

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)

TECHNICAL REPORT (2018)



Scottish Government
Riaghaltas na h-Alba
gov.scot

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)

Technical Report (2018)

Carolyn Black and Linda Hutcheson, Ipsos MORI Scotland

Contents

Background	1
Survey history	1
Survey purpose.....	1
Questionnaire design	2
Survey design and implementation	3
Fieldwork Period	3
Study Design	3
Sample design	4
Access and consent	5
Administration of the survey	6
Response rates	7
Non-response	9
School and Class Non-Response.....	9
Pupil Non-Response.....	10
Item Non-Response.....	10
Comparisons with previous data	14
Weighting	15
Precision of results and measurement of change	16
Calculating standard errors and design effects	17
Data processing	21
Data Specification.....	21
Specification of key derived variables	21
Scottish Index of Multiple Deprivation and urban/rural classification	21
SDQ	22
WEMWBS.....	24
Family Structure.....	25
Classification of smoking status.....	25
Classification of parents' and siblings' smoking status.....	25
Semeron	26
Age at which first smoked, drank, got drunk and took drugs.....	26
Calculating paternal and maternal knowledge scores	26
Limitations of the data	27
Appendix A: Liaison teacher instructions	29
Appendix B: Class teacher instructions	39

Appendix C: Parent and pupil information letters.....	51
Appendix D: Data specification.....	54

Background

This report provides detailed information on the fieldwork and data processing for the 2018 Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). The guide also includes appendices on technical aspects of the survey, including data specifications. The research was commissioned by the Scottish Government and conducted by Ipsos MORI Scotland.

Survey history

Previous surveys have been carried out by the Child and Adolescent Health Research Unit (CAHRU) at the University of Edinburgh (2002 and 2004), BMRB (2006) and Ipsos MORI Scotland (2008, 2010, 2013, 2015).

The 2018 survey is the latest sweep in an important and long established series of national surveys on substance use among young people. These were carried out jointly in England and Scotland between 1982 and 2000, in order to provide national information with which to monitor smoking behaviour (from 1982), drinking behaviour (from 1990) and drug use (from 1998).

Scotland identified a need for local as well as national information, and a need for contextual information on other lifestyle, health and social factors, which could not be met by the existing survey arrangements. Since 2002, separate survey arrangements have been made in Scotland and the survey has been known as the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS).

Survey purpose

SALSUS is the Scottish Government's main source of information on alcohol, drug and tobacco use among Scotland's young people. It helps to inform progress towards Scottish Government policies to reduce the harms from smoking, drinking and drug use among children and young people.

SALSUS is also designed to inform policy and practice by providing information on patterns of behaviour in relation to smoking, drinking and drug use; sources of cigarettes, alcohol and drugs; pupils' attitudes and the attitudes of families and friends to substance use; and contextual information on the relationship between substance use and other lifestyle, health and social factors.

Trend data is available dating back to 1982 and providing a time series is an important function of the survey.

Questionnaire design

In line with the surveys since 2002, the 2018 survey looked at substance use in relation to a series of lifestyle and social factors¹.

There were no changes to the smoking and alcohol questions between 2015 and 2018, and no drugs questions were added or removed. The following drugs questions were amended:

- For the questions ‘Have you ever been offered any of the following drugs?’ and ‘When was the last time you ever used or took any of the following?’, the names of the following drugs were updated (additions in bold):
- Gas, Glue or other solvents (Tipp-Ex, lighter fuel, aerosols, NO, laughing gas, **nitrous oxide, nitrous or noz**) – To inhale or sniff
- Tranquilisers (downers, benzos, valium, vallies, blues, Temazepam, **Xanax, Xans**)

Changes to the contextual questions are outlined below.

- ‘Are you male or female?’ was changed to “How would you describe your gender identity?” The codes were also updated to reflect the change in wording, from “Male/Female” to “Boy/Girl/In another way/Prefer not to say”. Those who said, “In another way” were asked, “If you would like to, please write in what other words you use”.
- One question was reinstated from 2013: “How well off would you say your family/the people you live with are?” The answer codes were “Very well off/Quite well off/Average/Not well off/Not at all well off”.

¹ The full SALSUS 2018 Questionnaire can be found at:
<https://www.gov.scot/binaries/content/documents/govscot/publications/statistics/2019/11/scottish-schools-adolescent-lifestyle-substance-use-survey-salsus-technical-report-2018/documents/salsus-questionnaire-2018/salsus-questionnaire-2018/govscot%3Adocument/salsus-questionnaire-2018.pdf>

Survey design and implementation

Fieldwork Period

The fieldwork for the survey was conducted between September 2018 and April 2019. While the majority of questionnaires were returned by January, the completion and return of questionnaires was delayed in a number of schools so the fieldwork period was extended to maximise the response rate. The fieldwork period was broadly in line with the 2015, 2013, 2010, 2008 and 2006 surveys and surveys in the series prior to 2002. However, it was earlier in the school year than the 2002 and 2004 surveys, which were conducted between February and May and, therefore, sampled slightly older pupils.

Study Design

Prior to 2015, SALSUS had historically been a paper-based survey, administered in schools. As part of the 2015 wave of SALSUS, a study was conducted to explore the feasibility of administering the survey online. This consisted of a feasibility study, an online pilot and a mode effects study.² This concluded that there was no evidence of a mode effect and the data from the online and paper samples were combined for analysis and reporting of the 2015 results. This approach was also taken in 2018. Overall, 71.5% of pupils completed online and 28.5% on paper³.

² Further information on the feasibility study, online pilot and mode effect can be found at:

- Feasibility study: <http://www.gov.scot/Publications/2015/05/5493>
- Online pilot: <http://www.gov.scot/Publications/2015/06/5822/0>
- Mode effect study: <https://www.gov.scot/publications/scottish-schools-adolescent-lifestyle-substance-use-survey-salsus-mode-effect/>

³ This excludes responses from three local authorities which took part in the Scottish Government programme Realigning Children's Services (RCS³), all of which were completed online. For more information on RCS see: <http://transformingchildrensfutures.scot/>

Sample design

The sample design aims to create a subset that is as representative as possible of the population of S2 and S4 pupils in mainstream schools in Scotland. This is critical to obtaining reliable estimates of the prevalence of smoking, drinking and drug use within this population group.

The Scottish Government school database was used as the sampling frame. All state funded, grant-maintained and independent secondary schools in Scotland were included in the sampling frame. As in previous years, special schools were excluded.

The primary sampling unit (PSU) was S2 and S4 classes within each of the schools in the sampling frame. In total, 409 schools with an estimated 101,943 S2 and S4 pupils and an estimated 4,721 S2 and S4 classes were included in the sampling frame.

The sample was stratified by local authority, and within each local authority area, by school type (state school or independent school), then by year group (S2 or S4). A sampling fraction was calculated for each local authority. This varied depending on the number of pupils targeted in each local authority. The number of classes selected within each school depended upon the number of pupils, an estimate of average class size, and the 2015 local authority response rate. An average class size of 23 was used, based on the average class size surveyed in 2015. Sampled classes were split 50/50 between the two school years for the final level of stratification by year group.

Based on the assumption that the response rate would be similar to, or slightly lower than, that achieved in 2015, proportionately more schools were selected in local authorities with relatively low school response rates in 2015. For example, if we estimated that 40 classes were required from local authority A (80% school participation rate in 2015) and 40 classes were required from local authority B (60% school participation rate in 2015), we would sample 50 classes from local authority A and 67 classes from local authority B. Within the broad confines of the design, this approach maximises the precision of the survey estimates by minimising the need for post-survey corrective weighting of the local authority samples.

A spreadsheet was created, that listed every S2 and S4 class within each local authority, for example:

- school A class 1
- school A class 2
- school A class 3
- school A class 4
- school B class 1
- school B class 2
- school C class 1

- school C class 2
- school C class 3

Although the exact number of classes in each school was not known, an estimate was made based on the total number of S2 and S4 pupils in the local authority and the size of the school. A random starting point was selected, then the sampling fraction was used to select the required number of classes within each local authority. At this stage, the names of classes were not known, so the result was a list of schools which had one or more of its classes selected, and the number of S2 classes and S4 classes selected within each of these schools.

Head teachers were sent an advance letter that explained their school had been selected to take part in SALSUS. It outlined the benefits of completing online in terms of cost, environmental impact and data quality, but also noted the school could complete on paper if this was easier.

The final stage in the sampling process took place after relevant schools had agreed to take part. Interviewers telephoned schools to ascertain the number of S2 and S4 classes within the school. Classes were noted down in either numerical or alphabetical order, depending on how the school named them, e.g. 4A, 4B, 4C etc. or 2 'Ben Loyal', 2 'Ben Nevis', 2 'Suilven' etc. For each school, the Computer Assisted Telephone Interviewing program randomly selected which classes to invite to participate. This ensured that the whole selection process was purely random.

An additional three local authorities (Dumfries and Galloway, Moray and South Ayrshire) took part in the Scottish Government programme Realigning Children's Services (RCS⁴). The RCS local authorities were in fact a census as all schools received one of two versions of the questionnaire: either one with the full set of SALSUS questions and a subset of RCS questions, or another with only the main RCS questionnaire. Sampling for the former was carried out in the same way as SALSUS in other local authorities. The remaining S2 and S4 pupils were asked to complete the RCS only questionnaire, as were all pupils in S1 and S4.

Access and consent

To obtain permission to contact schools, the Scottish Government sent an opt-out letter to the Director of Education in each local authority and to the Scottish Council of Independent Schools. The letter explained the purpose of the survey and what would be required from participating schools. No opt-outs were received.

In some areas, it is necessary to complete a research request application in order to gain permissions to conduct research in schools, in addition to writing to the Director of Education. These applications were submitted to, and approved by, the six local authorities concerned. Glasgow City Council was one of these areas and although permission was granted, this local authority did not ultimately take part in SALSUS. This was due to the fact that their own Health and Wellbeing Census was running at the same time.

⁴ For more information about RCS please see <http://transformingchildrensfutures.scot/>

Head teachers were approached by telephone to find out if they were willing for their school to take part. After initial permission had been granted, a school liaison contact was identified. This contact was responsible for listing the number of S2 and S4 classes within the school to enable random selection. They were also responsible for overseeing the administration and return of the surveys in their schools and received an instruction pack (Appendix A) to assist them. In addition, they received copies of instructions for administering the questionnaire to distribute to the teachers involved (Appendix B).

Procedures were in place to ensure that pupils who took part did so on the basis of informed consent from themselves and their parents. Around a week prior to the survey being administered both parents and pupils were sent information explaining the purpose of the survey and the topics covered in the questionnaire (Appendix C). The information explained that the pupils did not have to take part if they did not wish to. It also contained a link to the SALSUS 2018 privacy notice, which outlined why the information is collected, how it is used and the rights of participants.⁵ Parents were provided with slips to return to the school if they did not wish their child to take part. In addition, immediately before the questionnaire was completed, teachers were asked to remind pupils that they did not have to complete the questionnaire or they could refuse to answer specific questions.

Administration of the survey

The pupils completed the survey within class time, in a mixed ability class period such as Personal and Social Education (PSE) or Personal Health and Social Education (PHSE). Teachers were instructed to administer the questionnaires under 'exam' conditions to try to encourage honest answering.

To ensure confidentiality, pupils completing the paper survey were provided with sealable envelopes for their completed questionnaires. Responses were anonymous and pupils were instructed not to write their names anywhere on the questionnaire or envelope. The sealed envelopes were then handed back to the teacher. Couriers collected the boxes of completed questionnaires from the schools and delivered them to Ipsos MORI where the data were entered through scanning.

The survey was accessed via a link which required a unique log-in code. To ensure anonymity for pupils completing the online survey, randomised log-in codes were printed on pages of stickers and pupils were able to select one of the codes at random. This meant that the log-in was not linked to them by the teacher.

Schools were strongly encouraged to follow up on pupils who were absent on the day their class completed the questionnaires and to ensure that pupils who completed the questionnaire at a later date did so under the same 'exam' conditions as pupils in the main session. The main difference was that the pupils were given a reply paid envelope to return the questionnaire themselves. This was important because pupils completing the questionnaire on their own, or in a small group, would not have the same reassurance that their response was anonymous and would simply be added to a pile of other sealed envelopes. Teachers were asked to give pupils the reply paid envelope at the same time

⁵ The SALSUS 2018 privacy notice is available at <https://www2.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>

as the questionnaire and to explain at the outset that they should put it in the post themselves.

Response rates

Overall, 199 out of an invited 325 schools participated in the survey, giving a school response rate of 61%. This equated to 1,036 out of an invited 1,821 classes and 21,650 out of a possible 23,791 pupils participated in the survey. All pupils who completed the survey were included in the analysis of results. However, due to differences in sampling, the schools completing the RCS boost were not included in assessment of the overall response rate, discussed in more detail below.

The class response rate was 57%, 1,036 classes out of the original sample of 1,821. Overall 21,650 pupils completed the questionnaire. Based on the class response forms⁶ sent out to participating schools, this equated to a pupil response rate of 91%.

Prior to 2002, the survey was conducted across the whole of the UK and not just in Scotland. While in previous years the response rate was calculated as the product of the school response rate and the pupil response rate, this changed in 2002 when the Scottish survey became separated from the English and Welsh survey. From this point on, the overall response rate was calculated as the product of the class response rate and the pupil response rate, with the exception of 2006. The overall response rate in 2018 was 52% (Table 1 and Figure 1).

The SALSUS response rate has declined over time (Table 1 and Figure 1). This mirrors the trend seen with other school surveys and population surveys. For instance, the response rate for the Smoking, Drinking and Drug Use among Young People in England 2016 survey (the latest available at the time of writing) was 26%, down from 55% ten years prior.⁷ Similar, if less substantial, declines have also been seen in population surveys.⁸

⁶ Teachers were asked to complete a Class Response Sheet for each class that participated in the study. These forms collected information on how many pupils were normally in the class, how many were present at the time of survey administration and gave reasons for the absence of any pupils who were not present.

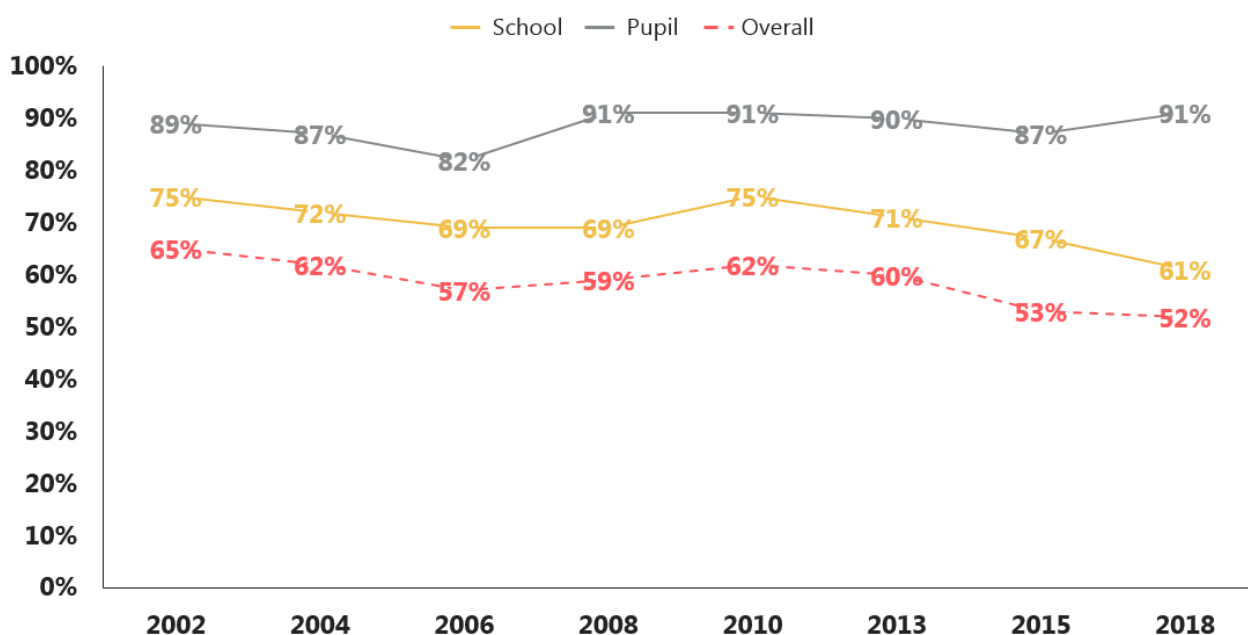
⁷ As cited in Smoking, Drinking and Drug Use among Young People in England 2016, Appendices. Available from: <https://files.digital.nhs.uk/publication/j/b/sdd-2016-app1.pdf>

⁸ For example, the 2018 Scottish Household survey response rate was 64%, down from 67% in 2007/08. Likewise, the response rate for the Scottish Crime and Justice Survey in 2017/18 was 62%, compared to 71% in 2008, and the 2018 response rate for the Scottish Health Survey was 57% in 2018, down from 61% in 2008.

Table 1: Response rates for SALSUS and predecessors: 1982-2018

Survey year	School response rate	Class response rate	Pupil response rate	Overall response rate
2018	61%	57%	91%	52%
2015	67%	61%	87%	53%
2013	71%	67%	90%	60%
2010	75%	68%	91%	62%
2008	69%	65%	91%	59%
2006	69%	-	82%	57%
2004	72%	71%	87%	62%
2002	75%	73%	89%	65%
2000	72%	-	90%	64%
1998	81%	-	89%	70%
1996	81%	-	90%	71%
1994	92%	-	90%	82%
1992	96%	-	90%	86%
1990	97%	-	90%	87%
1986	82%	-	91%	78%
1984	89%	-	90%	81%
1982	96%	-	90%	84%

Figure 1: Response rates for SALSUS: 2002-2018



Source SALSUS 2002-2018

N.B. The response rate in 2006 was calculated in a different way than other years of SALSUS.

It should be noted that Glasgow City Council originally agreed that their schools could be included in the SALSUS 2018 sample. However, as a result of their own health and wellbeing survey being delayed, they did not wish for their schools to be approached to participate in SALSUS whilst their survey was ongoing. We were not advised that they could not be recruited until after fieldwork in other areas had started. This had an impact on the response rate as Glasgow City Council schools were included in the sample, but ultimately did not take part.

Non-response

Most surveys are subject to possible bias due to non-response. Within this survey there were several possible reasons for non-response to occur: school and class non-response; pupil non-response; and item (question) non-response. The impacts of non-response bias can be addressed through the use of weights which is discussed later in further detail.

School and Class Non-Response

The extent to which school non-response leads to bias in the survey results will depend on the extent to which this leads to a systematic under-representation of schools with particular features, where those features are linked with the variables the survey measures. For example, smoking prevalence can be higher at schools with a high proportion of pupils living in areas of greater deprivation.

The overall school response rate was 61%. Table 2 presents a comparison of the sample with pupil census information⁹ to allow assessment of the existence of non-response bias. This shows that the sample was representative in terms of school denomination and whether the school was independent or not.

There was some under-representation of S4 pupils (46% in the sample, compared with 49% of the school pupil population) and over-representation of 13 year olds (54% in the sample, compared with 51% of the school pupil population).

Pupils in the sample were also more likely to be in rural areas than the population profile (21% in the sample, compared with 18% of the population) which could be indicative of bias.

There did not seem to be any other obvious differences between the schools that participated and those that did not (e.g. size of school). However, it is not possible to examine or quantify all potential sources of non-response bias. For example, it may be that schools that place a higher priority on substance use education may be more likely to take part. Schools that place a higher priority on substance use education may do so because it is more of a problem among their pupils. In this case the survey results may be biased by over-representing pupils who use substances. Alternatively, if the education is effective, the survey results may be biased by under-representing pupils who use substances.

⁹ Pupil census information is available from:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus>

Table 2: Comparison of sample profile with pupil census information^{10,11}

	2018 Unweighted Sample %	2018 Pupil Census %s
Sex		
Boys	49	50
Girls	49	50
In another way ¹²	3	-
Year		
S2	54	51
S4	46	49
School type		
State	96	94
Independent	4	6
Denomination		
Catholic	16	18
Non-denominational	84	82
Area Type		
Urban	78	82
Rural	21	18

Pupil Non-Response

Pupil non-response within classes resulted from illness on the day of the survey, other absence (this could be authorised or unauthorised) or refusal (either from the pupil or the parent). In order to maximise the response from pupils and to limit any bias, teachers were asked to administer questionnaires for absent pupils at a later date. This led to a very high pupil response rate of 91%.

Item Non-Response

Item non-response is where respondents do not answer some questions. If the item non-response is systematic in any way, i.e. if there is a reason why some groups of respondents are less likely than others to answer a particular question, there is the potential for bias in the results.

The level of item non-response in the survey was generally low. Of 90 questions in the survey, fourteen had levels of non-response of 10% or more (see Table 3). Therefore, item non-response is unlikely to have greatly affected the results. Questions that had higher levels of non-response tended to be those from later in the questionnaire relating to attitudes and lifestyles, rather than the core substance use questions. The highest level of non-response was at Q78 which asked pupils for their postcode – this is discussed further in the section on Data Processing.

¹⁰ Where percentages do not sum to 100% this is due to rounding.

¹¹ Deprivation has not been included as the pupil census does not contain this information.

¹² The pupil census does not contain this category.

Table 3 Item non-response where proportions were equal to or greater than 10%

Question	Subquestion	Base	Non-response
Q46 – How much do you think your father/carer really knows about...?	Who your friends are	All pupils	10%
	How you spend your money	All pupils	11%
	Where you are after school	All pupils	11%
	Where you go at night	All pupils	11%
	What you do with your free time	All pupils	11%
Q48b	How well off would you say your family/the people you live with are?	All pupils	11%
Q73 – How old were you when you first?	Drank alcohol	All pupils	14%
	Got drunk	All pupils	12%
	Used drugs	All pupils	11%
	Smoked a cigarette	All pupils	10%
Q77 - Here is a list of things that young people sometimes do in their free time, when they aren't at school. What about you?	Do nothing	All pupils	11%
Q78 - Do you know the postcode for your home address?		All pupils	65%
Q81 - Thinking about a typical week, how many evenings do you spend with friends?		All pupils	12%

Q83 - In school, how much have you learned about the following?	The risks to your health from cigarettes	All pupils	11%
	The risks to your health from alcohol	All pupils	11%
	The risks to your health from drugs	All pupils	12%
	The effects that drinking alcohol can have on other areas of your life	All pupils	12%
	The effects that taking drugs can have on other areas of your life	All pupils	12%
	That your ability to make decisions can be affected by drinking alcohol	All pupils	12%
	That your ability to make decisions can be affected by taking drugs	All pupils	12%
	That people's views about smoking, drinking and drug use can be affected by the things their friends say or do	All pupils	12%
Q84 – To what extent do you agree or disagree with the following statements? ‘My school provides me with enough advice and support about...?’	Drinking alcohol	All pupils	13%
	Taking drugs	All pupils	13%
	Smoking	All pupils	14%
	Leading a healthy and active life	All pupils	14%
Q85 – Thinking about the future, how confident do you feel about...?	Having the information you need to make the right choices about your health and wellbeing	All pupils	13%
	Saying no to Doing something that you don't want to do	All pupils	13%
	Knowing where to go to for information and support about substance related issues	All pupils	13%
	Avoiding getting into risky situations due to alcohol	All pupils	13%

	Avoiding getting into risky situations due to drugs	All pupils	13%
Q86 - How much do you like school at the moment?		All pupils	11%
Q87 - How often do you feel strained or pressured by the schoolwork you have to do?		All pupils	11%
Q88 - In the past year, how many times did you skip or skive school?		All pupils	13%
Q89 - Since you started secondary school, have you been excluded?		All pupils	12%
Q90 Strengths and Difficulties Questionnaire	All items	All pupils	15-18% ¹³

¹³ The non-response for each of the 25 statements in the strengths and difficulties questionnaire was between 15% and 18%.

Comparisons with previous data

As is shown in Table 4 below, the age range for 2018 was in keeping with 2015. When analysing the long term trends, it is important to bear in mind that the 2002 and 2004 cohorts were older than those in 2006-15 (as the survey was conducted later in the school year in 2002 and 2004).¹⁴ Previous surveys show that age plays an important role in the incidence of smoking, drinking and drug use.

Table 4: Age profile comparison between 2015 and 2018

Age	Survey Year	
	2015	2018
12 years old	5%	5%
13 years old	47%	47%
14 years old	7%	6%
15 years old	40%	40%
16 years old or more	2%	2%

In the surveys conducted prior to 2002, substance use prevalence was measured at a UK level. In order to allow comparability across the home nations (i.e. different age cut-offs for otherwise equivalent year groups), findings were analysed by differences in pupil age rather than year groups. Where comparisons with earlier surveys are made, therefore, S2 and S4 pupils from SALSUS 2018 are compared with 13 year olds and 15 year olds respectively. For simplicity, S2 pupils are referred to as '13 year olds' and S4 pupils as '15 year olds' throughout the report.

¹⁴ In Scotland, the school year begins mid-August. Each year group generally consists of pupils born between the start of March one year and the end of February the following year (although children born in January and February can defer starting school for a year).

Weighting

Weighting is an adjustment factor applied to survey results to take account of any under or over representation as a result of non-response bias. For example, persons in under-represented groups get a weight larger than 1, and those in over-represented groups get a weight smaller than 1. In any analysis of the data (e.g. calculating averages, making comparisons between subgroups) the weighted values are used.

There were two main factors to take into account when applying weights to the 2018 SALSUS dataset. The first was to compensate for the impact of the sample design on the probability of selection (design weights). In the case of SALSUS 2018, the aspects of the sample design that had an impact on the probability of selection were: the additional sample for the boosted local authority (Argyll and Bute)¹⁵; the additional sample for the three RCS local authorities; and using classes; rather than pupils, as the sampling unit.

The second reason was to correct for any under/over representation of different groups of pupils as a result of non-response (corrective weights).

Weighting was applied for the following variables:

- Local authority
- Sex
- Year group
- Sector (state/independent)
- Denomination (non-denomination/catholic)
- Urban/rural classification.

Denomination and urban/rural classification applied only to state schools as there was no pupil population information available for independent schools.

A single weighting variable was subsequently created to bring the sample in line with the pupil census at a national level.

¹⁵ In 2018 Argyll and Bute Council boosted their sample to include all S2 and S4 pupils in their area.

Precision of results and measurement of change

Survey respondents represent only a sample of the total population of 13 and 15 year old pupils in Scotland, and results are therefore subject to sampling error. The sampling error is the amount by which the value of a sample estimate for a particular parameter is expected to differ from its true value in the population sampled from. This means that observed differences between sub-groups may have occurred by chance. Throughout the report we only comment on differences that are statistically significant, where we can be 95% confident that such a difference has not occurred by chance ($p < 0.05$).

The formula for calculating the sampling error (SE) of a simple random sample is:

$$SE = \sqrt{\frac{p^*(1-p)}{n}}$$
 where p = the estimate of the parameter and n = sample size.

The formula for calculating the sampling error for the differences between two estimators (p_1 and p_2) derived from two independent samples (assuming a simple random sample) is:

$$SE = \sqrt{\left(\frac{p_1(100-p_1)}{n_1}\right) + \left(\frac{p_2(100-p_2)}{n_2}\right)}$$

Rather than using a simple random sample, whole classes were sampled within the schools that agreed to participate. Therefore, classes were clustered within those schools, and pupils were clustered within those classes. Pupils within the same class and within the same school were more likely to be similar to each other, and therefore values cannot be assumed to be independent of one another. Further details on the calculation of standard errors and design effects are provided below.

It is important to recognise that sampling error is only one of the sources of error that affect the accuracy of survey results. Other sources of error include response bias (previously discussed) and over/under reporting¹⁶, both of which are difficult to quantify.

¹⁶ For instance, pupils under or over reporting the amount of alcohol they consumed either deliberately (e.g. to hide or exaggerate their consumption) or by accident (i.e. misremembering).

Calculating standard errors and design effects

The sample design of SALSUS is complex, involving stratification by local authority and school type (state or independent), as well as clustering within schools. In addition, weights were applied when obtaining survey estimates.

Complex design and weighting affects standard errors for survey estimates, which are generally higher than the standard errors that would be derived from an unweighted simple random sample (SRS) of the same size. For example, clustering reduces the precision of estimates, whereas stratification can increase precision. Weighting can also reduce the precision of estimates.

The ratio of the standard error of the complex sample to that of a simple random sample of the same size is known as the design factor. Put another way, the design factor (or 'Deft') is the factor by which the standard error of an estimate from a simple random sample has to be multiplied to give the true standard error of the complex design.

A Design Factor greater than 1.0 indicates a confidence interval wider than it would be with simple random sampling, meaning that the precision of estimates is reduced. A Design Factor of less than 1.0 indicates a narrower confidence interval and greater precision.

The true standard errors and Defts for SALSUS 2018 were calculated using the Taylor series linearization method as for previous waves of the survey. Thirty-five strata were included for the calculation of standard errors and Defts, one for each combination of local authority and school type (state or independent sector). For eight local authorities: Argyll and Bute, Dundee City, East Renfrewshire, Fife, Inverclyde, Perth and Kinross, South Lanarkshire and Stirling, the variance between clusters could not be calculated for independent schools because there was only one independent school sampled in each of these local authorities. The independent schools in these eight local authorities were combined into one stratum to calculate sampling errors and Defts. There were 1,126 clusters used in the calculations, one for each class that participated in the survey¹⁷.

The Deft values applied and adjusted true standard errors (which are themselves estimates subject to random sampling error) are shown in Tables 5 to 10 for six key variables from the survey along with 95% confidence intervals.

When comparing the 2018 key variables with the 2015 key variables, significance tests were applied based on the 'pooled standard error' for each variable (a weighted sum of the true standard errors¹⁸ for each year). Table 11 shows the six key variables for 2015 and 2018, with the true standard errors for each year and whether or not the difference is significant at the 5% level.

¹⁷ As the RCS sample was in fact a census, class was not used as a sampling unit and therefore the data was not clustered in the same way as for the main SALSUS sample. The school was used as the cluster variable in the Deft calculations instead.

¹⁸ i.e. the standard errors taking into account the Design Effects

Table 5: Linearised standard errors and 95% confidence intervals for the proportion of pupils who are regular smokers, by age and gender: Scotland 2018

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	5951	1.52%	0.22%	1.14%	2.02%	1.388
Girls	5869	1.73%	0.19%	1.39%	2.14%	1.114
15 year olds						
Boys	4995	7.59%	0.44%	6.77%	8.50%	1.176
Girls	5037	6.10%	0.47%	5.23%	7.09%	1.397

Table 6: Linearised standard errors and 95% confidence intervals for the proportion of pupils who drink alcohol at least once a week, by age and gender: Scotland 2018

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	6022	4.31%	0.34%	3.68%	5.03%	1.307
Girls	5877	4.15%	0.31%	3.59%	4.80%	1.184
15 year olds						
Boys	5023	17.10%	0.65%	15.85%	18.41%	1.226
Girls	5031	15.59%	0.68%	14.30%	16.97%	1.330

Table 7: Linearised standard errors and 95% confidence intervals for the proportion of pupils who drank alcohol in the last week, by age and gender: Scotland 2018

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	5605	6.51%	0.43%	5.71%	7.40%	1.303
Girls	5520	5.93%	0.39%	5.21%	6.76%	1.239
15 year olds						
Boys	4834	20.38%	0.74%	18.97%	21.87%	1.274
Girls	4901	19.67%	0.79%	18.17%	21.26%	1.384

Table 8: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have ever used drugs, by age and gender: Scotland 2018

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	5684	7.37%	0.43%	6.56%	8.27%	1.253
Girls	5634	4.97%	0.36%	4.31%	5.71%	1.227
15 year olds						
Boys	4719	24.14%	0.79%	22.63%	25.72%	1.261
Girls	4844	17.49%	0.64%	16.26%	18.79%	1.181

Table 9: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have used drugs in the last year, by age and gender: Scotland 2018

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	5684	6.41%	0.42%	5.64%	7.27%	1.278
Girls	5634	4.20%	0.34%	3.59%	4.91%	1.257
15 year olds						
Boys	4719	21.42%	0.74%	20.01%	22.90%	1.235
Girls	4844	15.73%	0.63%	14.52%	17.01%	1.213

Table 10: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have used drugs in the last month, by age and gender: Scotland 2018

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	5684	4.25%	0.36%	3.59%	5.02%	1.356
Girls	5634	2.73%	0.27%	2.25%	3.31%	1.239
15 year olds						
Boys	4719	14.87%	0.61%	13.71%	16.11%	1.178
Girls	4844	9.16%	0.49%	8.23%	10.18%	1.193

Table 11: Statistical significance of comparisons between 2015 and 2018 results for key variables

	2015 SALSUS			2018 SALSUS			T test (2 sided)	P – Value	Significant at the 5% level?
	%	True standard error	Sample size	%	True standard error	Sample size			
Regular smokers									
13 yr old boys	1.52	0.188	6439	1.52	0.220	5951	0.000	1.000	No
13 yr. old girls	1.65	0.211	6712	1.73	0.189	5869	-0.282	0.778	No
15 yr. old boys	7.39	0.478	5657	7.59	0.441	4995	-0.308	0.758	No
15 yr. old girls	7.21	0.478	5595	6.10	0.471	5037	1.654	0.098	No
Drink at least once a week									
13 yr. old boys	2.25	0.237	6522	4.31	0.342	6022	-4.953	0.000	Yes
13 yr. old girls	2.38	0.239	6743	4.15	0.308	5877	-4.541	0.000	Yes
15 yr. old boys	11.96	0.593	5714	17.10	0.651	5023	-5.836	0.000	Yes
15 yr. old girls	12.98	0.676	5607	15.59	0.680	5031	-2.722	0.006	Yes
Drank in the last week									
13 yr. old boys	3.83	0.342	6166	6.51	0.429	5605	-4.883	0.000	Yes
13 yr. old girls	4.22	0.334	6431	5.93	0.394	5520	-3.311	0.001	Yes
15 yr. old boys	15.89	0.674	5485	20.38	0.738	4834	-4.491	0.000	Yes
15 yr. old girls	18.91	0.78	5479	19.67	0.786	4901	-0.686	0.492	No
Taken drugs in last month									
13 yr. old boys	3.14	0.286	6193	4.25	0.363	5684	-2.402	0.016	Yes
13 yr. old girls	2.88	0.269	6531	2.73	0.269	5634	0.394	0.693	No
15 yr. old boys	13.44	0.667	5476	14.87	0.610	4719	-1.582	0.114	No
15 yr. old girls	8.65	0.51	5490	9.16	0.495	4844	-0.718	0.473	No
Taken drugs in last year									
13 yr. old boys	4.92	0.354	6193	6.41	0.415	5684	-2.731	0.006	Yes
13 yr. old girls	4.15	0.335	6531	4.20	0.336	5634	-0.105	0.916	No
15 yr. old boys	18.78	0.762	5476	21.42	0.738	4719	-2.489	0.013	Yes
15 yr. old girls	14.2	0.644	5490	15.73	0.635	4844	-1.692	0.091	No
Taken drugs ever									
13 yr. old boys	5.8	0.393	6193	7.37	0.434	5684	-2.681	0.007	Yes
13 yr. old girls	4.92	0.369	6531	4.97	0.355	5634	-0.098	0.922	No
15 yr. old boys	20.89	0.797	5476	24.14	0.786	4719	-2.904	0.004	Yes
15 yr. old girls	15.94	0.695	5490	17.49	0.645	4844	-1.635	0.102	No

Data processing

This section covers the procedures used during the data processing stage. More detailed explanations are provided for variables that had to be derived from responses to questions.

Data Specification

Appendix D contains the full data specification that was followed in the data processing. Along with the question number and variable name, it shows the base for each question and rules that were applied when editing the data; for example, how missing values were treated and what happened when pupils did not follow the survey routing correctly (if using the paper questionnaire).

Specification of key derived variables

Scottish Index of Multiple Deprivation and urban/rural classification

The Scottish Index of Multiple Deprivation (SIMD) is a scale used to determine the relative deprivation of small areas across Scotland. An aggregate score is reached by combining 38 indicators from seven domains: current income; employment; health; education, skills and training; housing; geographic access to services; and crime. Postcodes were collected from pupils to establish the SIMD rank of the areas they lived in using the 2016 version. This was reported in quintiles, with 1 being the 20% most deprived areas and 5 being the 20% least deprived areas.

Overall, 65% of pupils (n=15,141) who returned questionnaires did not provide information on their postcode or gave incomplete postcode information. This is higher than in previous years, with 37% not providing an answer in 2013 and 43% in 2015. This in part reflects the increasing proportion of pupils completing the survey online (56% of those who completed a paper survey did not provide a valid postcode compared with 68% completing online).¹⁹ Mode and non-response is discussed further in relation to individual questions (including postcode) in the 2015 Mode Effect Study.

Complete postcode information is important because it is used to assign SIMD categories. Due to the high number of pupils with missing postcode information, missing postcodes were imputed. This was done by sorting the data by class within schools. If a postcode was missing, the postcode of the preceding person was copied, provided they were in the same class. This allowed all pupils to be included in the SIMD analysis.

Although a large proportion of postcodes were imputed, it is important to note that SIMD still presents the best measure of deprivation for the analysis of survey findings. Had imputation not been conducted on postcodes, this could be problematic. For example, if pupils from more deprived areas were less likely to provide a postcode this would mean excluding them from analysis by SIMD, leaving smaller base sizes. We compared the findings from the family affluence question²⁰ with the postcode non-response and those

¹⁹ This is available from <https://www.gov.scot/publications/scottish-schools-adolescent-lifestyle-substance-use-survey-salsus-mode-effect/>

²⁰ How well off would you say your family/the people you live with are?

who self-identify as less well-off were less likely to give a postcode. This suggests that it is indeed more likely for pupils living in deprived areas to be underrepresented in the SIMD analysis without postcode imputation.

The fact that base sizes are increased as a result of the imputation reduces the chance of a Type II error²¹.

SDQ

The Goodman Strengths and Difficulties Questionnaire (SDQ) was used to explore the relationship between substance use and mental health. The 'Strengths and Difficulties Questionnaire' was designed by Robert Goodman (1997) and is widely used by researchers, clinicians and education professionals. The questionnaire comprises 25 questions that are grouped into five scales, with each scale including five questions. The scales are:

- emotional symptoms
- conduct problems
- hyperactivity/inattention
- peer relationship problems
- pro-social behaviour

Information on how to score the self-completed SDQ was obtained from the website <http://www.sdqinfo.com> . For each item in each of the five scales, the value of the responses 'Not true,' 'Somewhat true,' and 'Certainly true' are assigned a value from 0 to 2 (See Table 12). A total score of 0 through 10 is possible for each of the five scales.

²¹ Type II errors happen if a false null hypothesis is not rejected i.e. failing to detect an effect that is present

Table 12 Values assigned to each item in each scale of the SDQ

	Variable name	Not True	Somewhat True	Certainly True
Emotional Symptoms Scale				
I get a lot of headaches, stomach aches or sickness	somatic	0	1	2
I worry a lot	worries	0	1	2
I am often unhappy, downhearted or tearful	unhappy	0	1	2
I am nervous in new situations. I easily lose confidence	clingy	0	1	2
I have many fears, I am easily scared	afraid	0	1	2
Conduct Problems Scale				
I get very angry and often lose my temper	tantrum	0	1	2
I usually do as I am told	obeys	2	1	0
I fight a lot. I can make other people do what I want	fight	0	1	2
I am often accused of lying or cheating	lies	0	1	2
I take things that are not mine from home, school or elsewhere	steals	0	1	2
Hyperactivity Scale				
I am restless. I cannot stay still for long	restles	0	1	2
I am constantly fidgeting or squirming	fidgety	0	1	2
I am easily distracted. I find it difficult to concentrate	distrac	0	1	2
I think before I do things	reflect	2	1	0
I finish the work I am doing. My attention is good	attends	2	1	0
Peer Problems Scale				
I am usually on my own. I generally play alone or keep to myself	loner	0	1	2
I have one good friend or more	friend	2	1	0
Other people my age generally like me	popular	2	1	0
Other children or young people pick on me or bully me	bullied	0	1	2
I get on better with adults than with people my own age	oldbest	0	1	2
Pro-social Scale				
I try to be nice to other people. I care about their feelings	consid	0	1	2
I usually share with others (food, games, pens etc.)	shares	0	1	2
I am helpful if someone is hurt, upset or feeling ill	caring	0	1	2
I am kind to younger children	kind	0	1	2
I often volunteer to help others (parents, teachers, children)	helpout	0	1	2

Overall scores were summed for each of the five scales. Total Difficulties scores were also calculated as an overall measure of psychiatric health by summing the scores for Emotional Symptoms, Conduct Problems, Hyperactivity and Peer Problems, but excluding scores for Pro-Social Behaviour. The range of possible Total Difficulties score ranges from 0 to 40.

Some pupils did not answer one or more of the 25 SDQ items. To be able to calculate a score for each scale, pupils had to answer at least three out of the five items in that scale. For example, if a pupil did not answer three or more of the five items on Emotional Symptoms, an Emotional Symptoms score could not be calculated for that pupil. This same pupil may have answered all of the items in the Conduct Problems scales, and in this case, would have a Conduct Problems score. Total Difficulties scores were only calculated for pupils who had scores for each of the four components in the Total Difficulties score.

Scores for each of the five scales and the Total Difficulties score were grouped into categories of Normal, Borderline, and Abnormal (Table 13). These groupings are used in psychiatry to aid identification of pupils who are likely to have mental health disorders. The terminology used to describe SDQ scores is borrowed from the original questionnaire. While the terms 'Normal', 'Borderline' and 'Abnormal' may seem out-dated in the context of the language used to describe mental wellbeing today, they have been retained in this report to draw comparisons to previous years.

Table 13: Strengths and difficulties scoring

Score	Category		
	Normal	Borderline	Abnormal
Total difficulties score	0-15	16-19	20-40
Emotional symptoms	0-5	6	7-10
Conduct problems	0-3	4	5-10
Hyperactivity/inattention	0-5	6	7-10
Peer relationship problems	0-3	4-5	6-10
Pro-social behaviour	6-10	5	0-4

WEMWBS

Since 2010 the survey has included the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). Developed as a tool for measuring mental well-being at a population level, the scale comprises 14 positively worded statements that relate to an individual's state of mental well-being (thoughts and feelings). Pupils were asked to indicate how often they had had such thoughts and feelings over the last two weeks.

The overall score was calculated by totalling the scores for each item (minimum possible score was 14 and the maximum was 70). The higher a person's score, the better their

level of mental well-being. The mean was used as a measure of the average score and to compare different groups. Scores were calculated for pupils who gave a valid response to each of the 14 questions.

Family Structure

A variable on family structure (famstat) was computed for inclusion in a small number of tables in the National Overview and topic reports. This variable represents pupils' family structures in their main home only, and does not include information about a second home, if one exists. In the family structure variable:

- pupils with a 'single parent' live with their own mother or father,
- pupils with a 'step-parent' live with one of their own parents and one step-parent,
- pupils with 'both parents' live with both of their own parents, and
- pupils with an 'other' family structure do not live with either of their own parents and may live with foster parents, grandparents, older siblings, in a residential care home, or with other family members not represented.

There were 1,403 pupils for whom there was no reported family information. These pupils have been excluded from analysis involving the family structure variable.

Classification of smoking status

Pupils were classified as 'regular smokers' (defined as usually smoking at least one cigarette a week), 'occasional smokers' (defined as currently smoking but less than one cigarette a week) or 'non-smokers' (pupils who had never smoked or who were not current smokers) using a variable (smokstat) derived from question 7 of the questionnaire.

As not all pupils responded to question 7, it was not possible to classify all pupils as regular smokers, occasional smokers or non-smokers. Pupils who could not be classified were excluded from the tables that use smoking status as an investigatory variable. However, the pupils with unknown smoking status were included in the 'all pupils' category.

Classification of parents' and siblings' smoking status

Parents' smoking status was derived from responses to question 23. The variable 'parsmoke' includes pupils whose parents do not smoke daily, who have at least one parent who smokes daily, and those who do not see either parent. The variable has a high number of missing values because pupils who say their parents (or one parent) smoke occasionally are excluded, as are pupils who do not know the smoking status of their parents.

Whether or not pupils' siblings smoke was also derived from question 23. This variable, 'sibsmoke' was derived in the same way as 'parsmoke,' and thus has the same limitations of not including information on pupils whose siblings smoke occasionally or pupils who do not know their siblings' smoking status.

Semeron

A variable was derived using question 49 to capture whether or not pupils had taken any drugs in the last month, in the last year, more than a year ago or never. A bogus drug 'semeron' was included in the list of drugs presented in questions 49 and 55 in the questionnaire. This is included to highlight where pupils might be exaggerating their drug use i.e. answering that they used a drug when they do not know what it is.

The analysis was set up to exclude pupils who reported that the only drug they had ever used was semeron from tables that report on the use of any drugs. No pupils reported using semeron and no other drugs.

Historically, pupils who claimed to have taken semeron but also reported taking other drugs were included in the analysis. This approach has been kept the same to ensure that the trend data is not affected.

A variable was also derived to capture whether or not pupils have ever been offered any drugs listed in question 49. There were no pupils who reported having been offered semeron but no other drug.

Age at which first smoked, drank, got drunk and took drugs

Question 73 asks pupils to report at what age they first smoked a cigarette (more than a puff), drank alcohol (more than a sip), got drunk and used drugs. For consistency with previous waves, ages below five were presumed to be unlikely. Because the SALSUS paper questionnaires were entered through scanning, it is probable that some values below 4 represent errors where the scanner failed to register the digit 1 preceding the value (i.e., read in 4 instead of 14). Rather than exclude pupils who reported an age between 0 and 4, we chose to add a value of 10 to these ages so as to keep them in the calculations without skewing the averages. This had a minimal effect on the distribution of ages, but enabled more accurate calculation of average ages of first substance use.

Pupils who gave a valid age for first use of a substance but had previously indicated (in other questions) that they had never used this substance were excluded from the analysis.

Calculating paternal and maternal knowledge scores

Pupils' perceptions of their parents' knowledge of their behaviours was assessed in questions 45 and 46 of the questionnaire. Pupils were asked how much they thought their mother and their father knew about five factors relating to their friends and activities:

- 'Who your friends are'
- 'How you spend your money'
- 'Where you are after school'
- 'Where you go at night'
- 'What you do with your free time'

The response option 'I think s/he knows a lot' was given a value of 2, 'I think s/he knows a little' a value of 1, and 'I don't think s/he knows anything' a value of 0 for each of the 5 items listed above. The values for each of the items were aggregated to give total paternal

and maternal scores, represented in the derived variables 'mumscore' and 'dadscore'. These variables have values ranging from 0 to 10. Scores of maternal and paternal knowledge could only be calculated for pupils who answered all of the five items in questions 45 and 46.

Pupils' perceptions of parental knowledge vary by age group and sex. To take account of this variation, paternal and maternal knowledge scores were banded into below median, at median or above median scores separately for each age group: 13 year olds and 15 year olds.

Limitations of the data

As with any survey, there are a number of limitations of the data. These include those already mentioned earlier in this report:

- The data are from a sample of the population as opposed to a census and, therefore, subject to sampling error
- Non-response of schools, classes and pupils
- Item non-response

There are other limitations that have not already been covered in detail. These include:

- The self-report nature of the results. As with all surveys, the results can only tell us what respondents say that they do, think or feel. We have to assume that their answers are honest and accurate. Concerns about the honesty of responses are particularly applicable to a survey such as SALSUS which covers sensitive topic areas. Although steps were taken to encourage honest answers, such as pupils sitting in exam conditions and being reassured of the confidentiality of their answers, we do not know how honest pupils were. However, English surveys of smoking, drinking and drug use among secondary school pupils carried out throughout the 1990s used saliva tests to validate the estimates of the prevalence of smoking derived from the questionnaire and smoking diary. The results consistently suggested that pupils were providing honest answers. While there is no such evidence relating to drinking or drug use, it is assumed that the proven high level of honesty extends to these substances.
- Accuracy is also an issue with self-report and accuracy of answers will vary. Some questions will be easy for pupils to answer and should, therefore, produce accurate results; for example, would you like to give up smoking? – Yes, No, Don't know. Other questions rely on the accuracy of pupils' recall and ask them to quantify their behaviour; for example, how many cigarettes did you smoke on each day in the last seven days, ending yesterday? Answers to this type of question are less likely to be accurate.
- The sample only covers pupils in mainstream secondary education. The sample excludes pupils in special schools, secure residential units and those who are home schooled. Substance use may be very different among pupils who are not in mainstream secondary education and hence the results from SALSUS cannot be applied to these pupils.

- Pupils who are supposed to attend mainstream schools but don't (e.g. absent through truancy or exclusion) are potentially less likely to have taken part. Findings from studies show that absenteeism due to truanting and exclusion is correlated with substance use. For instance, in the 2018 survey, 80% of 15 year old regular smokers had truanted in the past year, compared with 46% of 15 year old non-smokers. Similar patterns are evident in relation to alcohol and drugs.

Appendix A: Liaison teacher instructions

SALSUS 2018 INSTRUCTIONS FOR LIAISON POINTS – ONLINE SURVEY

Thank you very much for your help so far with this survey. This pack contains everything you need to take part in SALSUS 2018. You will have been sent a pack of materials for each selected class in your school. This document explains the steps you need to take.

If you have any problems or questions, please see the SALSUS website (www.salsus2018.co.uk), or contact Lucy Setterfield, Ipsos MORI project manager, on 0131 226 8677 or salsus2018@ipsos.com.

Each individual class pack should contain:

- Instructions for the class teacher administering the survey (x1). These instructions are also included at the end of this document for your reference.
- Opt-out letters for parents (x30)
- Information sheets for pupils (x30)
- A set of 40 stickers with the survey link and unique log-ins for pupils (x1)
- A class response sheet (x1)

The liaison point pack should also contain:

- A separate sheet of test log-ins for you and the class teacher administering the survey (x1)
- A reply paid envelope for returning the class response sheets (x1)

If there is anything missing, please contact Ipsos MORI. Alternatively, electronic copies of the materials can be downloaded from our SALSUS website: www.salsus2018.co.uk.

A summary of the steps involved...

1. Check the contents of each class pack and read these instructions and the class teacher instructions carefully.
2. Raise awareness of the survey among parents.
3. Distribute the packs to the relevant class teachers in the bags supplied.
4. Use one of the test links on the separate sheet enclosed to verify that the survey works and none of the questions are blocked by a filter.
5. Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the class response sheet on that date.
6. Post the completed class response sheets to Ipsos MORI in the provided reply paid envelope.
7. Follow up on absent pupils.

Step 1: Please check the contents of each class pack and read these instructions and the class teacher instructions carefully

You should keep these instructions and give everything else to the class teacher.

Step 2: Raise awareness of the survey among parents

To ensure that parents are aware their child might/will be asked to participate in the survey, it would be much appreciated if you can raise awareness that the school is taking part in SALSUS 2018.

This could be done, for example, by posting a short message on the school website, in (e-) newsletters, or via other sources from which parents receive information from the school.

The information should make clear to parents that while participation is important, and the results of previous waves of the survey have helped in planning and developing services aimed at reducing smoking, drinking and drug use among young people in Scotland, they can request that their child does not take part in the survey.

Sample text for raising awareness of the survey among parents is provided on the SALSUS website (www.salsus2018.co.uk), or can be obtained from us by emailing salsus2018@ipsos.com.

Step 3: Distribute the packs to the relevant class teachers in the bag supplied

There is a label on each bag to show which pack is for which class (it will say '2F' or '4B' etc.). Please use the specified classes – do not substitute with other classes. Please ensure that you use the correct bag for each class, and please emphasise the following key points to the class teacher:

- the opt-out letters for parents and the information sheets for pupils need to be issued at least a week before the survey is completed (the school may decide to send its own opt-out letter, rather than use the one provided)
- they must complete the class response sheet and return it to you
- arranging for absent pupils to complete the survey at a later date is key to the reliability and representativeness of the results.

Step 4: Test the survey with one of the links provided on the test logins sheet. These are test log-ins and should **not** be used for pupils. **If pupils use these log-ins to access the survey, the data they provide will not be recorded.**

When testing the survey, please make sure you check right through to the end (and that you say you smoke, drink and use drugs to cover all of the questions!).

You can test the survey using the main **SURVEY LINK**: <https://ipsos.uk/SALSUS2018>

Step 5: Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the class response sheet on that date

Step 6: Post all class response sheets to Ipsos MORI Scotland

Please return the completed class response sheets in the reply paid envelope provided. If you have misplaced the envelope you can contact Ipsos MORI or use the following freepost address: **Freepost RTSA-ZGKX-STRU, Salsus 2018, Ipsos MORI, Kings House, Kymberley Road, Harrow, HA1 1PT** on a standard A4 envelope.

The final date for the completion of online surveys and the return of class response sheets is **25th January 2019**, but please return your school's response sheets as soon as they have all been completed. If more than one class in your school has been selected, please return them at the same time.

Spare materials should be retained until all absent pupils have completed the survey and then put in your paper recycling – please do not return any spare materials.

Step 7: Follow up on absent pupils

If any pupils are absent when the survey is completed, class teachers should record this on the class response sheet and note their names in the space provided in Step 4 of their instructions.

If possible, absent pupils should complete the survey the next time they attend that class. If this is not possible, please arrange another suitable time. You could administer the survey to all absent pupils at the same time in an ICT suite or the library, or in individual classes either on laptops or tablets. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results. Why is this so important? Surely getting responses from 23 out of 25 pupils in a class is really good....?**

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on absent pupils is particularly important because we know that, as a group, they are 'different' to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2015 survey:

- 80% of 15 year old regular smokers had also truanted in the past year, compared with 37% of 15 year old non-smokers
- 62% of 15 year olds who had drunk in the last week had also truanted in the past year, compared with 26% of 15 year olds who never drink alcohol
- 24% of 15 year olds who had used drugs in the month prior to the survey had truanted more than 10 times, compared with 4% of 15 year olds who had never used drugs.

Levels of absenteeism due to sickness were not asked about, but there was a question on health and this was also correlated with substance misuse (e.g. 91% of those who had never used drugs rated their health as 'excellent' or 'good' compared with 77% of those who had used drugs in the month before the survey). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the survey at a later date should do so under the same conditions as pupils in the main session. This needs to be explained before they complete the survey so that they feel they can be honest while they are completing it – reassurances given afterwards will be too late to affect the quality of the data collected.

We have provided space below for you to keep a note of the absent pupils to be followed up. If pupils are on long-term absence, we can arrange for a pack to be sent to their home address.

Thank you very much again for your help.

Class (e.g. '2F' or '4B' etc)

Date surveys completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

..... Date completed

..... Date completed

..... Date completed

..... Date completed

..... Date completed

Class (e.g. '2F' or '4B' etc)

Date surveys completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

..... Date completed

..... Date completed

..... Date completed

..... Date completed

..... Date completed

Class (e.g. '2F' or '4B' etc)

Date surveys completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

..... Date completed

..... Date completed

..... Date completed

..... Date completed

..... Date completed

Class (e.g. '2F' or '4B' etc)

Date surveys completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

Class (e.g. '2F' or '4B' etc)

Date surveys completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

Class (e.g. '2F' or '4B' etc)

Date surveys completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

SALSUS 2018 INSTRUCTIONS FOR LIAISON POINTS

Thank you very much for your help so far with this survey. Included in this pack you will find everything you need for classes at your school to take part in SALSUS 2018. You will have been sent a pack of materials for each selected class in your school. This document explains the steps you need to take.

If you have any problems or questions, please contact the liaison point within your school, see the SALSUS website (www.salsus2018.co.uk), or contact Lucy Setterfield, Ipsos MORI researcher, on 0131 226 8677 or salsus2018@ipsos.com.

Each pack, to undertake SALSUS 2018 with one class of pupils, should contain:

- Instructions for the class teacher administering the survey (x1). These instructions are also included at the end of this document for your reference.
- Opt-out letters for parents (x30)
- Information sheets for pupils (x30)
- Questionnaires (x30)
- Plain envelopes in which pupils are to seal their completed questionnaires (x30)
- Reply paid envelopes for absent pupils participating at a later date (x5)
- Class Response Sheet (x1)
- Bag for the return of the Class Response Sheet and sealed envelopes containing completed questionnaires (x1)

If there is anything missing, please contact Lucy Setterfield, Ipsos MORI researcher, on 0131 226 8677 or salsus2018@ipsos.com. Alternatively, if you prefer, electronic copies of instructions for teachers, pupil information sheets, opt out letters to parents, and Class Response Sheets can be downloaded from our SALSUS website: www.salsus2018.co.uk.

A summary of the steps involved...

1. Check the contents of each class pack and read these instructions and the class teacher instructions carefully
2. Raise awareness of the survey among parents
3. Distribute the packs to the relevant class teachers in the bags supplied
4. Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the bag of questionnaires on that date
5. Arrange collection of bags of completed questionnaires
6. Follow up on absent pupils.

Step 1: Please check the contents of each class pack and read these instructions and the class teacher instructions carefully

You should keep these instructions and give everything else to the class teacher. If anything is missing or you have any questions, please contact Lucy Setterfield, Ipsos MORI researcher, on 0131 226 8677 or salsus2018@ipsos.com, or see the SALSUS website (www.salsus2018.co.uk).

Step 2: Raise awareness of the survey among parents

Where possible, to ensure that parents are aware their child might/will be asked to participate in the survey, it would be much appreciated if you can raise awareness that the school is taking part in SALSUS 2018.

This could be done, for example, by posting a short message on the school website, in (e)-newsletters, or via other sources from which parents receive information from the school. The information should make clear to parents that while participation is important, and the results of previous waves of the survey have helped in planning and developing services aimed at reducing smoking, drinking and drug use among young people in Scotland, they can request that their child does not take part in the survey.

Sample text for raising awareness of the survey among parents is provided on the SALSUS website (www.salsus2018.co.uk), or can be obtained from us by emailing salsus2018@ipsos.com.

Step 3: Distribute the packs to the relevant class teachers in the bag supplied

There is a label on each bag to show which pack is for which class (it will say '2F' or '4B' etc.). Please use the specified classes – do not substitute with other classes. Please ensure that you use the correct bag of questionnaires for each class, and please emphasise the following key points to the class teacher:

- the opt-out letters for parents and the information sheets for pupils need to be issued at least a week before the survey is completed (the school may decide to send its own opt-out letter, rather than use the one provided)
- they must complete the Class Response Sheet and include it in the bag along with the completed questionnaires
- arranging for absent pupils to complete the survey at a later date is key to the reliability and representativeness of the results.

Step 4: Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the bag of questionnaires on that date

Step 5: Arrange collection of bags of completed questionnaires

When you have received the bags of completed questionnaires for all of the selected classes in your school, please **telephone Heather Dewhurst or Mike Payne (Design to Print) on 01342 826662 to arrange the courier collection**. The process is very straightforward and they will arrange for a UPS courier collect the bag(s) that day or on the next day that the school is open.

The final date for returning the questionnaires is **25th January 2019** but please return them as soon as they have all been completed. If more than one class in your school has been selected, please arrange for collection of the boxes at the same time. However, if one class will be completing the questionnaires significantly later than the other(s), you can return these separately.

The completed questionnaires, in their sealed envelopes, should be returned in the bag provided. The bag being returned should contain:

- the Class Response Sheet completed by the teacher
- a sealed envelope (containing a completed questionnaire) for each pupil in the class who completed the survey.

If more than one class has been selected to participate in the survey, the questionnaires from each class should be returned in separate bags – please do not put questionnaires from different classes together.

Absent pupils completing the questionnaire at a later date will return their questionnaires separately (individual reply paid envelopes are supplied for this).

Spare materials should be retained until all absent pupils have completed the survey and then put in your paper recycling – please do not return any spare materials.

Step 6: Follow up on absent pupils

If any pupils are absent when the questionnaire is completed, class teachers should record this on the Class Response Sheet and note their names in the space provided in Step 4 of their instructions.

If possible, absent pupils should complete the questionnaire the next time they attend that class. If this is not possible, please arrange another suitable time. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results. Why is this so important? Surely getting responses from 23 out of 25 pupils in a class is really good....?**

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on absent pupils is particularly important because we know that, as a group, they are ‘different’ to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2015 survey:

- **80% of 15 year old regular smokers had also truanted in the past year, compared with 37% of 15 year old non-smokers**
- **62% of 15 year olds who had drunk in the last week had also truanted in the past year, compared with 26% of 15 year olds who never drink alcohol**
- **24% of 15 year olds who had used drugs in the month prior to the survey had truanted more than 10 times, compared with 4% of 15 year olds who had never used drugs.**

Levels of absenteeism due to sickness were not asked about, but there was a question on health and this was also correlated with substance misuse (e.g. 91% of those who had never used drugs rated their health as ‘excellent’ or ‘good’ compared with 77% of those who had used drugs in the month before the survey). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the questionnaire at a later date should do so under the same conditions as pupils in the main session. The main difference is that they should be given a reply paid envelope to return the questionnaire themselves. This is important because pupils completing the questionnaire on their own, or in a small group, will not have the same reassurance that their response is anonymous and will be lost in the pile of other sealed envelopes. Knowing that they are handing the sealed envelope back to a teacher who knows who has completed it may affect the honesty of their responses. So please **give them the reply paid envelope at the same time as the questionnaire, and explain that they should put it in the post themselves.** This needs to be explained before they complete the questionnaire so that they feel they can be honest while they are completing it – reassurances given afterwards will be too late to affect the quality of the data collected. If appropriate and there is a post box near the school, the pupil could be allowed time to go and post it immediately after completing it. Otherwise, they should take it with them and post it on the way home. (We know that some pupils may forget to do this, but we would rather get a smaller number of more honest answers than risk the quality of data).

We have provided space below for you to keep a note of the absent pupils to be followed up. If pupils are on long-term absence, we can arrange for a pack to be sent to their home address.

Thank you very much again for your help.

Class (e.g. '2F' or '4B' etc)

Date questionnaires completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

Class (e.g. '2F' or '4B' etc)

Date questionnaires completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

Class (e.g. '2F' or '4B' etc)

Date questionnaires completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

Class (e.g. '2F' or '4B' etc)

Date questionnaires completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

Class (e.g. '2F' or '4B' etc)

Date questionnaires completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

Class (e.g. '2F' or '4B' etc)

Date questionnaires completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

Appendix B: Class teacher instructions

SALSUS 2018 INSTRUCTIONS FOR CLASS TEACHERS – ONLINE SURVEY ★ PLEASE READ AT LEAST A WEEK BEFORE THE SURVEY ★

Please read these instructions carefully as they are essential for the robustness of the research. They will only take around five minutes to read but please do so at least one week before you plan to administer the survey as letters must be sent to parents and information sheets given to pupils in advance.

If you have any problems or questions, please contact the liaison point within your school, see the SALSUS website (www.salsus2018.co.uk), or contact Lucy Setterfield, Ipsos MORI project manager, on 0131 226 8677 or salsus2018@ipsos.com.

Class Pack

Your pack to undertake SALSUS 2018 with one class of pupils should contain:

- Opt-out letters for parents (x30)
- Information sheets for pupils (x30)
- A set of 40 stickers with the survey link and unique log-ins for pupils (x1)
- Class response sheet (x1)

If there are more than 30 pupils in the class, you will require additional opt-out letters and information sheets. For additional materials, please contact Lucy Setterfield or these can be downloaded from the SALSUS website.

If there is anything missing, please contact the liaison point within your school.

Background to the survey

SALSUS (the Scottish Schools Adolescent Lifestyle and Substance Use Survey) has been running since 1982. It provides valuable information about young people's lifestyle choices, in particular, providing data on levels of smoking, drinking and drug use.

The Scottish Government has commissioned Ipsos MORI to undertake the 2018 wave of SALSUS.

To ensure that the results are as representative as possible, Ipsos MORI have randomly selected over 2000 S2 and S4 classes from schools across Scotland to participate. To ensure the results are reliable, it is important that the survey is administered in the same way across all classes and schools. We have therefore drawn up the following guidelines.

A summary of the steps involved...

- 1) Identify a suitable date and time to administer the survey
- 2) Distribute the opt-out letters for parents and the information sheet for pupils at least a week in advance of the survey
- 3) Administer the survey
- 4) Complete the class response sheet and take a note of absent pupils
- 5) Return the class response sheet to your school liaison point
- 6) Follow up on any absent pupils.

Step 1: Identify a suitable date and time to administer the survey

The survey must be undertaken in a mixed ability class (e.g. a Social Education/PSE class), and filled in on one occasion (not two separate occasions) – this may be over one class period or a double period (depending on how long each period lasts). The survey should take around 30 minutes to complete although some pupils may take longer.

When planning a date to administer the survey, please bear in mind that the opt-out letters to parents and the pupil information sheets need to be issued at least a week before the survey is to be administered.

Step 2: Distribute the opt-out letters for parents and information sheet for pupils

An opt-out letter should be taken home by each pupil, and given to their parent/guardian. Please ask pupils to write the final return deadline (i.e. the day the survey will take place) on the opt-out letter. At the same time, each pupil should be given a copy of the 'Information sheet for pupils'. In order to allow time for parents to respond if they *do not* wish their child to participate, these handouts need to be issued at least a week before the survey is to be administered. When pupils are given these materials, please re-iterate to them that they should ensure they pass the opt-out letter on to their parent/guardian.

Step 3: Administer the survey

The survey can be administered on desktop PCs, laptops/netbooks, or tablets.

Set-up of the room

To help ensure that responses are as honest as possible, it is important that pupils cannot see each other's answers. If pupils are completing the survey on laptops or tablets in an ordinary classroom, the room should be set up exam style, with pupils at separate desks. If an ICT suite or the school library is being used, they should be spaced out as much as possible if it is practical to do so.

Ensure that each pupil selects a sticker with the survey link and unique login at random – this will help reassure them of confidentiality and anonymity. **Do not share stickers between pupils.** We have provided 40 stickers per class in case there are more than 30 pupils per class and/or if spares are required (for example, if pupils are frozen out of the survey).

Please emphasise the anonymity and confidentiality of the exercise, and that no-one in the school will see any of the completed surveys.

So that pupils feel they can be honest while they are completing the survey, these reassurances about confidentiality and anonymity need to be given before pupils start the survey – reassurances given afterwards will be too late to affect the quality of the data collected.

Pupils will be worried if you are able to see their answers, so please **remain at the front of the room as much as possible.**

Instructions to pupils

Ask pupils to type in the survey link in their computer/device's web browser, and to type in their access code in the space provided.

Before pupils start, you should stress the points which are explained in the section below. You may choose to read this out. However, if not, **please stress the points in bold – it is important that all the points in bold are made to all participating pupils:**

*Our school is taking part in a study about the lifestyle choices of young people in Scotland. You will be asked to fill in a survey. **It is up to you whether you want to complete the survey. If you do complete the survey and there are any questions you do not want***

to answer you do not have to. There will be a 'prefer not to answer' option to select if this is the case.

The survey is confidential and anonymous. Nobody at school (including me), or at home, will see your answers. Don't type your name into the survey. When you have completed the questions, select 'Finish' to submit your answers. All the surveys will then be sent securely to the survey team.

Answer the questions as honestly as you can but don't spend too much time on each question. You should not talk to each other until everyone has finished. Remember it is your own opinion that is of interest and not that of everyone else. Although there will be no talking, the survey is not a test and there are no right or wrong answers.

Before starting to fill out the survey, you should read the instructions at the beginning. Depending on how you answer certain questions, you may be asked to miss out some later questions. You should therefore look closely at the instructions for each question – most of the time you will be asked to select the box that best fits your answer, but not always. Then select the 'Next' button underneath the question.

If you have moved on and realise that you have made a mistake, select the 'Back to last question' button and then select the box that you think best fits your answer.

When you get to the end of the survey, select 'Finish' to submit your answers. This will then take you to a quiz which you can do if others are still completing the survey.

Giving help

The survey contains all the instructions pupils should need and will automatically route them to the next question. However, it is possible that some pupils may have problems answering certain questions, and ask you for guidance.

Any help you give must not bias the pupil's answers. Therefore help should only be given if the problem is a practical one e.g. whether to select or type a number in a box, or how to rectify a mistake. **Please do NOT help pupils interpret questions, suggest specific responses, or influence their responses in any way.**

If the request for help would mean helping a pupil interpret a question, or suggesting an answer, then the pupil should be instructed to answer as best they can or to answer the question as they understand it. If a pupil really does not know what to write and there is no 'Don't know' option they can select 'Prefer not to answer'.

It is important that pupils are not rushed as this will affect the validity of their answers.

At the end of the survey

We have provided a quiz, based on findings from 2015, at the end of the survey to occupy those pupils who complete the survey early.

Pupils with additional support needs

If there are any pupils who would normally receive support (e.g. scribing or other assistance), they should be given the choice of:

- completing the survey on their own
- completing the survey with support
- not completing the survey.

If a pupil is taking part with support, this should take place in an area where they cannot be overheard by anyone else. The person providing support must agree to maintain confidentiality and not to refer to the responses in any future contact with the pupil. The survey can be completed on a laptop or tablet device, so ASN pupils can complete the survey in a different room than the rest of the class if they require privacy (e.g. because they are using a screen reader or are receiving support to complete the survey).

It is very important that pupils understand the nature of the questions before deciding whether or not they wish to participate (particularly if they want to complete the survey with support). Some of the most sensitive/personal questions are shown below. Please read these questions on the next page to the pupil before they make up their minds whether they want support to take part.

Do you smoke cigarettes at all nowadays?

Yes

No

Have you ever been drunk?

No, never

Yes, once

Yes, 2-3 times

Yes, 4-10 times

Yes, more than 10 times

When was the last time you ever used or took any of the following?

Cannabis (hash, joints, weed, green, grass, pollen, resin, bud, smoke)

Gas, Glue or other solvents (Tipp-Ex, lighter fuel, aerosols, NO, laughing gas) – To inhale or sniff

Amphetamine (speed, base, whizz, sulph)

Methamphetamine (crystal meth, tina, glass, ice)

LSD (acid, tabs, trips)

Ecstasy (E, eccies, XTC, pills, MDMA, sweeties)

Semeron (sems, semmies)

Poppers (Amyl Nitrite, Liquid Gold, Rush)

Tranquilisers (downers, benzos, valium, vallies, blues, Temazepam)

Heroin (smack, skag, gear, H, kit)

Magic mushrooms (shrooms, mushies)

Methadone (linctus, physeptone, meth)

Cocaine (coke, charlie, c)

Crack cocaine (crack, rock, stone)

Anabolic Steroids (roids)

Mephedrone (bubbles, drone, M-CAT, meow meow)

GHB/GBL (G, liquid ecstasy)

Ketamine (K, ket, special k, horsey)

Synthetic cannabis – e.g. Damnation, Black Mamba, Clockwork Orange, Pandora's Box

Salvia

MDMA powder (mandy, molly, madman)

MDAI, 6-APB (Benzo Fury), methylone (or other synthetic empathogen)

MXE, MXP (or other synthetic dissociative)

Ethylphenidate, MPA or branded packets such as Ching, Snow White, Blue stuff, Pink Panthers (or other

synthetic stimulant)

AMT, NBOMe, 2Cs (or other synthetic psychedelic)

Powders or pills that are sold as legal highs

Other drugs that would not be given to you by a doctor or chemist

SDQ For each item, please mark the box for the Not True, Somewhat True or Certainly True.

I am helpful if someone is hurt, upset or feeling ill

I am constantly fidgeting or squirming

*I have one good friend or more
 I fight a lot. I can make other people do what I want
 I am often unhappy, down-hearted or tearful
 Other people my age generally like me
 I am easily distracted. I find it difficult to concentrate
 I am nervous in new situations. I easily lose confidence*

Step 4: Complete the class response sheet & take a note of absent pupils to be followed up

The class response sheet should be completed during the session or immediately afterwards. It is really important that it is completed accurately so that we know which classes have submitted their surveys and how many pupils per class took part. This information enables us to calculate survey response rates. Please do not forget to return the class response sheet to your school’s liaison point.

If any pupils are absent when the survey is completed, please record this on the class response sheet and note their names in the space provided below – this record is for your use only, **the names should not be written on the class response sheet.**

Class (e.g. ‘2F’ or ‘4B’ etc)

Date surveys completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....
.....	Date completed	.....

Step 5: Return the class response sheet to your liaison point

Return the class response sheet to your liaison point so that they can post it back to us.

Please do not return spare materials – retain them until all absent pupils have completed the survey and then put them in your paper recycling.

Step 6: Follow up on any absent pupils

If any pupils are absent when the survey is completed, please record this on the Class response sheet and note their names in the space provided under Step 4 above.

If possible, absent pupils should complete the survey the next time they attend that class. If this is not possible, please arrange another suitable time. You could administer the survey to all absent pupils at the same time in an ICT suite or the library, or in individual classes either on laptops or tablets. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results. Why is this so important? Surely getting responses from 23 out of 25 pupils in a class is really good....?**

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on

absent pupils is particularly important because we know that, as a group, they are 'different' to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2015 survey:

- 80% of 15 year old regular smokers had also truanted in the past year, compared with 37% of 15 year old non-smokers
- 62% of 15 year olds who had drunk in the last week had also truanted in the past year, compared with 26% of 15 year olds who never drink alcohol
- 24% of 15 year olds who had used drugs in the month prior to the survey had truanted more than 10 times, compared with 4% of 15 year olds who had never used drugs.

Levels of absenteeism due to sickness were not asked about, but there was a question on health and this was also correlated with substance misuse (e.g. 91% of those who had never used drugs rated their health as 'excellent' or 'good' compared with 77% of those who had used drugs in the month before the survey). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the survey at a later date should do so under the same conditions as pupils in the main session.

Please keep your liaison point informed of when absent pupils have completed the survey.

If pupils are on long-term absence, we can arrange for them to complete the survey at home.

If you have any problems or questions, please contact the liaison point within your school or Lucy Setterfield, Ipsos MORI researcher, on 0131 226 8677 or salsus2018@ipsos.com, or see the SALSUS website (www.salsus2018.com).

Thank you very much for your help with SALSUS 2018

SALSUS 2018
INSTRUCTIONS FOR CLASS TEACHERS
★ PLEASE READ AT LEAST A WEEK BEFORE THE SURVEY ★

Please read these instructions carefully as they are essential for the robustness of the research. They will only take around five minutes to read but please do so at least one week before you plan to administer the survey as letters must be sent to parents and information sheets given to pupils in advance.

If you have any problems or questions, please contact the liaison point within your school, see the SALSUS website (www.salsus2018.co.uk), or contact Lucy Setterfield, Ipsos MORI

Class Pack

Your pack to undertake SALSUS 2018 with one class of pupils should contain:

- Opt-out letters for parents (x30)
- Information sheets for pupils (x30)
- Questionnaires (x30)
- Plain envelopes in which pupils are to seal their completed questionnaires (x30)
- Reply paid envelopes for absent pupils participating at a later date (x5)
- Class Response Sheet (x1)
- Bag for the return of the Class Response Sheet and sealed envelopes of completed questionnaires – this return bag is attached to the Class Response Sheet (x1)

If there are more than 30 pupils in the class, you will require additional materials. For additional materials, please contact Lucy Setterfield, Ipsos MORI researcher, on 0131 226 8677 or salsus2018@ipsos.com.

If there is anything missing, please contact the liaison point within your school.

researcher, on 0131 226 8677 or salsus2018@ipsos.com.

Background to the survey

SALSUS (the Scottish Schools Adolescent Lifestyle and Substance Use Survey) has been running since 1982. It provides valuable information about young people's lifestyle choices, in particular, providing data on levels of smoking, drinking and drug use.

The Scottish Government, has commissioned Ipsos MORI to undertake the 2018 wave of SALSUS.

To ensure that the results are as representative as possible, Ipsos MORI have randomly selected over 2,000 S2 and S4 classes from schools across Scotland to participate.

To ensure the results are reliable, it is important that the survey is administered in the same way across all classes and schools. We have therefore drawn up the following guidelines.

A summary of the steps involved...

- 7) Identify a suitable date and time to administer the survey**
- 8) Distribute the opt-out letters for parents and the information sheet for pupils a week in advance**
- 9) Administer the questionnaire**
- 10) Complete the Class Response Sheet and take a note of absent pupils**
- 11) Insert the Class Response Sheet and completed questionnaires (in individual envelopes) into the return bag provided (the bag which came attached to the Class Response Sheet) and return the bag to your school liaison point**
- 12) Follow up on any absent pupils.**

Step 1: Identify a suitable date and time to administer the survey

The survey must be undertaken in a mixed ability class (e.g. a Social Education/PSE class), and filled in on one occasion (not two separate occasions) – this may be over one class period or a double period (depending on how long each period lasts). The questionnaire should take a maximum of one hour to complete although many pupils will complete it in half an hour.

When planning a date to administer the survey, please bear in mind that the opt-out letters to parents and the pupil information sheets need to be issued at least a week before the questionnaire is to be administered.

Step 2: Distribute the opt-out letters for parents and information sheet for pupils

An opt-out letter should be taken home by each pupil, and given to their parent/guardian. At the same time, each pupil should be given a copy of the 'Information sheet for pupils'. In order to allow time for parents to respond if they *do not* wish their child to participate, these handouts need to be issued at least a week before the questionnaire is to be administered. When pupils are given these materials, please re-iterate to them that they should ensure they pass the opt-out letter on to their parent/guardian.

Step 3: Administer the questionnaire

Set-up of the room

To help ensure that responses are as honest as possible, it is important that pupils cannot see each other's answers. Ideally, the class room should be set up exam style, with pupils at separate desks. If this is not practical, they should be spaced out as much as possible.

Distribute one questionnaire and one plain envelope to each pupil. To reassure pupils that their answers will be confidential and anonymous, it is important that they are given the envelope and the questionnaire at the same time.

When you are distributing the questionnaires and envelopes, please emphasise the anonymity and confidentiality of the exercise. Reiterate to pupils that their completed questionnaires should be sealed in the envelope and that all envelopes will be placed in the bag together and returned to the Survey Team – please emphasise that no one in the school will see any of the completed questionnaires.

So that pupils feel they can be honest while they are completing the survey, these reassurances about confidentiality and anonymity need to be given before pupils start the survey – reassurances given afterwards will be too late to affect the quality of the data collected.

Instructions to pupils

Before pupils start, you should stress the points which are explained in the section below. You may choose to read this out. However, if not, **please stress the points in bold – it is important that all the points in bold are made to all participating pupils:**

*Our school is taking part in a study about the lifestyle choices of young people in Scotland. You will be asked to fill in a questionnaire. **It is up to you whether you want to complete a questionnaire.***

The questionnaire is confidential and anonymous. Nobody at school (including me), or at home, will see your answers. Don't write your name on the questionnaire. When you have filled it in, put the questionnaire in the envelope and seal it. All the questionnaires will then be put together in a bag and sent back to the Survey Team.

Answer the questions as honestly as you can but don't spend too much time on each question. You should not talk to each other until everyone has finished. Remember

*it is your own opinion that is of interest and not that of everyone else. Although there will be no talking, **the questionnaire is not a test and there are no right or wrong answers.***

Before starting to fill out the questionnaire, you should read the instructions at the beginning. In general, all questions should be completed. However you may be asked to miss out some questions. You should therefore **look closely at the example questions and the instructions for each question** – most of the time you will be asked to put a cross in the box that best fits your answer, but not always. You must use a black or blue pen.

If you make a mistake when filling in a box, completely fill in this box and cross the correct box as normal. It is important that the box filled in by mistake is completely shaded in.

An example of correcting a mistake:

Mother	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Father	<input checked="" type="checkbox"/>	<input type="checkbox"/>

When you have finished, please read a book, or get on with your own work quietly.

Giving help

The questionnaire contains all the instructions pupils should need. However, it is possible that some pupils may have problems completing certain parts, and ask you for guidance.

Any help you give must not bias the pupil's answers. Therefore help should only be given if the problem is a practical one e.g. whether to place a cross or a number in a box, or how to rectify a mistake. **Please do NOT help pupils interpret questions, suggest specific responses, or influence their responses in any way.**

If the request for help would mean helping a pupil interpret a question, or suggesting an answer, then the pupil should be instructed to answer as best they can or to answer the question as they understand it. If a pupil does not understand a question they should enter the 'don't know' response if there is one, or write 'I don't understand' next to the question.

It is important that pupils are not rushed as this will affect the validity of their answers.

Pupils with additional support needs

If there are any pupils who would normally receive support (e.g. scribing or other assistance), they should be given the choice of:

- completing the questionnaire on their own
- not completing the questionnaire
- completing the questionnaire with support.

If a pupil is taking part with support, this should take place in an area where they cannot be overheard by anyone else. The person providing support must agree to maintain confidentiality and not to refer to the responses in any future contact with the pupil.

It is very important that pupils understand the nature of the questions before deciding whether or not they wish to participate (particularly if they want to complete the questionnaire with support). Some of the most sensitive/personal questions are shown below. Please read these questions to the pupil before they make up their minds whether they want support to take part.

Do you smoke cigarettes at all nowadays?

Yes

No

Have you ever been drunk?

No, never

Yes, once

Yes, 2-3 times

Yes, 4-10 times

Yes, more than 10 times

When was the last time you ever used or took any of the following?

Cannabis (hash, joints, weed, green, grass, pollen, resin, bud, smoke)

Gas, Glue or other solvents (Tipp-Ex, lighter fuel, aerosols, NO, laughing gas) – To inhale or sniff

Amphetamine (speed, base, whizz, sulph)

Methamphetamine (crystal meth, tina, glass, ice)

LSD (acid, tabs, trips)

Ecstasy (E, eccies, XTC, pills, MDMA, sweeties)

Semeron (sems, semmies)

Poppers (Amyl Nitrite, Liquid Gold, Rush)

Tranquilisers (downers, benzos, valium, vallies, blues, Temazepam)

Heroin (smack, skag, gear, H, kit)

Magic mushrooms (shrooms, mushies)

Methadone (linctus, physeptone, meth)

Cocaine (coke, charlie, c)

Crack cocaine (crack, rock, stone)

Anabolic Steroids (roids)

Mephedrone (bubbles, drone, M-CAT, meow meow)

GHB/GBL (G, liquid ecstasy)

Ketamine (K, ket, special k, horsey)

Synthetic cannabis – e.g. Damnation, Black Mamba, Clockwork Orange, Pandora's Box

Salvia

MDMA powder (mandy, molly, madman)

MDAI, 6-APB (Benzo Fury), methylone (or other synthetic empathogen)

MXE, MXP (or other synthetic dissociative)

Ethylphenidate, MPA or branded packets such as Ching, Snow White, Blue stuff, Pink

Panthers (or other synthetic stimulant)

AMT, NBOMe, 2Cs (or other synthetic psychedelic)

Powders or pills that are sold as legal highs

Other drugs that would not be given to you by a doctor or chemist

SDQ (on page 30) For each item, please mark the box for the Not True, Somewhat True or Certainly True.

I am helpful if someone is hurt, upset or feeling ill

I am constantly fidgeting or squirming

I have one good friend or more

I fight a lot. I can make other people do what I want

I am often unhappy, down-hearted or tearful

Other people my age generally like me

I am easily distracted. I find it difficult to concentrate

I am nervous in new situations. I easily lose confidence

Step 4: Complete the Class Response Sheet & take a note of absent pupils to be followed up

The Class Response Sheet should be completed during the session or immediately afterwards. It is really important that it is completed accurately so that we know which classes have returned their questionnaires and how many pupils per class took part. This information enables us to calculate survey response rates. Please do not forget to enclose the Class Response Sheet in the bag with the completed questionnaires.

If any pupils are absent when the questionnaire is completed, please record this on the Class Response Sheet and note their names in the space provided below – this record is for your use only, the names should not be written on the Class Response Sheet.

Class (e.g. '2F' or '4B' etc)

Date questionnaires completed by class

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

..... Date completed

..... Date completed

..... Date completed

..... Date completed

..... Date completed

Step 5: Return the Class Response Sheet and completed questionnaires to your liaison point

The return bag is attached to the Class Response Sheet. The bag you return to your liaison point should contain the completed Class Response Sheet, and a sealed envelope (containing a completed questionnaire) for each pupil who completed the survey during the session. **Please do not forget to enclose the Class Response Sheet in the bag!**

Use one bag for every class – **please do not include questionnaires from more than one class in the same bag.**

Absent pupils completing the questionnaire at a later date will return their questionnaires separately and individual reply paid envelopes are supplied for this.

Please do not return spare materials – retain them until all absent pupils have completed the survey and then put them in your paper recycling.

Step 6: Follow up on any absent pupils

If any pupils are absent when the questionnaire is completed, please record this on the Class Response Sheet and note their names in the space provided under Step 4 above.

If possible, absent pupils should complete the questionnaire the next time they attend that class. If this is not possible, please arrange another suitable time. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results. Why is this so important? Surely getting responses from 23 out of 25 pupils in a class is really good....?**

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on absent pupils is particularly important because we know that, as a group, they are ‘different’ to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2015 survey:

- 80% of 15 year old regular smokers had also truanted in the past year, compared with 37% of 15 year old non-smokers
- 62% of 15 year olds who had drunk in the last week had also truanted in the past year, compared with 26% of 15 year olds who never drink alcohol
- 24% of 15 year olds who had used drugs in the month prior to the survey had truanted more than 10 times, compared with 4% of 15 year olds who had never used drugs.

Levels of absenteeism due to sickness were not asked about, but there was a question on health and this was also correlated with substance misuse (e.g. 91% of those who had never used drugs rated their health as ‘excellent’ or ‘good’ compared with 77% of those who had used drugs in the month before the survey). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the questionnaire at a later date should do so under the same conditions as pupils in the main session. The main difference is that they should be given a reply paid envelope to return the questionnaire themselves. This is important because pupils completing the questionnaire on their own, or in a small group, will not have the same reassurance that their response is anonymous and will be lost in the pile of other sealed envelopes. Knowing that they are handing the sealed envelope back to a teacher who knows who has completed it may affect the honesty of their responses. So please **give them the reply paid envelope at the same time as the questionnaire, and explain that they should put it in the post themselves**. This needs to be explained before they complete the questionnaire so that they feel they can be honest while they are completing it – reassurances given afterwards will be too late to affect the quality of the data collected. If appropriate, and there is a post box near the school, the pupil could be allowed time to go and post it immediately after completing it. Otherwise, they should take it with them and post it on the way home. (We know that some pupils may forget to do this, but we would rather get a smaller number of more honest answers than risk the quality of data).

Please keep your liaison point informed of when absent pupils have completed the questionnaire.

If pupils are on long-term absence, we can arrange for a pack to be sent to their home address.

If you have any problems or questions, please contact the liaison point within your school or Lucy Setterfield, Ipsos MORI researcher, on 0131 226 8677 or salsus2018@ipsos.com, or see the SALSUS website (www.salsus2018.co.uk).

Thank you very much for your help with SALSUS 2018

Appendix C: Parent and pupil information letters

Dear Parent/Guardian

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)

Your child's class is being invited to take part in an important research study being undertaken at their school. I am writing to provide you with some information on the survey so that you can decide whether you are happy for your child to take part.

Pupils who take part in this survey will be asked to fill in an online questionnaire during class time – it should take around 30 minutes. The questions cover health and lifestyle, including attitudes towards smoking, drinking and drug use among young people. The survey has been running since 1982 and the **results have helped in the planning and development of services for young people in Scotland aimed at reducing smoking, drinking and drug use.**

The Scottish Government have asked Ipsos MORI, an independent research agency, to run the survey within schools. More than 30,000 pupils in S2 and S4 at a large number of schools across Scotland are being asked to take part - your child's class is one of those which have been invited to take part.

Completed questionnaires will be kept in the **strictest confidence and stored securely**, and will be used for this research project only. **Pupils will not be asked to type their name into the questionnaire** so they cannot be identified in the results. Your child's answers to the questions will be looked at alongside those of lots of other pupils. To help us look for any patterns in the results across different parts of Scotland, we will ask pupils to type their postcode into the questionnaire. However, they do not have to provide this information if they would prefer not to. Only the survey research team at Ipsos MORI will have access to individual responses.


If you have any questions or concerns about this survey, please contact me on 0131 226 8677 or by email salsus2018@ipsos.com. The research is being carried out in accordance with data protection guidelines and the MRS Code of Conduct.

The data privacy notice for this project is available at www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS

Participation is voluntary and your child will be asked if they wish to take part. If you are happy for your child to take part in the research, **you do not have to do anything**. However, if you **do not** wish for your child to take part in this survey, please complete the tear-off slip below and return it to the school **within the next 7 days**.

Thank you for your help with this important study.

Yours faithfully



Lucy Setterfield, Project Manager, Ipsos MORI

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)

I **do not** wish (Print name of child in capital letters) to take part in SALSUS 2018.

Signed

Date

Name (capital letters)

Relationship to child

Child's year group:

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)
Pupil information sheet

You are being asked to take part in a research study being carried out with young people across Scotland. This sheet tells you more about the study and what it involves.



Why is this survey being done?

SALSUS is an important survey which has been running since 1982. The questions cover your health and lifestyle, including smoking, drinking and drug use. The results of the research will help provide information and advice for young people on smoking, drinking and drug use.



Why have I been chosen?

S2 and S4 classes across different parts of Scotland are being asked to take part by completing a questionnaire. By the end of the research, we will have answers from around 30,000 school pupils. You are being asked to take part because your school and your class were chosen at random to take part in the study.



What does taking part in the research involve?

If you decide to take part you will be asked to complete a questionnaire in class time. The questionnaire should take about 30 minutes to do.



Do I have to take part?

It is up to you to decide whether or not to take part. However, the questions cover things that are important to young people in Scotland today and we really want to know what you think. If you decide to take part you do not have to answer all of the questions if you do not want to and it is ok to stop answering the questions at any time without giving a reason.



Will anyone see my answers?

No one from your school will see your answers. You are not asked to put your name or the school's name on the questionnaire so no one will know who gave what answers. Once you have finished the questionnaire you put it in a sealed envelope so your teacher will not see it.

Only the research team at Ipsos MORI (the company doing the research) will see your answers to the questionnaire. They will put all the answers from all pupils together before they look at the results.

The research is being carried out in accordance with data protection guidelines and the MRS Code of Conduct. The data privacy notice for this project is available at www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS

What happens if I decide not to take part?

If you decide you do not want to take part, you will do other work while your classmates complete their questionnaires.



Who do I speak to if I am still not sure whether I would like to participate?

If you have any more questions about the research, please speak to the teacher who gave you this sheet or you can contact Lucy Setterfield from the Ipsos MORI team at salsus2018@ipsos.com or 0131 226 8677.

Appendix D: Data specification

General Notes on this SALSUS 2018 Spec:

In general, if a question is left blank when it should have been answered as part of the normal routing of the questionnaire, it should be coded as -9 'not answered'.

If a question is left blank and it should indeed be blank due to the routing, code as -1 'not applicable'.

If a question has been answered even though it should have been skipped in the normal routing, it should also generally be coded as -1. However, there are a few questions where we have asked you to force answers based on the responses to follow-up questions, and these will be specifically outlined in the table below.

If a question has multiple responses where it should not, we have included instructions for how force the question to code as a single response (e.g., force to code closest to 4).

If there are no instructions for coding erroneous multiple responses for a particular question, force code to -9 'no answer'. These will be questions where forcing an answer is difficult because the response options are not scaled. Whenever there are multiple responses when there should not be, we would like you to flag the cases. Based on the number of respondents who chose multiple answers, we may want to change our method of forcing answers to make it randomised.

Qn Number	Variable	Base	Edit rules
Q1	sex	All	IF NOT ANSWERED, code as -9
Q2	classyr	All	<p>IF NOT ANSWERED, code as -9</p> <p>All students with the same batch number (first 3 digits of number on cover sheet of q'aire) should have the same class year. By looking at the class year of other respondents with the same batch number, missing class years can be determined for students.</p> <p>At the end of coding, please use the batch number provided for each class to determine class year where students have not answered or multi-coded this question and enter the appropriate classyr code (S2=1, S4=2).</p>
Q3	month	All	IF NOT ANSWERED or MULTI-CODED, code 9 (September)
Q4	year	All	<p>IF NOT ANSWERED, code as 3 if classyr = 2 and code 5 if classyr = 1</p> <p>If multi-coded, force to oldest closest to code 1</p>
Q5	whnlvskl	All	<p>IF NOT ANSWERED, code as -9</p> <p>If multi-coded, force to extreme (code closest to 1)</p>

Smoking edits:

- Correct multiples as per specification below
- Edit Q12 (as per specification), clearing data if sum of cigarettes > 100
- If Q7 not codes 4-6 and sum Q12 = 1, Q7 = 4
- If Q7 not codes 4-6 and sum Q12 = 2-6, Q7 = 5
- If Q7 not codes 4-6 and sum Q12 = 7+, Q7 = 6
- If any (as per edit) – Q8-Q12, Q6 = 1
- If Q7 = 4-6, Q6 = 1; If Q7 = 1-3, Q6 = 2

Q6	cgnow	All	<p>IF NOT ANSWERED, code as -9.</p> <p>Force to code 1 if Q7= 4 or 5 or 6. Force to code 2 if Q7= 1 or 2 or 3.</p> <p>Force to code 1 if any at Q8-Q12</p>
Q7	cgstat	All	<p>IF NOT ANSWERED, code as -9</p> <p>If multi-coded, force to extreme (closest to 6)</p>
Q8	cgfams	Q7=4 or 5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded force to extreme (code closest to 1)</p>
Q9	smhome	Q7=4 or 5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-code force to extreme (code closest to 1)</p>
Q10	cigsupm cignews ciggarg cigvan cigothsh cigmark cigint cigfrel cigelse cigU18 cigadult cidaddk cigfgive cigsgive cigpgive cigtake cigoth	Q7=4 or 5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>

Q11	buy4smoke	Q7=4 or 5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-code, force to most extreme (closest to code 1).</p>
Q12	cigmon cigtues cigwed cigthur cigfri cigsat cigsun	Q7=4 or 5 or 6	<p>IF CODED HERE BUT SHOULD NOT, IF any cigmon-cigsun >0 BACKCODE Q7 TO 1 AND Q8 AS CODE 4, OTHERWISE code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT ALL BLANK code as -9 'missing'</p> <p>IF AT LEAST ONE (CIGMON-CIGSUN) > 0, CODE BLANKS AS 0</p> <p>IF SUM (CIGMON-CIGSUN) >100, PLEASE EXCLUDE</p>
Q13	cglong	If Q7=5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to extreme (closest to code 4)</p>
Q14	cgstop	If Q7=5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to extreme (closest to code 1)</p>
Q15	cglikstx	If Q7=5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q16	cgevrstp	If Q7=5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q17	smfriend	All	<p>IF NOT ANSWERED, code as -9</p> <p>If multi-coded, force to most frequent (closest to code 1)</p>

Q18	homesmk	All	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to extreme (closest to code 1)</p>
Q19	carsmk	All	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to extreme (closest to code 1)</p>
Q20	ecig	All	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to extreme (closest to code 7)</p>
Q21	smcost	All	IF NOT ANSWERED, code as -9
Q22	smmake	All	<p>IF NOT ANSWERED, code as -9</p> <p>Question wording has changed – respondents are asked to include only up to 4 answers. Should be dealt with by coding though.</p>
Q23	smkmum smkdad smkbroth smksist smkgf smbkfrnd	All	<p>IF NOT ANSWERED, code as -9</p> <p>IF MULTI-CODED CODE 0 AND OTHER CODES – FORCE TO CODE 0 ONLY.</p> <p>For all other multi-codes, force to most frequent (closest to code 1)</p> <p>Order of answer options has changed but coding to remain the same as 2013 so:</p> <p>Does not smoke = 3, Smokes occasionally = 2, Smokes daily = 1, Don't know = 4, Don't have or see this person = 0.</p>
Q24	smconf smsport smslim smpreg smrelax smheart smlot smcold smharm smcope smsmell smfun smlung smskin smwind smeasy	All	<p>IF NOT ANSWERED, code as -9</p> <p>If multi-coded 1 and 2 code as 1 If multi-coded 3 and 4 code as 4 Any other multi-code code as -9</p>

Q25	health	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 1)
Q26	longill	All	IF NOT ANSWERED, code as -9 If multi-coded force to missing -9
Q27	activi	Q26/1	IF NOT ANSWERED, code as -9 If multi-coded force to missing -9
Q28	wwopti wwuse wwrelax wwintr wwenerg wwprob wwclear wwgood wwclose wwconf wwmind wwlove wwnew wwcheer	All	IF NOT ANSWERED, code as -9 IF MULTICODED, code as -9 1= none of the time 2= rarely 3= some of the time 4= often 5= all of the time
Q29	carer15	All	IF NOT ANSWERED, code as -9 IF MULTICODED, code as -9

Alcohol edits:

- Correct multicode for Q31-32 as specified
- If Q31 = 1-6 and any at Q32, code Q30 as 1
- If Q30 <> 1, clear Q31-42
- If Q32 <> 1-3, clear Q33

Q30	alevr	All	IF NOT ANSWERED, code as -9
Q31	alfreq	Q30=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multi-coded, force to most extreme (closest to code 1)
Q32	allast	Q30=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multi-coded, force to most extreme (closest to code 1)

Q33	drnk7	Q32=1-3	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q34	drunk	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>If multi-coded, force to most extreme (closest to code 5)</p>
Q35	<p>argue fight doctor offschl vomit trydrugs trubplc badwk threat hospadm posted text regret</p>	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to most extreme (closest to code 3).</p>
Q36	<p>drkpub drkclub drkpty drkhome drkfhome drkout drkse</p>	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q37	<p>buypub buyclub buyoff buyshop buysupm buyfri buyrel buyse buyswe buyweb gethome stealshp</p>	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q38	buy4shop	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-code, force to most extreme (closest to code 1).</p>
Q39	buy4pup	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>

			If multi-code, force to most extreme (closest to code 1).
Q40	buy4els	Q30=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded and Q59 = any, force to 1 IF multicoded and Q59 missing, force to -9
Q41	buy4who	Q30=1	IF CODED HERE BUT SHOULD NOT force Q58 to code 1 IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.
Q42	alchome	Q30=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multicoded force to extreme, closest to 1
Q43	mahome pahome stepma steppa grandma grandpa fostma fostpa bruv sister ahome difhome	All	IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF brohome>0 code bruv=1 IF sishome>0 code sister=1 If stepma = 1 AND mahome = 1, force stepma to 0. If steppa = 1 AND pahome = 1, force steppa = 0.
	brohome (number of brothers)	All	If bruv= 1 and NOT ANSWERED, code as -9 If bruv not=1 and NOT ANSWERED, code as -1
	sishome (number of sisters)	All	If sister= 1 and NOT ANSWERED, code as -9 If sister not=1 and NOT ANSWERED, code as -1
Q44	ethnicity	All	IF NOT ANSWERED, code as -9
Q45	maknow1 maknow2 maknow3 maknow4 maknow5	All	IF NOT ANSWERED, code as -9. IF CODED 'DON'THAVE OR SEE MOTHER -1 FORCE ALL CODES TO -1.
Q46	paknow1 paknow2 paknow3 paknow4	All	IF NOT ANSWERED, code as -9 IF CODED 'DON'T HAVE OR SEE FATHER FORCE ALL CODES TO -1.

	paknow5		
Q47	talkma talkpa talkoth	All	IF NOT ANSWERED, code as -9 IF MULTI-CODED CODE DON'T HAVE OR SEE AND OTHER CODES – FORCE TO CODE DON'T HAVE OR SEE ONLY. IF MULTI 1+2, CODE 1 IF MULTI 3+4, CODE 4 IF MULTI (1-4) + 5, CODE (1-4)
Q48	owncash	All	IF NOT ANSWERED, code as -9 IF MULTICODE force to extreme closest to 6
Q49	dgofcan dgofgas dgofamp dgoflsd dgofecs dgofsem dgofpop dgoftrn dgofher dgofmsh dgofmth dgofcrk dgofcok dgofana dgofmph dgofghb dgofket dgofspc dgofmdma dgofsal dgofcrys dgofsyemp dgofsystem dgofsydiss dgofsypsy	All	IF <u>all</u> variables missing, code as -9 IF some variables missing but any variables = 1, force missings to code 2 IF some variables missing but no variables = 1, force to missings to -9
Q50	npsoff	All	IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.
Q51	npsoffknw	Q50 = 1	IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.
Q52	othdrhoff	All	IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.
Q53	odoffknw	Q52=1	IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.
Drug edits:			

- Clear Q54 if multied
- Correct multICODES Q55 – Q66 as per spec
- Count qualifiers at Q56, Q58, Q60 - Q66
 - Q56 = 1-3
 - Q58 = 1-3
 - Q60 = any
 - Q61 = 1
 - Q62 = 1
 - Q63 = any
 - Q64 = any
 - Q65 = any greater than 1
 - Q66 = any
- Count any drug use at Q55 – exclude semeron
- If qualifier count >1 or drug use >=1, Q54 = 1
- If NO DRUG USED at q55 – i.e. count of code 4 = 24 and Q56 = 4 and Q58 = 4, Q54 = 2. This edit overrides the previous i.e. if something mentioned at Q60-66 but no drugs at Q55,56, and 58 Q70 = 2.

Q54	dgtake	All	IF NOT ANSWERED, code as -9 IF multicodeD force to -9
Q55	dgfqcan dgfqgas dgfqamp ddfqlsd dgfqecs dgfqsem dgfqpop dgfqtrn dgfqher dgrqmsh dgfqmth dgfqcrk dgfqcok dgfqana dgfqmph dgfqghb dgfqket dgfqspc dgfqmdma dgfqsal dgfqcrys dgfqsyemp dgfqsystem dgfqsydiss dgfqsypsy	If Q54=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF all missing code all missing as -9 IF some missing but any = 1-3 force missing to code 4 IF some missing but non = 1-3 force missing to -9 If multi-coded, force to most extreme (closest to code 1)

Q56	npstak	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF MULTICODE FORCE TO most extreme, closest to 1</p>
Q57	npstakknw	If Q56 = 1	IF NOT ANSWERED CODE -9
Q58	othdrgtak	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF MULTICODE FORCE TO most extreme, closest to 1</p>
Q59	odtakknw	If Q58 = 1	IF NOT ANSWERED CODE -9
Q60	drugfreq	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If MULTICODE FORCE TO EXTREME CLOSEST TO 6</p>
Q61	drugdrk	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF MULTICODE FORCE TO MISSING -9</p>
Q62	drugmult	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multicode = -9</p>
Q63	<p>drugsib drugpeer drugofr drugyfr drugpart drugpar drugsp drugsdk drugstr drugwb drugshp drughome drugse</p>	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>

Q64	drugself drugsold druggave	If Q54=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q65	drugarg drugfite drughosp drugsc1 drugsick drugtry drugtro drugdoc drugreg drugtext drugthre drugbad drugpest	If Q54=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicode, force to most extreme (closest to code 3).
Q66	usehome usesehom useparty usepub useclub useschl useout useoth	If Q54=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q67	drughelp	If Q54=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q68	drugstop	If Q54=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multicode = -9
Q69	helptch helppar helpfri helpdsv helpksw helpkst helpfw helpftt helpclw helpweb helpdk helpoth	If Q54=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q70	drugease	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 1)

Q71	heradd herdang injhiv injhepc snifdam cokedang candang	All	IF NOT ANSWERED, code as -9 Multicode 1+2 = -9 Multicode 1+3 = 1 Multicode 2+3 = 2
Q72	excite helpadv stupid sellpun legalhi	All	IF NOT ANSWERED, code as -9 Multicode 1+2 = -9 Multicode 1+3 = 1 Multicode 2+3 = 2
Q73	fstdrink fstdrunk fstsmoke fstdrugs	All	IF CROSSED 'NEVER' CODE AGE TO -1 IF NOT ANSWERED, code as -9 For drinking and being drunk, if any people in the 'not stated' category answered 'no' at q32, they should be changed to 'never' in Q85. For smoking, if any in the 'not stated' category answered 'no' at Q7, they should be 'never' at Q85. For drugs, if any in the 'not stated' category answered 'no' to Q70, they should be coded 'never' at Q85. Add 10 to any answer under 5.
Q74	cigok alcok drunkok glueok canok cokeok	All	IF NOT ANSWERED, code as -9 Multicode 1+2 = -9 Multicode 1+3 = 1 Multicode 2+3 = 2
Q75	hivclass hpbclass hpcclass	All	If not answered, code as -9 Multicode 1+2 = -9 Multicode 1+3 = 1 Multicode 2+3 = 2
Q76	youth drama sports comp noclubs clubdk	All	IF NOT ANSWERED, code as -9
Q77	seefrnds music films cmpgame shops mags books wsport dsport cinema street hobby frhouse	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 1)

	concert church volwork socialnet publib museum theatre nothin		
Q78	pcknow	All	IF NOT ANSWERED, code as -9
Q78b	Pcode	All	IF NOT ANSWERED, code as -999
Q79	closefr	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 4)
Q80	agefr	All	IF NOT ANSWERED, code as -9 If multi-coded force to code 4
Q81	withfrev	All	IF NOT ANSWERED, code as -9 Code as in 2006 dataset. If multi-coded TWO BOXES take force to highest answer given (code closest to 7) IF MULTICODED 3 OR MORE BOXES, CODE AS NUMBER OF BOXES SELECTED (UP TO 7)
Q82	smclass alclass dgclass	All	If not answered, code as -9 If multicoded, code as -9
Q83	smrisk alrisk drgrisk allife drglife aldecs drgdecs peerviews	All	If not answered, code as -9 If multicoded, code as -9
Q84	schalc schdrg schsm schact	All	If not answered, code as -9 If multicoded, code as -9
Q85	infoneed sayno subsinfo avoidal avoiddrg	All	If not answered, code as -9 If multicoded, code as -9
Q86	likeskl	All	IF NOT ANSWERED, code as -9 If multi-coded, force to -9

Q87	pressu1	All	IF NOT ANSWERED, code as -9																																																																																																																												
Q88	Truant1	All	IF NOT ANSWERED, code as -9																																																																																																																												
Q89	exclax	All	IF NOT ANSWERED, code as -9																																																																																																																												
STRENGTHS AND DIFFICULTIES Q90	consid resles somatic shares tantrum loner obeys worries caring fidgety friend fights unhappy popular distrac distrac clingy kind lies bullied helpout reflect steals oldbest afraid attends	All	IF NOT ANSWERED, code as -9 <table border="1"> <thead> <tr> <th></th> <th>Not true</th> <th>Somewhat true</th> <th>Certainly true</th> </tr> </thead> <tbody> <tr> <td colspan="4">EMOTION</td> </tr> <tr> <td>somatic</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>worries</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>unhappy</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>clingy</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>afraid</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td colspan="4">HYPERACTIVE</td> </tr> <tr> <td>resles</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>fidgety</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>distrac</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>reflect</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>attends</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td colspan="4">CONDUCT</td> </tr> <tr> <td>tantrum</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>obeys</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>fights</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>lies</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>steals</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td colspan="4">PEER PROBLEMS</td> </tr> <tr> <td>loner</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>friend</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>popular</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>bullied</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>oldbest</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td colspan="4">PROSOCIAL</td> </tr> <tr> <td>consid</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>shares</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>caring</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>kind</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>helpout</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		Not true	Somewhat true	Certainly true	EMOTION				somatic	0	1	2	worries	0	1	2	unhappy	0	1	2	clingy	0	1	2	afraid	0	1	2	HYPERACTIVE				resles	0	1	2	fidgety	0	1	2	distrac	0	1	2	reflect	2	1	0	attends	2	1	0	CONDUCT				tantrum	0	1	2	obeys	2	1	0	fights	0	1	2	lies	0	1	2	steals	0	1	2	PEER PROBLEMS				loner	0	1	2	friend	2	1	0	popular	2	1	0	bullied	0	1	2	oldbest	0	1	2	PROSOCIAL				consid	0	1	2	shares	0	1	2	caring	0	1	2	kind	0	1	2	helpout	0	1	2
	Not true	Somewhat true	Certainly true																																																																																																																												
EMOTION																																																																																																																															
somatic	0	1	2																																																																																																																												
worries	0	1	2																																																																																																																												
unhappy	0	1	2																																																																																																																												
clingy	0	1	2																																																																																																																												
afraid	0	1	2																																																																																																																												
HYPERACTIVE																																																																																																																															
resles	0	1	2																																																																																																																												
fidgety	0	1	2																																																																																																																												
distrac	0	1	2																																																																																																																												
reflect	2	1	0																																																																																																																												
attends	2	1	0																																																																																																																												
CONDUCT																																																																																																																															
tantrum	0	1	2																																																																																																																												
obeys	2	1	0																																																																																																																												
fights	0	1	2																																																																																																																												
lies	0	1	2																																																																																																																												
steals	0	1	2																																																																																																																												
PEER PROBLEMS																																																																																																																															
loner	0	1	2																																																																																																																												
friend	2	1	0																																																																																																																												
popular	2	1	0																																																																																																																												
bullied	0	1	2																																																																																																																												
oldbest	0	1	2																																																																																																																												
PROSOCIAL																																																																																																																															
consid	0	1	2																																																																																																																												
shares	0	1	2																																																																																																																												
caring	0	1	2																																																																																																																												
kind	0	1	2																																																																																																																												
helpout	0	1	2																																																																																																																												
Instructions for missing postcodes			For each missing postcode in a particular batch (batch numbers are provided for each class), please randomly select a postcode from the relevant batch and replace the missing postcode. Random selection should be conducted from the original postcodes given in a particular batch, and not from the 'imputed' postcodes.																																																																																																																												

A National Statistics publication for Scotland

Official and National Statistics are produced to high professional standards set out in the Code of Practice for Official Statistics. Both undergo regular quality assurance reviews to ensure that they meet customer needs and are produced free from any political interference.

Statistics assessed, or subject to assessment, by the UK Statistics Authority carry the National Statistics label, a stamp of assurance that the statistics have been produced and explained to high standards and that they serve the public good.

Correspondence and enquiries

For enquiries about this publication please contact:

Neil White,
Health and Social Care Analysis,
Telephone: 0131 244 5949,
e-mail: salsus@gov.scot

For general enquiries about Scottish Government statistics please contact:

Office of the Chief Statistician, Telephone: 0131 244 0442,
e-mail: statistics.enquiries@gov.scot

How to access background or source data

The data collected for this publication:

X will be available through the UK Data Archive

X will be available on <https://statistics.gov.scot/>

Complaints and suggestions

If you are not satisfied with our service or have any comments or suggestions, please write to the Chief Statistician, 3WR, St Andrews House, Edinburgh, EH1 3DG, Telephone: (0131) 244 0302, e-mail statistics.enquiries@gov.scot.

If you would like to be consulted about statistical collections or receive notification of publications, please register your interest at www.gov.scot/scotstat
Details of forthcoming publications can be found at www.gov.scot/statistics

ISBN 978-1-83960-332-7 (web only)

Crown Copyright

You may use or re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. See: www.nationalarchives.gov.uk/doc/open-government-licence/



Scottish Government
Riaghaltas na h-Alba
gov.scot

© Crown copyright 2019

OGL

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3 or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.scot

Any enquiries regarding this publication should be sent to us at

The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

ISBN: 978-1-83960-332-7 (web only)

Published by The Scottish Government, November 2019

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS658102 (11/19)

W W W . g o v . s c o t