

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) Data Over Time – Stage 1: Feasibility Report



HEALTH AND SOCIAL CARE

SCOTTISH SCHOOLS ADOLESCENT LIFESTYLE AND SUBSTANCE USE SURVEY (SALSUS) DATA OVER TIME – STAGE 1: FEASIBILITY REPORT

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1. INTRODUCTION

- 1.1. In this section, we briefly outline the context of the report and the research.

Background

- 1.2. Scotland has the highest mortality rate in Western Europe and many of the problems are related to substance misuse. Early intervention – policies and practices which steer young people away from substance use and towards positive choices – are critical in tackling these problems. Data on young people’s substance misuse informs the development of policies and practices and helps to monitor and evaluate their effectiveness.
- 1.3. The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) has been the main vehicle for providing such data since 2002. It built upon earlier studies in the 1980s and 1990s. The survey provides official measures of progress towards targets for reducing smoking and drug use, and allows the Scottish Government to monitor their priority of addressing harmful drinking. Findings from the survey are used extensively in the development of Alcohol and Drug Partnership (ADP) Action Plans, in local prevention and education activities, and to inform service planning. SALSUS data supports a number of core ADP outcomes and indicators, and enables improved monitoring and reporting of progress in reducing the prevalence of substance use.
- 1.4. Producing a unified dataset that combines the multiple waves of data from the 6 separate waves of SALSUS together with the earlier studies will facilitate greater use of this resource.

Overview

- 1.5. The Scottish Government commissioned Ipsos MORI to examine the feasibility of combining these datasets into a single dataset, and, if it was deemed feasible, to create a unified dataset together with accompanying documentation.
- 1.6. This report summarises changes in the methodology and questionnaire coverage of SALSUS that could impact on the feasibility of producing a unified data-set. We conclude that the data is consistent enough that a combined dataset would allow meaningful analysis of trends over time and posit that Stage 2 of the research should proceed. We also set out our recommendations.
- 1.7. Accompanying this report is an excel spreadsheet. The spreadsheet gives details of the questionnaire coverage and questionnaire wording of all waves from 1982. This is a working draft and will evolve into the final database and documentation.

2. FEASIBILITY

- 2.1. The first stage of the research was designed to establish if it is feasible to combine the individual SALSUS datasets. 'Is it feasible?' comes down to answering the question, is the data consistent enough between years to allow meaningful comparison? (And if not, could the data be amended to allow comparisons to be made in a meaningful way?)

Overview of the data series

- 2.2. SALSUS has been the main vehicle for providing data on smoking among secondary school children since 2002. It built upon earlier studies in the 1980s and 1990.
- 2.3. The first survey was undertaken in 1982, by the Social Survey Division of Office of Population Censuses and Surveys (OPCS). This survey looked primarily at smoking, among secondary school pupils across Scotland, England and Wales¹. In Scotland, it collected data from just under 2,300 pupils across S1 to S4.
- 2.4. OPCS repeated the survey in 1984 and 1986 with minor changes. Unfortunately, the data from these three surveys, carried out in the 1980s, was not deposited in the UK Data Archive. Despite extensive efforts, it has not yet been possible to trace this data².
- 2.5. The first wave of the survey where the data is readily available is the 1990 wave. Throughout the 1990s, the survey was repeated, largely unchanged, every two years - first by OPCS and then by its successor organisation, the Office of National Statistics (ONS). During this period, questions on alcohol consumption were added in 1990 and questions on drugs were first added in 1998.
- 2.6. In 2000, the survey was undertaken by National Foundation for Educational Research (NFER), and then in 2002 and 2004, by the Health Behaviour in School-Aged Children (HBSC) team at the University of St Andrews.³ (The 2002 wave was undertaken in conjunction with the HBSC survey). This was the first wave where the sample size allowed robust estimates at various sub-Scotland levels to be provided.
- 2.7. Over the last nine years, four waves were carried out - in 2006, 2008, 2010 and 2013. In 2006, it was conducted by British Market Research Bureau (BMRB). The last three waves have been conducted by Ipsos MORI.

¹ Dobbs J., Marsh A. (1982) *Smoking among secondary schoolchildren*, HMSO.

² Should any reader know anything of this early data, please get in touch with the author.

³ At the time the Child and Adolescent Health Research Unit was based at the University of Edinburgh

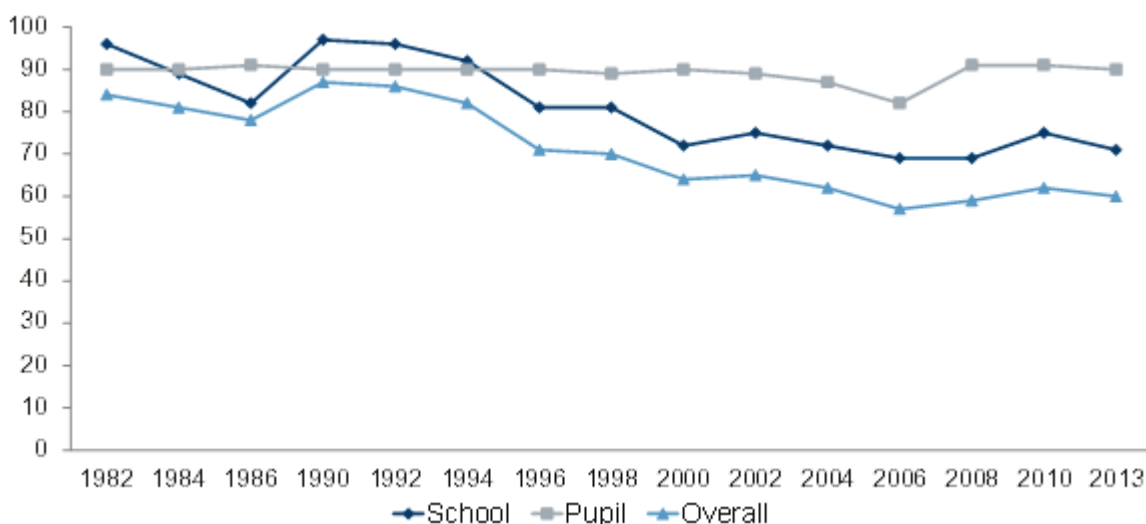
Design and methodology

2.8. Fundamentally, the core objectives of the survey – to provide robust estimates of smoking (and then also drinking and drug taking) among secondary school children in Scotland - have remained consistent. The design and administration of SALSUS has also remained largely unchanged since its inception with many of its key features consistent over time (see Figures 9a and 9b):

- The data collection has always used paper self-completion surveys administered in school⁴ under ‘exam’ conditions.
- Similar sampling strategies have been used (all designed to provide nationally representative estimates at a minimum, and selection clustered around schools or classes or both).
- Both state and independent schools have been included in the target population while special schools have been excluded.
- Weighting has been used in most waves to correct for any effects of non-response to ensure that the results are representative on various characteristics of the target population.

2.9. Between 1982 and 2000, there was a drop in the overall response rate (Figure 1). This was driven by a reduction in the proportion of schools agreeing to take part rather than changes in the pupil response rate. However, since 2000, the overall response rate for SALSUS has remained broadly stable at around 60%.

Figure 1: Response rates for SALSUS and predecessors: 1982-2013⁵



⁴ Schools have been encouraged to follow up on pupils who were absent on the day of completion.

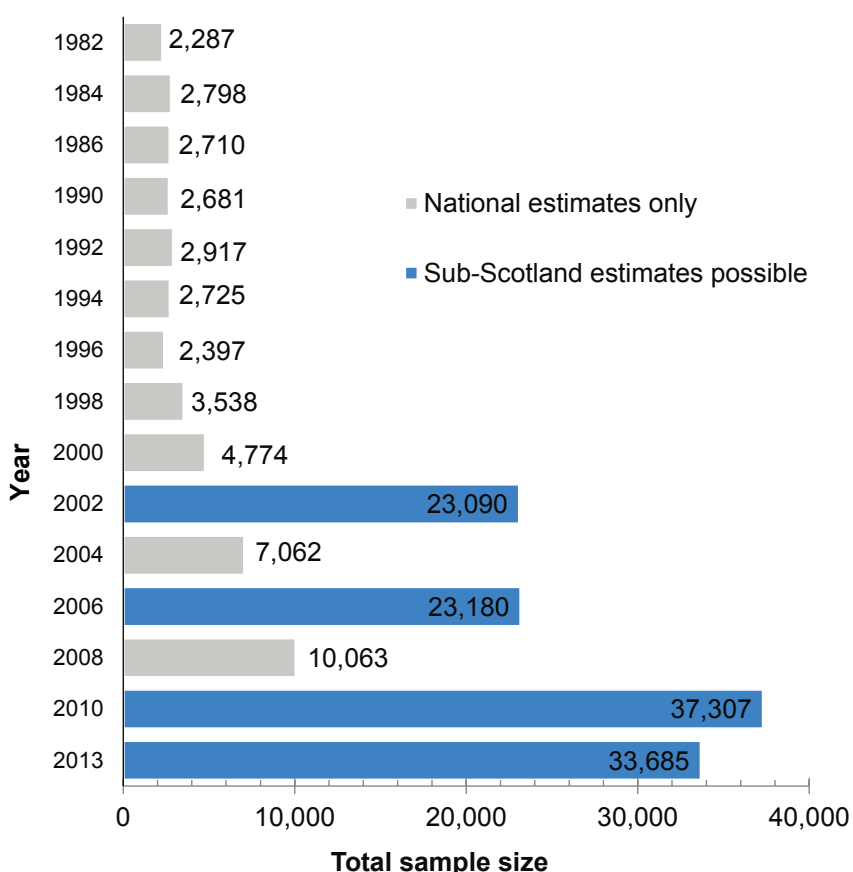
⁵ Sources: OPCS 1982-1986; ONS 1990-1998; NCSR 2000; SALSUS 2002-2013

2.10. The sample size has increased over time (Figure 2). Until 1998, the sample size was always between 2,000 and 3,000 interviews per wave. It increased to 3,538 in 1998 and to 4,774 in 2000.

2.11. In 2002, the sample size was increased to 23,090. This allowed robust estimates at sub-Scotland level for the first time, with results available at local authority, NHS Health Board, and Alcohol and Drug Action Team (ADAT) levels.

2.12. After 2002, it was envisaged that every alternate wave of SALSUS would have a sample size large enough to provide robust estimates at sub-Scotland level. This pattern was followed until the large 2010 wave. There was no survey undertaken in 2012, and the 2013 wave was designed as a large rather than a small wave, with an achieved sample size of 33,685.

Figure 2: Overall sample size by year: 1982-2013⁶ (1982-2000 covers S1 to S4 pupils: 2002 onwards only covers S2 and S4 pupils).



2.13. Apart from the increase in the overall sample size, there has only been one key change to the survey methodology (plus one change related to the administration of the survey) that will have a major impact on analysis of trends over time.

2.14. In 2002, the target population changed from all pupils in S1, S2, S3 and S4 to pupils in S2 and S4 only. This is important as age plays such a

⁶ Ibid

key role in the incidence of smoking, drinking and drug use. Trends over time have normally been reported using incidence levels among 13 year olds (in S2) and 15 year olds (in S4) separately. The change in the target population means that the 'usable' sample size for analysis of trends will be roughly half those shown in Figure 2⁷ for the years prior to 2002.

2.15. With regard to the administration of the survey, the 2002 and 2004 waves were undertaken during the spring term. The bulk of the fieldwork for all other waves was undertaken during the autumn term. This means that the 2002 and 2004 cohorts were on average 6 months older than pupils in other waves and is again a central consideration due to the importance of age to patterns of behaviour.

Questionnaire coverage

2.16. To examine the potential for meaningful analysis over time, the questionnaire coverage across the different waves was compared. This is detailed in Figures 4 to 8. They show whether a question (or set of questions on a topic) have been included in a particular wave. They also indicate if there have been any changes that might affect trend analysis or the construction of a combined dataset. The key to the charts is provided below.

Figure 3: Key to questionnaire coverage charts.

Question included for the first time	N
Question included (unchanged)	
Question included (minor changes, should not affect trend data)	/
Question included (changes, may affect trend data)	//
Question included (considerable change, likely to affect trend data)	///
Question included (may need annotation in documentation) ⁸	*
Question not included, but should be derivable from other questions ⁹	///
Question not included	
Question included for the first time (but data currently not available)	N
Question included (unchanged, data currently not available)	

2.17. Note that this was completed to provide a high level summary of the topic coverage. These will be refined and annotated during Stage 2 to help document the combined data¹⁰.

⁷ For the final user guide, we will add a table clearly stating the usable base sizes for 13 year old boys, 13 year old girls, 15 year old boys and 15 year old girls separately.

⁸ For example, where two questions have been combined into a single question or where a similar question has been asked but in a different context.

⁹ This is only noted for questions that are asked specifically in at least one wave.

¹⁰ Particularly in relation to the impact of any changes in the questionnaire design or associated routing.

2.18. There are a large number of questions that have been asked in a consistent manner over a number of waves. We summarise the questionnaire coverage across the different broad topics areas very briefly below.

2.19. **Smoking** (see Figure 4):

- A sizeable number of questions on smoking behaviour, including key trend data such as whether ever smoked, access to tobacco, and starting smoking have been asked in a consistent way since 1982 (though data only exists from 1990).
- Questions on giving up smoking were added in 1990 and have been asked in each wave since then.
- Additionally, various questions on the behaviour and the attitudes of other people, as well as questions relating to the respondents' knowledge/awareness of tobacco have been asked in a number of different waves.

2.20. **Drinking** (see Figure 5):

- Questions on drinking were first asked in 1990. These include some of the key measures that have been asked in each wave since - such as whether ever had an alcoholic drink, when last had an alcoholic drink, and usual frequency of drinking - as well as the set of questions to calculate units consumed in the last seven days¹¹.
- Questions on attitudes of other people to the respondent drinking alcohol have been present since 2002.
- A question on access to alcohol has been asked since 1996 although this has been revised on a number of occasions. Further questions (such as whether had tried to buy from a shop, supermarket etc.) were added in 2006.

2.21. **Drugs** (see Figure 6):

- Questions on drug use were first introduced in 1998¹², including whether ever taken any drugs and when last took various types of drugs¹³.
- The section on drugs was expanded in 2002 with questions relating to access to drugs and a number of attitude statements added.

¹¹ This question has evolved over time, but should still allow meaningful comparisons over time.

¹² Bar two questions on solvent abuse asked in 1992 and 1994.

¹³ The list of drugs asked about has evolved since 1998.

2.22. Questions on sport and leisure participation, social contact, mental well-being and attitudes to school (see Figure 7):

- Questions on social contact and activities undertaken (such as frequency of participation in various leisure activities and sports) have been asked since 2002, with a number of questions added in 2006 (for example on number of close friends).
- Questions on truancy, exclusion from school have been asked since 2002, with additional questions on how much they like school and how often they feel pressured by schoolwork added in 2006.
- The strengths and difficulties questionnaire was first added in 2006, and the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) was added in 2010.

2.23. Demographic questions and contextual information (see Figure 8):

- Key demographic questions (sex, year group etc.) have been included since the start.
- Questions have been added at various times, such as questions on household composition in 1996, while others have been removed from the survey.

3. CONCLUSION AND RECOMMENDATIONS

3.1. The survey's objective has been consistent over the years. It has used the same method of data collection (paper self-completion among children in school), and similar sampling strategies (all designed to provide nationally representative estimates at a minimum). While the scope of the survey has increased over time, there has been a large degree of consistency across waves.

3.2. Therefore, we conclude that the data is consistent enough between years for a combined dataset to allow meaningful analysis of trends over time. Stage 2 of the research should proceed.

3.3. With regard to the change in sample design between 2000 and 2002:

- The data for 2000 and before should not be amended to bring it into line with 2002 (by stripping out the data for S1 and S3 pupils) as secondary analysts may want to compare the full S1 to S4 data between 1990 and 2000.
- Instead, this change in sample coverage should be prominent in the user guide.
- Additionally, variables combining the weights from different waves should be designed to make it easy to carry out appropriate analysis of trends over time and difficult to carry out incorrect analysis. (This would be done by setting the values in the main weighting variables to 0 for S1 and S3 pupils in the earlier waves, but including this weighting data in supplementary variables).

3.4. With regard to the later fieldwork period in the 2002 and 2004 waves (and therefore the older average age of respondents):

- The data for 2002 and 2004 cannot be amended to control for this difference. The user guide should, however, clearly highlight this. It should include a section on average age of pupils in each year group by wave if possible - to help ensure that secondary analysts are made aware of the difference.

3.5. With regard to coverage of the combined dataset:

- Questions that have been asked in at least three separate waves should be included in the combined dataset.
- Questions that have been asked in the 2010 and 2013 waves (and will be included in the 2015 wave).
- Some questions comprise a sizeable number of individual components to derive the main measures. For these, the combined data-set should only include the main measures and key sub-measures. (For example: a) total number of units of alcohol consumed in the last week and number of units for each type of alcohol - but not alcohol by type by how consumed; b) number of brands of cigarettes mentioned, but not whether mentioned each brand separately; c) Main Strengths and Difficulties Score and scores for each internal scale (but not scores for each individual question).
- Where there has been a change in a question wording, response categories or routing that is likely to affect comparability over time, we would include the data in separate variables (with related names). We will discuss these with the Scottish Government as Stage 2 progresses and fully document these in the user documentation.

3.6. We would also recommend:

- If any discrepancies are discovered between the published results and the deposited data, we would discuss the appropriate course of action with the Scottish Government.
- That the variables in the combined data are named using conventions based on the topic area. (For example, all questions relating to smoking starting S_....)

Figure 4: Summary of coverage over time of smoking related questions

Smoking/tobacco	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Behaviour - smoke never/sometimes/all the time	N														
Behaviour - whether smokes nowadays				N											
Behaviour - how many smoked in last 7 days/usually smoked in a week	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Behaviour - smoking diary	N														
Behaviour - how many cigarettes on each day in last week											N				
Behaviour - who normally with when smoking	N									//		/			
Behaviour - money usually spent each week on tobacco										N					
Behaviour - how long ago since your last cigarette				N											
Behaviour - whether smoked since getting up this morning				N											
Behaviour - frequency, if at all, of using an e-cigarette															N
Access - where/how usually get cigarettes/tobacco	N							//	/	/	/	/	/	/	/
Access - (if spend money on cigarettes) how many do you buy at a time?		N		/											
Access - ever gone into shop to buy try to buy cigarettes			N												
Access - tried to buy from shop, supermarket, van in last four weeks?														N	
Access - ever been refused by a shopkeeper			N												
Access - what happened last time you tried to buy cigarettes				N											
Access - buy them for yourself or others?				N											
Access - How often you do buy cigarettes from a shop?				N											
Access - How often you do buy cigarettes from a machine?				N											
Access - on the whole, easy or difficult to get cigarettes from a shop							N								
Access - Last time you bought from a machine, where was it located?								N							
Access - use of 'much cheaper' tobacco' or 'fake fags'															N
Starting - age first smoked a cigarette	N									/					
Starting - how long since started smoking	/	/	/	N											
Starting - who with when first tried smoking	N														
Starting - where when first tried smoking	N														
Starting - where got first cigarette	N														
Starting - how felt about first cigarette	N														
Starting - expect to have a (another) cigarette in the future	N														
Giving up - difficult to go without smoking for a week?					N										
Giving up - would it be easy or difficult to give up?					N										

Smoking/tobacco	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Giving up - would you like to give up?					N						/				
Giving up - have you ever tried to give up?					N										
Giving up - expect to a regular smoker after leaving school	N														
General attitudes towards smoking - (various true/false attitudes statements)		N				/									
General attitudes towards smoking - whether regular smokers are less healthy		N													
General attitudes towards smoking - (various agree/disagree statements)												N			/
Knowledge – Estimate of cost of 20 cigarettes														N	
Knowledge - Brand awareness														N	
Knowledge - in last year, has any in your family talked to you about smoking?						N									
Knowledge - in last year, has any in your family talked ...passive smoking?						N									
Knowledge - Been in contact with any of these for advice on smoking?												N	//		
Behaviour of others - whether different family members/best friend smoke		N				//	//			//		//			
Behaviour of others - whether anyone else in your home smokes		N													
Behaviour of others - how many friends smoke					N					/					
Behaviour of others - anyone smoke in your home															N
Behaviour of others - anyone smoke in car															N
Attitudes of others - how your family would feel if you started smoking		N													
Attitudes of others - how your family feel about you smoking		N													
Attitudes of others - how would your family feel if they knew?									N						
Attitudes of others – are you allowed to smoke at home		N													
Other - Whether smoke down to your lungs															
Other - Whether heard of Skoal Bandits			N												
Other - What do you think Skoal Bandits are			N												
Other - Whether (I.L.Y.) seen various TV adverts (cigarettes/various NRT/AIDS/health promotion)						N									
Other - See cigarette advertising in different places										N	/				
Other - Ever contacted smoke-line										N					

Figure 5: Summary of coverage over time of alcohol related questions

Drinking	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Behaviour - ever had an alcoholic drink				N											
Behaviour - usual frequency of having a drink				N											
Behaviour - when last had a drink				N											
Behaviour - days of the week they had a drink									N						
Behaviour - ever been drunk										N		/			
Behaviour - been drunk in last 7 days												N			
Behaviour - deliberately tried to get drunk in last week												N			
Behaviour - vomited in last week												N			
Behaviour - 5 or more drinks on the same occasion in last 30 days										N					
Behaviour - money usually spent each week on alcohol										N					
Behaviour - who usually with when drinking							N				N	//	/	/	
Behaviour - usual location when drinking							N			N					
Behaviour - whether experienced various things while drinking (injured, seen a doctor, vomited, etc.)										N	/	/			/
Behaviour (units) - amount of Beer/Lager/Cider in last seven days				N						//					//
Behaviour (units) - amount of normal strength Beer/Lager/Cider in last seven days				N						//					//
Behaviour (units) - amount of strong Beer/Lager/Cider in last seven days										//					//
Behaviour (units) - amount of Shandy in last seven days				N											
Behaviour (units) - amount of Wine in last seven days				N											
Behaviour (units) - amount of Fortified/Dessert/Tonic wine in last seven days												N			
Behaviour (units) - amount of Martini/Sherry in last seven days				N											
Behaviour (units) - amount of Spirits/Liqueurs in last seven days				N											
Behaviour (units) - amount of Alcoholic lemonade then Alcopops							N		/						
Behaviour (units) - total units in last 7 days															

Drinking	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Access - where/how get/buy alcohol							N			/	/	/		/	/
Access - whether have tried to buy from shop, supermarket, van etc. in last four weeks?												N			
Access - tried to buy in a pub, bar or club in last four weeks?												N			
Access - got anyone else to buy you alcohol in last four week?												N			
Access - Last time someone bought you alcohol, who was it?														N	
Access - Main reason you got someone else to buy it															N
Access - Does how much money you have influence what you buy?															N
Starting - age first drank alcohol							N			/					
Starting - age first got drunk										N					
Behaviour of others - How many of your friends drink alcohol?											N				
Attitudes of others - allowed to drink at home										N				/	
Attitudes of others - how family feel about you drinking										N					
Attitudes of others - how family feel if you were to drink										N					
Advertising - Whether seen adverts for alcohol in various places											N	/			
Advertising - Impact of alcohol adverts on TV											N	/			

Figure 6: Summary of coverage over time of drugs related questions

Drugs	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Behaviour - ever taken any drugs?								N	*					/	/
Behaviour - when last taken [<i>list of various drugs</i>]								N	/	/				/	/
Behaviour - usual frequency of drug use.										N					
Behaviour - whether drinking when last using drugs										N					
Behaviour - whether used more than one type of drug															N
Behaviour - last time, used it all yourself, sold some on, or gave some away										N					
Behaviour - money usually spent each week on drugs										N					
Behaviour - ever sniffed solvents					N										
Behaviour - sniff solvents nowadays to get high					N										
Behaviour - whether have experienced various things while on drugs													N		/
Access - ever offered [<i>list of drugs</i>]								N	/	/				/	/
Access - ever refused a drug that was offered to you?										N					
Access - last time you used drugs, where/how did you get them (<i>from</i>)?										N				/	
Access - where were you last time you used drugs										N					
Access - perceived ease of access to get illegal drugs										N					
Access - perceived ease of access to heroin											N				
Access - perceived ease of access to coke or crack											N				
Starting - age first used drugs								N	/						
Attitudes to stopping - Ever felt you've needed help because of using drugs										N					
Attitudes to stopping - Do you want to stop taking drugs										N					
Attitudes to stopping - Know where to go for help										N					
Attitudes to stopping - Where you would go for help															N
General attitudes to drugs - various true/false statements												N*	/		/
General attitudes to drugs - various attitudinal statements										N	/	//*			

Drugs	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Knowledge - Know where to go for information on drugs										N					
Knowledge - Where would you go for info?										N					
Knowledge - whether heard of [<i>list of drugs</i>]								N	/						

Figure 7: Summary of coverage over time of questions related to sport, leisure, social contact, mental well-being and school.

Sport, leisure, social contact, mental well-being and school	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Social contact/activities - whether taken part in various groups/clubs												N			
Social contact/activities - how many days a week involved in any kind of club or organisations?										N					
Social contact/activities - frequency of participation in various leisure/sports activities										N		//			/
Social contact/activities - number of days last week physically active										N					
Social contact/activities - how many close friends do they have										N					
Social contact/activities - are friends older, younger or about the same age												N			
Social contact/activities - how many evenings spent with friends										N					
Social contact/activities - give regular help or support to others															N
Parents' knowledge - how much mum knows about aspects of their life										N		//*	/		
Parents' knowledge - how much dad knows about aspects of their life										N		//*	/		
Parents' knowledge - how much mum knows about when/who/what/time when going out										N		*			
Parents' knowledge - how much their dad knows about when/who/what/time when going out										N		*			
School - whether school gives advice and support on smoking etc.															
School - whether received lessons etc. on various issues related to health (Hep B/Sex Ed etc.)		N	///				//	//	//	//	//		//	/	
School - whether lessons have had an impact on various behaviour/knowledge													N		
School - whether lessons on drugs have been useful										N					
School – remembers a 'Choices for Life' event												N			
School - potential impact of 'Choices for Life' event												N			
School - views on various health education in school														N	
Experience of school - how much like school										N					

Sport, leisure, social contact, mental well-being and school	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Experience of school - how often feel pressured by schoolwork										N					
Experience of school - ever/how often truanted									N	//		/			
Experience of school - ever been excluded from secondary school									N	//		/			
Experience of school - whether this was a fixed term or permanent exclusion									N						
Expectations of qualifications post-school - Expectations of what doing on leaving school										N			//		
Expectations of qualifications post-school - Expectations of when they will leave school															
Expectations of qualifications post-school - Expectations of school qualifications they will achieve							N								
Expectations of qualifications post-school - Expectations of school qualifications they will take							N								
Wellbeing - Strengths and Difficulties Questionnaire - (x25)												N			
Wellbeing - Strengths and Difficulties Questionnaire - Overall score												N			
Wellbeing - Statements relating to optimism/pessimism (See Q25, 2004)										N					
Wellbeing - WEMWBS statements														N*	
Other health - perception of their health in general										N					
Other health - whether have any longstanding illness or disability												N			
Other health - what is the illness?												N			
Other health - does illness/conditions impact day-to-day															
Other health - how often have breakfast										N					
Other health - currently trying to lose weight?										N					

Figure 8: Summary of coverage of demographic information and other contextual information.

Contextual information	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Information from sample - region				*				*							
Information from sample - type of school (public/private)															
Information from sample - type of school (denomination)															
Information from sample - can identify respondents at same school															
Information from sample - can identify respondents in same class															
The respondent – Sex	N														
The respondent - Year group	N								/						
The respondent - Month of birth	N								/						
The respondent - Year of birth				N											
The respondent – Age	N														
The respondent - Postcode of home address										N					
The respondent - Ethnic group										N		//			
The respondent – Free School Meal (FSM) entitlement									N						
The respondent - how much money they have to spend each week		N													
The respondent - sources of spending money					N										
Household - who lives with you? Mother/Father/Step-parents etc.							N			//					
Household - number of brothers							N								
Household - number of sisters							N								
Household - parental occupations										N					
Household - parental employment status													N		
Household - perception of how well off										N					
Household - does family have a car							N								
Household - does family have a home computer							N								
Household - does family have a dishwasher							N								
Household - is house/flat owned or rented							N								
Household - do you have your own bedroom										N					

Contextual information	1982	1984	1986	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010	2013
Household - in last year, travel away on holiday with family										N					
Attitudes to experimenting - whether OK to try various things (smoking/drugs etc.)												N			

Figure 9a: Summary of methodology (1982 to 1998)

Methodology	1982	1984	1986	1990	1992	1994	1996	1998
Data available from the Data Archive	No	No	No	Yes	Yes	Yes	Yes	Yes
Who carried it out	ODPM	ODPM	ODPM	OPCS	OPCS	ONS	ONS	ONS
Target population - age/year groups included	1 st to 4 th form	S1 to S4	S1 to S4	S1 to S4	S1 to S4	S1 to S4	S1 to S4	S1 to S4
Target population - State and Independent schools?	Y	Y	Y	Y	Y	Y	Y	Y
Summary of sampling approach	Random sample of schools and then a sample of pupils from schools	Random sample of schools and then a sample of pupils from schools	Random sample of schools and then a sample of pupils from schools	Random sample of schools and then a sample of pupils from schools	Random sample of schools and then a sample of pupils from schools	Random sample of schools and then a sample of pupils from schools	Random sample of schools and then a sample of pupils from schools	Random sample of schools and then a sample of pupils from schools
Designed to be representative at Alcohol Drug Action Team (ADAT) level	Y	Y	Y	Y	Y	Y	Y	Y
Designed to be representative at Local Authority level	N	N	N	N	N	N	N	N
Designed to be representative at NHS Board level	N	N	N	N	N	N	N	N
Designed to be representative at NHS Board level	N	N	N	N	N	N	N	N
Fieldwork dates	Oct/Nov 1982	Oct/Nov 1984	Unclear	Oct/Nov 1990	Oct/Nov 1992	Oct/Nov 1994	Oct/Nov 1996	Oct/Nov 1998
Achieved sample in Scotland	2,287	2,798	2,710	2,681	2,917	2,725	2,397	3,538
Number of schools that took part in Scotland	69	85	81	?	96	92	82	122
School response rate	96%	89%	82%	92%	96%	92%	82%	81%
Pupil response rate	87%	91%	91%	90%	90%	90%	89%	89%
Overall response rate	84%	80%	78%	87%	86%	83%	73%	70%
Note on weighting	None	Unclear	Unclear	Unclear	Unclear	Unclear	Unclear	School year (probability of selection of each year varied across schools)

Figure 9b: Summary of methodology (2000 to 2013)

Methodology	2000	2002	2004	2006	2008	2010	2013
Data available from the Data Archive	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Who carried it out	NFER	HBSC	HBSC	BMRB	Ipsos MORI	Ipsos MORI	Ipsos MORI
Target population - age/year groups included	S1 to S4	S2+S4	S2+S4	S2+S4	S2+S4	S2+S4	S2+S4
Target population - State and independent schools?	Y	Y	Y	Y	Y	Y	Y
Summary of sampling approach	Two stage - sample of schools and then sample of pupils	School-based stratified sample, with class as the PSU	School-based, stratified sample, with class as the PSU	School-based, stratified sample, with class as the PSU	School-based, stratified sample, with class as the PSU	School-based, stratified sample, with class as the PSU	School-based stratified cluster sample, with class as the PSU
Designed to be representative at Scotland level	Y	Y	Y	Y	Y	Y	Y
Designed to be representative at Alcohol Drug Action Team (ADAT) level	N	Y	N	Y	N – though enough to monitor prevalence	Y	Y
Designed to be representative at Local Authority level	N	Y	N	Y	N – though enough to monitor prevalence	Y	Y
Designed to be representative at NHS Board level	N	Y	N	Y	N – though enough to monitor prevalence	Y	Y
Fieldwork dates	Sept-Dec, 2000	Spring Term, 2003	Spring Term, 2005	Autumn term 2006	Sept 2008 – Feb 2009	Sept 2010 – Feb 2011	Sept 2013 – Mar 2014
Achieved sample in Scotland	4,774	23,090	7,062	23,180	10,063	37,307	33,685
Number of schools that took part in Scotland	150	314	194	258	253	302	283
School response rate	72%	75%	72%	69%	69%	75%	71%
Pupil response rate	90%	89%	87%	82%	91%	91%	90%
Overall response rate	64%	65%	62%	57%	59%	62%	60%
Note on weighting	No weighting	Unclear	No weighting	Sex, Year, School type (x2), area	Sex, Year, School type (x2), area	Sex, Year, School type (x2), area	Sex, Year, School type (x2), area

How to access background or source data

The data collected for this social research publication

are available via an alternative route of the UK Data Archive



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