' and 'manual' jobs. The dichotomy as used here is probably the most acceptable and simplest twofold expression of occupational level. It is used in the variable DADMANU.

Socio-Economic Group

"Classification by socio-economic groups was introduced in 1951 and extensively and extensively amended in 1981. The classification aims to bring together people with jobs of similar social and economic status. The allocation of occupied persons to socio-economic groups is determined by considering their employment status and occupation." (OPCS 1980, p.xi.)
The socio-economic group offers an alternative form of classification, with 16 main categories and is found in the two variables DADSEG and JOBSEG. Details of these categories are found in Coding List 5.3.3.
### 5.3.1. Standard Industrial Classification 1980

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<table>
<thead>
<tr>
<th>Class</th>
<th>Division</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DIVISION 0 AGRICULTURE, FORESTRY AND FISHING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01</td>
<td>Agriculture and horticulture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Forestry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Fishing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DIVISION 1 ENERGY AND WATER SUPPLY INDUSTRIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Coal extraction and manufacture of solid fuels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Coke ovens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Extraction of mineral oil and natural gas</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Mineral oil processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Nuclear fuel production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Production and distribution of electricity, gas and other forms of energy</td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>Water supply industry</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>DIVISION 2 EXTRACTION OF MINERALS AND ORES OTHER THAN FUELS; MANUFACTURE OF METALS, MINERAL PRODUCTS AND CHEMICALS</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>21</td>
<td>Extraction and preparation of metalliferous ores</td>
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<td></td>
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<tr>
<td>22</td>
<td>Metal manufacturing</td>
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<tr>
<td>23</td>
<td>Extraction of minerals not elsewhere specified</td>
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<td></td>
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<tr>
<td>24</td>
<td>Manufacture of non-metallic mineral products</td>
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<tr>
<td>25</td>
<td>Chemical industry</td>
<td></td>
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<tr>
<td>26</td>
<td>Production of man-made fibres</td>
<td></td>
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<tr>
<td></td>
<td>DIVISION 3 METAL GOODS, ENGINEERING AND VEHICLES</td>
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<td>30</td>
<td>Undefined engineering</td>
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<tr>
<td>31</td>
<td>Manufacture of metal goods not elsewhere specified</td>
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<tr>
<td>32</td>
<td>Mechanical engineering</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>33</td>
<td>Manufacture of office machinery and data processing equipment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>34</td>
<td>Electrical and electronic engineering</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>35</td>
<td>Manufacture of motor vehicles and parts thereof</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Manufacture of other transport equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Instrument engineering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DIVISION 4 OTHER MANUFACTURING INDUSTRIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Food, drink and tobacco manufacturing industries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Textile industry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Manufacture of leather and leather goods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Footwear and clothing industries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Timber and wooden furniture industries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Manufacture of paper and paper products; printing and publishing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5-27
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>Processing of rubber and plastics</td>
</tr>
<tr>
<td></td>
<td>Other manufacturing industries</td>
</tr>
<tr>
<td>50</td>
<td>Construction</td>
</tr>
<tr>
<td>60</td>
<td>Distribution N.O.S</td>
</tr>
<tr>
<td>61</td>
<td>Wholesale distribution (except dealing in scrap and waste materials)</td>
</tr>
<tr>
<td>62</td>
<td>Dealing in scrap and waste materials</td>
</tr>
<tr>
<td>63</td>
<td>Commission agents</td>
</tr>
<tr>
<td>64/65</td>
<td>Retail distribution</td>
</tr>
<tr>
<td>rem.</td>
<td>Remainder of retail distribution</td>
</tr>
<tr>
<td>66</td>
<td>Hotels and catering</td>
</tr>
<tr>
<td>67</td>
<td>Repair of consumer goods and vehicles</td>
</tr>
<tr>
<td>71</td>
<td>Railways</td>
</tr>
<tr>
<td>72</td>
<td>Other inland transport</td>
</tr>
<tr>
<td>74</td>
<td>Sea transport</td>
</tr>
<tr>
<td>75</td>
<td>Air transport</td>
</tr>
<tr>
<td>76</td>
<td>Supporting services to transport</td>
</tr>
<tr>
<td>77</td>
<td>Miscellaneous transport services and storage not elsewhere specified</td>
</tr>
<tr>
<td>79</td>
<td>Postal services and telecommunications</td>
</tr>
<tr>
<td>81</td>
<td>Banking and finance</td>
</tr>
<tr>
<td>82</td>
<td>Insurance, except for compulsory social security</td>
</tr>
<tr>
<td>83</td>
<td>Business services</td>
</tr>
<tr>
<td>84</td>
<td>Renting of movables</td>
</tr>
<tr>
<td>85</td>
<td>Owning and dealing in real estate</td>
</tr>
<tr>
<td>90</td>
<td>Inadequately described</td>
</tr>
<tr>
<td>91</td>
<td>Public administration, national defence and compulsory social security</td>
</tr>
<tr>
<td>92</td>
<td>Sanitary services</td>
</tr>
<tr>
<td>93</td>
<td>Education</td>
</tr>
<tr>
<td>94</td>
<td>Research and development</td>
</tr>
<tr>
<td>95</td>
<td>Medical and other health services: veterinary services</td>
</tr>
<tr>
<td>96</td>
<td>Other services provided to the general public</td>
</tr>
<tr>
<td>97</td>
<td>Recreational services and other cultural services</td>
</tr>
<tr>
<td>98</td>
<td>Personal services</td>
</tr>
<tr>
<td>99</td>
<td>Domestic services</td>
</tr>
<tr>
<td>100</td>
<td>Diplomatic representation, international organisations, allied armed forces</td>
</tr>
</tbody>
</table>

5-28
5.3.2. Occupation Groups (condensed KOS headings and orders)

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Order 1

PROFESSIONAL AND RELATED SUPPORTING MANAGEMENT; SENIOR NATIONAL AND LOCAL GOVERNMENT MANAGERS

001 Judges, barristers, advocates, solicitors
002 Accountants, valuers, finance specialists
003 Personnel and industrial relations manager; O and M, work study and operational research officers
004 Economists, statisticians, systems analysts, computer programmers
005 Marketing, sales, advertising; public relations and purchasing managers
006 Statutory and other inspectors
007 General administrators - national government
008 Local government officers (administrative and executive functions)
009 All other professional and related supporting management and administration

Order 2

PROFESSIONAL AND RELATED IN EDUCATION, WELFARE AND HEALTH

010 Teachers in higher education
011 Teachers n.e.c.
012 Vocational and industrial trainers, education officers, social and behavioural scientists
013 Welfare workers
014 Clergy, ministers of religion
015 Medical and dental practitioners
016 Nurse administrators, nurses
017 Pharmacists, radiographers, therapists n.e.c.
018 All other professional and related in education, welfare and health

Order 3

LITERARY, ARTISTIC AND SPORTS

019 Authors, writers, journalists
020 Artists, designers, window dressers
021 Actors, musicians, entertainers, stage managers
022 Photographers, cameramen, sound and vision equipment operators
023 All other literary, artistic and sports

Order 4

PROFESSIONAL AND RELATED IN SCIENCE, ENGINEERING, TECHNOLOGY AND SIMILAR FIELDS

024 Scientists, physicists, mathematicians
025 Civil, structural, municipal, mining and quarrying engineers
026 Mechanical and aeronautical engineers
027 Electrical and electronic engineers
028 Engineers and technologists n.e.c.

5-29
029 Dr[15]oughtsmen
030 Laboratory and engineering technicians, technician engineers
031 Officers (ships and aircraft), air traffic planners and controllers
033 Professional and related in science, engineering and other technologies and similar fields n.e.c.

Order 5 MANAGERIAL
034 Production, works and maintenance managers, works foremen
035 Site and other managers, agents and clerks of works, general foremen (building and civil engineering)
036 Managers in transport, warehousing, public utilities and mining
037 Office managers
038 Managers in wholesale and retail distribution
039 Managers of hotels, clubs, etc., and in entertainment and sport
040 Farmers, horticulturists, farm managers
041 Officers, UK armed forces
042 Officers, foreign and Commonwealth armed forces
043 Senior police, prison and fire service officers
044 All other managers

Order 6 CLERICAL AND RELATED
045 Supervisors of clerks, civil service executive officers
046 Clerks
047 Retail shop cashiers, check-out and cash and wrap operators
048 Supervisors of typists, office machine operators, telephonists etc.
049 Secretaries, shorthand typists, receptionists
050 Office machine operators
051 Telephonists, radio and telegraph operators
052 Supervisors of postmen, mail sorters, messengers
053 Postmen, mail sorters, messengers

Order 7 SELLING
054 Sales supervisors
055 Salesmen, sales assistants, shop assistants, shelf fillers, petrol pump, forecourt attendants
056 Roundsmen, van salesmen
057 Sales representatives and agents

Order 8 SECURITY AND PROTECTIVE SERVICE
058 NCOs and other ranks, UK armed forces
059 NCOs and other ranks, foreign and Commonwealth armed forces
060 Supervisors (police sergeants, fire fighting and related)
061 Policemen, firemen, prison officers

5-30
Other security and protective service workers

CATERING, CLEANING, HAIRDRESSING AND OTHER PERSONAL SERVICE

Catering supervisors
Chefs, cooks
Waiters and bar staff
Counter hands, assistants, kitchen porters, hands
Supervisors - housekeeping and related
Domestic staff and school helpers
Travel stewards and attendants, hospital and hotel porters
Ambulancemen, hospital orderlies
Supervisors, foremen - caretaking, cleaning and related
Caretakers, road sweepers and other cleaners
Hairdressing supervisors
Hairdressers, barbers
All other in catering, cleaning and other personal service

FARMING, FISHING AND RELATED

Foremen - farming, horticulture, forestry
Farm workers
Horticultural workers, gardeners, groundsmen
Agricultural machinery drivers, operators
Forestry workers
Supervisors, mates - fishing
Fishermen
All other in farming and related

MATERIALS PROCESSING; MAKING AND REPAIRING (EXCLUDING METAL AND ELECTRICAL)

Foremen - tannery and leather (including leather substitutes) working
Tannery and leather (including leather substitutes) workers
Foremen - textile processing
Textile workers
Foremen - chemical processing
Chemical, gas and petroleum process plant operators
Foremen - food and drink processing
Bakers, flour confectioners
Butchers
Foremen - paper and board making and paper products
Paper, board and paper product makers, bookbinders
Foremen - glass, ceramics, rubber, plastics etc
Glass and ceramics furnacemen and workers
Rubber and plastics workers
All other in processing materials (other than metal)
Foremen - printing
Printing workers, screen and block printers
Foremen - textile materials working
Tailors, dressmakers and other clothing related products
Order 12

PROCESSING, MAKING, REPAIRING AND RELATED (METAL AND ELECTRICAL)

- Foremen - metal making and treating
  - Furnace men (metal), rollermen, smiths, forgemen
  - Metal drawers, moulders, die casters, electroplaters, annealers
- Foremen - engineering machining
  - Press and machine tool setter operators and operators tuners
  - Machine attendants, minders, press and stamping machine operators, metal polishers, fettlers, dressers
- Foremen - production fitting (metal)
  - Tool makers, tool fitters, markers-out
- Instrument and watch and clock makers and repairers
- Metal working production fitters and fitter/machinists
- Motor vehicle and aircraft mechanics
- Office machinery mechanics
- Foremen - production fitting and wiring (electrical)
  - Production fitters, electricians, electricity power plant operators, switchboard attendants
  - Telephone fitters, cable jointers, linesmen
- Radio, TV and other electronic maintenance fitters and mechanics
- Foremen - metal working, pipes, sheets, structures
  - Plumbers, heating and ventilating fitters, gas fitters
  - Sheet metal workers, platers, shipwrights, riveters, etc
- Steel erectors, scaffolders, steel benders, fixers
- Welders
- Foremen - other processing, making and repairing (metal and electrical)
- Goldsmiths, silversmiths, etc, engravers, etchers
- All other in processing, making and repairing (metal and electrical)

Order 13

PAINTING, REPETITIVE ASSEMBLING, PRODUCT INSPECTING, PACKAGING AND RELATED

- Foremen - painting and similar coating
  - Painters, decorators, french polishers
- Foremen - product assembling (repetitive)
- Repetitive assemblers (metal and electrical goods)
- Foremen - product inspection and packaging
  - Inspectors, viewers, testers, packers, bottlers etc
- All other in painting, repetitive assembling, product inspection, packaging and related
Order 14  CONSTRUCTION, MINING AND RELATED NOT IDENTIFIED ELSEWHERE

139  Foremen - building and civil engineering n.e.c.
140  Building and construction workers
141  Concreters, road surfacers, railway lengthmen
142  Sewage plant attendants, sewermen (maintenance), mains and service layers, pipe jointers (gas, water, drainage, oil), inspectors (water supply), turncocks
143  Civil engineering labourers, craftsmen's mates and other builders' labourers n.e.c.
144  Foremen/deputies - coalmining
145  Face-trained coalmining workers
146  All other construction, mining, quarrying, well drilling and related n.e.c.

Order 15  TRANSPORT OPERATING, MATERIALS MOVING AND STORING AND RELATED

147  Foremen - ships, lighters and other vessels
148  Deck, engine-room hands, bargemen, lightermen, boatmen
149  Foremen - rail transport operating
150  Rail transport operating staff
151  Foremen - road transport operating, bus inspectors
152  Bus, coach, lorry drivers, etc
153  Bus conductors, drivers' mates
154  Foremen - civil engineering plant operating, materials handling equipment operating
155  Mechanical plan, fork lift, mechanical truck drivers, crane drivers, operators
156  Foremen - materials moving and storing
157  Storekeepers, stevedores, warehouse, market and other goods porters
158  All other in transport operating, materials moving and storing and related n.e.c.

Order 16  MISCELLANEOUS

159  Foremen - miscellaneous
160  General labourers
161  All other in miscellaneous occupations n.e.c.

Order 17  Inadequately described and not stated
5.3.3. **Socio-Economic Groups**
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1. Employers and managers in central and local government, industry, commerce etc (SEGs 1 and 2)
2. Professional workers - self-employed
3. Professional workers - employees
4. Ancillary workers, artists, non-manual foremen and supervisors
5. Junior non-manual workers
6. Personal service workers
7. Foremen and supervisors - manual
8. Skilled manual workers
9. Semi-skilled manual workers
10. Unskilled manual workers
11. Own account workers (other than professional)
12. Farmers - employers and managers
13. Farmers - own account
14. Agricultural workers
15. Members of armed forces
16. Inadequately described occupations
5.4. Open-ended comments

Introduction

Nearly all the questions in the school leavers survey call for a structured response, or at most a simple factual reply. But we also wish to give school leavers an opportunity to describe their own views and experiences.

Questionnaires in the 1977 and 1979 school leavers surveys carried a general invitation on the last page to respondents to write freely on their school experiences. Some of these open-ended comments were published in Tell Them From Me: Scottish School Leavers Write About School and Life Afterwards, edited by Lesley Gow and Andrew McPherson, Aberdeen, Aberdeen University Press, 1980. None of the open-ended data, however, were transferred to a computer file or made publicly available.

The 1981 survey attempted to collect open-ended information more systematically by choosing eight thematic areas and by slightly varying the wording of the prompts for each of these areas across the four levels of questionnaire. Details are given below.

All of the comments made by respondents to one particular sample have been recorded in a computer file and are in The Best Years? Reflections of School Leavers in the 1980s, edited by Joan Hughes, Aberdeen University Press, 1984. None of the other open-ended comments are available in this form though some have been used in various publications by the CES. Total confidentiality of individual identity is preserved for these comments, but potential users with an interest in mining the rich source of information that they contain are invited to contact the CES.
5.4.1 Version-specific prompts for open-ended comments

VERSION 1

Level: A and B (Further Education)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? Did it encourage you to try for college? If you are in a job, has your employer encouraged you to go to college? If so, how have you got on? Please tell us about the things that happened at your school and after.

C and D (Further Education/Higher Education)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? Did it encourage you to try for university and college? If you are in a job, has your employer encouraged you to go to college? If so, how have you got on? What have you found too difficult or too easy? What has been disappointing? What have you enjoyed? Please tell us about the things that happened at your school and after.

VERSION 2

Level: A and B (S3/S4 0 grades and choice)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? Did you get the chance to study for the O grades (or O levels) you wanted in 3rd year and 4th year? If not, why was this? Did you have to do prelims? Did you want to sit the O grade exam? What were non-certificate classes like? Please tell us about the things that happened at your school.

C and D (S3/4 0 grades and choice)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? Did you get the chance to study for the O grades you wanted in 3rd year and 4th year? Could you take the subjects you wanted in the O grade exam? Please tell us how your subjects were decided and about the things that happened at your school.

VERSION 3

Level: A, B, C and D (Life since leaving school)
Would you like to tell us more about yourself? What was good about your school? What could be made better? What has your life been like since leaving school? Has your school education helped you? Please tell us about the things that happened at school and after.
VERSION 4

Level: A and B (Last year at school: value of courses)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? What do you think about the courses you studied in your last year at school? Were they interesting? Useful? Did you like the way they were taught? Please tell us about the things that happened at your school.

C and D (Value/interest of O grades)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? What do you think about the courses you studied for O grade? Were they interesting? Useful? Did you like the way they were taught? Was the amount of time you had to spend on work for exams about right? Please tell us about the things that happened at your school.

VERSION 5

Level: A, B, C and D (Guidance and careers)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? Did you see your guidance teachers at school? Did you want help from them? Did they help you? Were other teachers helpful? And the careers officer? Please tell us about the things that happened at your school.

VERSION 6

Level: A, B, and C (Last year at school: Christmas leavers)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? What do you think about the courses you studied in your last year? Did you leave school at Christmas? What was school like for Christmas leavers? Please tell us about the things that happened at your school.

D (SS Highers: courses and exams)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? What do you think about the courses you studied for Highers in 5th year? Were they interesting? Useful? Did you like the way they were taught? Was the amount of time you had to spend on work for exams about right? Please tell us about the things that happened at your school.
A. B. C. and D (Jobs and YOP)
Would you like to tell us more about yourself? What was good about your school? What could be made better? Has your school education helped you since you left school? What things have you found difficult when looking for a job? What do you think should be done to help young people who are looking for jobs? What do you think of the government's special schemes for unemployed young people? Do they help young people to find jobs? Do they help them in other ways?

A. B. C. and D (The perfect school)
Can you tell us what your perfect school would be like? What would you do there? What would the teachers be like? Would you have to go? Would there be any rules? And how would your ideal school compare with the school you actually went to?
5.5 Sport

5.5.1 Sports

WATER SPORTS

00 missing
02 canoeing
04 diving high board
05 sub-aqua
06 (not otherwise specified)
08 rowing
09 sailing
10 swimming
11 water skiing
13 wind surfing
19 water sports (not otherwise specified)

TEAM GAMES

20 baseball
21 basketball
22 cricket
23 curling
24 5-a-side football
25 football (assn. football, soccer)
26 hockey (outdoor)
27 ice hockey
28 indoor hockey
29 netball
30 rounders
31 rugby football
32 shinty
33 volleyball
34 tug of war
39 team games (not otherwise specified)

PARTNER SPORTS: INDOOR

40 badminton
41 boxing
42 billiards/snooker/pool
43 darts
44 fencing
45 martial arts (eg judo)
46 squash
47 table tennis
48 ten pin bowling
49 not otherwise specified
PARTNER SPORTS: OUTDOOR

50  bowls
52  frisbee
53  golf
57  tennis

OTHER INDOOR SPORTS

60  multigym - weight lifting
61  circuit training
63  gymnastics
64  yoga
65  ice skating
66  keep fit/exercises
67  roller skating
68  weight lifting
69  not otherwise specified

OTHER OUTDOOR SPORTS

70  archery
71  athletics (track and field)
72  cycling (competitive only)
73  modern pentathlon (or related)
74  orienteering
75  running (competitive only) eg x-country
76  skiing (competitive only)
77  shooting (rifle and pistol)
78  show jumping
79  not otherwise specified

INFORMAL OUTDOOR RECREATION

80  motor cycling
81  cycling (touring & recreational)
82  fishing
83  hill walking (incl. back-packing, hiking)
84  jogging
85  riding
86  skiing - grass
87  - snow/artificial
89  not otherwise specified

5-40
MISCELLANEOUS

93 disco dancing
94 country/highland dancing
95 dance (not otherwise specified)
97 rock climbing, mountaineering etc
98 walking (serious) (eg road walking)
99 walking
PART VI: ROUTINES AND PROCEDURES

6.1. Typical SPSS job for the 1981 dataset

As explained in Part II, the user can analyse data from the 1981 survey in very much the same way as with any earlier SEDA dataset, once a suitable SPSS datafile has been defined and created. But there are certain conventions and innovations (as listed in Part II, 2.3) which must or may be used. To assist the user these are summarised below as they might be used in a simple SPSS run.

(1) GET FILE=DDTRUANT
    RUN NAME TRUANCY AND DISCIPLINE BY SEX AND SCHOOL TYPE

(2) SELECT IF (SURVEY EQ 1)
    COMPUTE SCHLTYPE=SCHDENOM
    IF (SCHSTAT EQ 3) SCHLTYPE=4
    VALUE LABELS SCHLTYPE (1) NON DENOM EA (2) RC EA (3) INDEP (4) GA
    COMMENT SEPARATES GA FROM EA SCHOOLS

(3) CROSSTABS TABLES=SCHLTYPE BY SEX/TRUANT BELT BY SCHLTYPE BY SEX
    OPTIONS 3,5
    COMMENT TO GET UNWEIGHTED NUMBERS AND SOME PERCENTAGES

(4) WEIGHT REWEIGHT

(5) CROSSTABS TABLES=TRUANT, TRUANTPR TO TRUANTS3, BELT PUNISH BY SCHLTYPE BY SEX
    OPTIONS 3,5
    COMMENT WEIGHTED TABLES FOR ALL RELEVANT VARIABLES, WITH COLUMN PER CENTS

(6) CROSSTABS TABLES=TRUANT, BELT BY REPLICAT BY SEX
    COMMENT PROVIDES DATA FOR ASSESSING UNCERTAINTY AROUND SUMMARY STATISTICS
    FINISH

Notes

(1) Arrangements for accessing a data file are likely to change from time to time, and are therefore recorded and made available on-line to users. This run assumes that a datafile (called here DDTRUANT) has been defined to contain those cases and variables relevant to the inquiry, and begins with the 'GET FILE' statement.

Users should note that a new 'cousin' of SPSS has been developed: SPSSX. The SPSSX package is available at the Edinburgh Regional Computing Centre in addition to SPSS. It has a number of new features but is closely related to SPSS, which can be used exactly as before. The rest of this run follows established SPSS conventions.

(2) SELECT IF (SURVEY EQ 1)

This command is required for every run (unless, of course, it was originally used in setting up a personal datafile, which therefore contains only cases where SURVEY EQ 1. This would be a sensible
The next two statements set up a new variable, SCHLTYPE, with the values described in the VALUE LABELS statement.

(3) CROSSTABS...

The first CROSSTABS command will provide a set of tables giving unweighted numbers (and column percentages). The unweighted numbers will show the number of females and males in each 'school type'. These will provide the sample totals for subsequent tables. In addition, the user can get an idea of 'unweighted' percentages (for each school type/sex cell) for TRUANT and BELT.

(4) WEIGHT REWEIGHT

The main 1981 weighting variable, REWEIGHT, is now introduced into the run so that all subsequent analyses in this run will be weighted to take account of known response bias. The total number of cases in a table will remain the same as in the 'unweighted' run (unless the subject in question is itself strongly susceptible to response bias, as low-attaining males). (By contrast, WTFACTOR, which is also available, produces population estimates as well as correcting for response bias. For details on WTFACTOR see Collaborative Research Dictionary 1978, Appendix E.)

(5) CROSSTABS...

This second CROSSTABS statement will provide a set of (weighted) tables, from which percentages can be obtained to describe truancy and discipline patterns for each sex within the four 'school types'.

(6) CROSSTABS...

The final CROSSTABS statement will provide the input for the routine referred to in 2.2.2.
6.2. Using the SIR database

In order to extract an SPSS file from SIR, the user must first group all the variables he wants from one record type together. He then requests SIR to MOVE these variables from the database into a work file, and then to write them to an SPSS file. A simple example will give the flavour.

Suppose we want to create an SPSS file coding the sex of the respondent, and the type of institution he/she attended (INSTTYPE).

The SIR instructions would be:

```
PROCESS CASES
COMMENT LOOK at all respondents
MOVE VARS SEX
COMMENT SEX IS IN THE CIR
PROCESS REC &
COMMENT The FE Record
MOVE VARS INSTTYPE
END PROCESS REC
PERFORM PROCS
AUTOSET
END PROCESS CASES
SPSS SAVE FILE FILENAME = MYSPPSS
```

This may look a bit complicated, but in fact the only changes to be made from a standard set of commands are the four underlined items.

The following is an example to extract SEX, and the best O grade performance in French from SIR. Again only the underlined items need be changed to extract different variables.

```
PROCESS CASES
MOVE VARS SEX
PROCESS RECORD 26 WITH (2)
COMMENT SCF.Subj record for FRENCH
COMPUTE FRFNC = SUBJOB
COMMENT COPY GENERAL SUBJECT VARIABLE (NOTE THE CAPITALS) FOR BEST OGRADE INTO A 'FRENCH' VARIABLE FOR BEST OGRADE
END PROCESS RECORD
PERFORM PROCS
AUTOSET
END PROCESS CASES
SPSS SAVE FILE FILENAME = FRFNSPSS
```
PART VII: TECHNICAL APPENDIX

7.1. The 1981 sample: design and response

7.1.1 Characteristics of the sample design

As explained in Part II, there were four important characteristics of the sample design, each of which has implications for data analysis.

**Double-phase.** The first phase, conducted by the Statistics Division of the SED, was to obtain a sampling frame. 51 per cent birth-date sampling was carried out by each of the 470 (approx.) schools. The updated computerised records of 51 per cent of leavers constituted the operational sampling frame for the survey. The second phase, conducted by the CES, involved the selection of a subsample of the operational sampling frame, to whom postal questionnaires were despatched in April 1981.

**Proportionately-stratified.** In the first-phase collection of names and addresses, information on sex, school, region, birth-date, examination passes and intentions was also obtained. Sex, region and qualification level are known correlates of many of the survey variables and these factors were used in a proportionate stratification scheme to identify the number of elements to be selected within each stratum.

The main reason for stratification was to increase the precision with which one could make estimates.

**Systematically-selected.** Much of the analysis of the data from the Scottish school leavers surveys is conducted at the individual or pupil-level, but interest in school-level aggregates is growing. However, with over 470 schools, explicit stratification was not feasible and so recourse was made to the implicit stratification inherent in sampling within strata from a list of elements ordered by school. This approximated proportionate stratification by school and facilitates school analysis by small domain estimation techniques.

The effect of this stratification was to make the sample data more representative of the population (by reducing the sampling error) than would have been the case under simple random sampling. The gain over simple random sampling may be measured by the design effect, the ratio of the achieved sampling variance to the sampling variance under simple random sampling. The design effect was just under 0.6, meaning that the sample provided estimates which were as precise as those that would have been obtained from a simple random sample of five-thirds the size.

**Replicated sampling.** The double-sampling, the intensive stratification, and the use of systematic sampling negate the use of simple but exact sampling variance formulae, which, in any event, are specific to each estimator and are off-putting to non-statisticians. In order to have a measurable sample scheme, 32 replicates were embedded in the sample.
each replicate being randomly equivalent and having the design described above. The variation across replicates in the value of any statistic provides the basis for estimating the error with which the overall sample statistic serves as an estimator for the population parameter.

7.1.2 Response and non-response to the survey

Non-response in the first phase. Efforts were made throughout the survey to identify and to remedy losses from the sample. Inevitably some non-response occurred. During the first phase of the sample design, the construction of the operational sampling frame, several forms of non-response were experienced.

1. School short-fall. Initially three schools in the SED sample of secondary schools did not comply with the request for information on pupils eligible to leave school. This was remedied by direct contact between the CES and the school prior to the despatch of the survey.

2. Pupil short-fall. Some eligible pupils did not complete, or have completed for them, the SED 'Part A' form. It proved possible to remedy this short-fall for those pupils who attempted SCE or GCE; but it was not possible to identify the non-certificate leavers on whom we had no information.

3. Non-cooperation. On the SED form pupils were given the opportunity to opt out of the next phase of the survey; those who opted out were not sent questionnaires in April 1981. This resulted in an average loss of 12 per cent across all pupils and ranged from about eight per cent among those intending to present for Highers (level D questionnaire) to about 19 per cent among the non-certificate (level A questionnaire). There was of course no remedy for this particular form of non-response. But the 'opting out' option has been deleted for later surveys; completion of the questionnaire itself is of course voluntary.

The effective sampling frame was therefore incomplete in such a way that the sample was biased, against the inclusion of non-certificate leavers for example, even before the survey was conducted. A discussion of the social and statistical implications of such sampling-frame bias is given in Burnhill and McPherson (1983).

Non-response in the second phase. Once the subsamples had been drawn and the questionnaires despatched, different forms of non-response arose.

1. Non-delivery (non-contact). Some four to five per cent of the despatched questionnaires were returned as 'undelivered'. The proportion of non-contact varied with achievement level, initially reaching eight per cent among the non-certificate group. With the assistance of the members of the careers service, new addresses were obtained for over half of those whose questionnaires were undelivered. In all, the attrition through non-contact was not serious.

2. Non-return. About nine in ten (89.6 per cent) of the
questionnaires presumed to have been delivered were returned. About 60 per cent were returned within two weeks. For the rest, a reminder procedure had to be invoked, involving (where necessary) two postcards and a second copy of the questionnaire. (Records were kept of the effect of each reminder on the rate of return.)

In summary, and for the survey as a whole, it is estimated that 96 per cent of the nominal target population were on the sampling frame, of whom 88 per cent agreed to cooperate in the survey; 84 per cent of the nominal target sample were therefore sent a questionnaire. The rate of contact was high (fewer than five per cent were eventually 'undelivered'), as was the response rate to the questionnaire (at almost 90 per cent). The achieved sample therefore succeeded in covering about 72 per cent of the nominal target sample. As has been suggested above, rates of coverage differed across the four levels of school attainment for which different types of questionnaires (A, B, C, D) were designed, being lower among leavers with no qualifications (A, 56 per cent; B, 62 per cent) than among qualified leavers (C and D, 79 per cent). This lower coverage was only partly a result of difficulties which may have been experienced by non-certificate school leavers in completing their (short) questionnaire. The rate of response to the level A questionnaire was in fact 82 per cent.

Non-response occurs in nearly every survey and the response rates given here would generally be regarded as high, especially for postal surveys. By being rigorous in our investigation and reporting of sampling-frame deficiencies and therefore of overall coverage rates we have perhaps been more self-critical than many others would have been. A countervailing advantage of this, and of our having conducted nationally representative surveys, is the facility of being able to compare the distribution of the achieved sample with that pertaining in the population as a whole. By making comparison with population figures supplied by the SED on the distribution of the 1979/80 leavers by sex, highest qualification obtained on leaving and type of school (education authority maintained, grant-aided and independent), it is possible to reweight the achieved sample data.
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ACCOUNTABILITY, COLLABORATIVE RESEARCH, POLITICAL THEORY, SOCIAL THEORY

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"Some political and social influences on a national education survey"
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Scottish education faces a period of rapid change with falling rolls, high youth unemployment, and policy initiatives such as the Munn and Dunning reforms, the Action Plan for 16-18s, and the Youth Training Scheme. In Fourteen to Eighteen, which draws on findings from the 1981 Scottish School Leavers Survey, each author describes an aspect of schooling in the context of recent developments and of current policy proposals. The authors discuss the prospects for current policy initiatives, and argue that plans to reform the content of education often founder because reformers ignore its context, in particular the way in which young people’s choices are influenced or constrained by patterns of educational and occupational selection. The contents are as follows: Chapter 1, Introduction; Chapter 2, Looking at compulsory schooling, Penelope Weston; Chapter 3, Learning their place: differentiation and the S3/S4 curriculum in practice and prospect, Penelope Weston; Chapter 4, Reviewing compulsion: pupil perspectives on the fourth-year experience, Penelope Weston; Chapter 5, The ragged edge of compulsory schooling, Peter Burnhill; Chapter 6, Young people’s reflections on staying or leaving, Peter Burnhill; Chapter 7, Post-compulsory schooling: the fifth year, Andrew McPherson; Chapter 8, Post-compulsory schooling: the sixth year, Andrew McPherson; Chapter 9, School attainment and the labour market, David Raffe; Chapter 10, YOP and the future of YTS, David Raffe; Chapter 11, The content and context of educational reform; Appendix 1, The 1981 Scottish School Leavers Survey; Appendix 2, Glossary.

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