

# ScotCen Panel April/May 2018

Technical information – Life  
Changes Trust



Date: November 2018

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# Introduction

In April-May 2018, ScotCen Social Research conducted a survey amongst its panel members on behalf of the Life Changes Trust to understand attitudes towards care experienced young people in Scotland.

This document outlines some of the technical information related to the survey and associated dataset, including questionnaire wording, sample design, fieldwork approach, and information on the weighting approach.

If you have any questions about the data, or the information in this document, please get in touch at [panel.info@natcen.ac.uk](mailto:panel.info@natcen.ac.uk).

## Key figures

<b>Fieldwork dates</b>	19/04/18 –20/05/18
<b>Total complete interviews</b>	1,031
<b>Web interviews</b>	853 (83%)
<b>Telephone interviews</b>	178 (17%)
<b>Survey response rate</b>	40%
<b>Overall response rate</b>	13%

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# 1 Survey dataset

This section summarises the information included in the survey dataset.

## 1.1 Sampling & weighting information

### 1.1.1 Sampling information

As the sample design for the Scottish Social Attitudes Survey (SSA) (and therefore the ScotCen Panel which is recruited via the SSA survey) involves stratification and clustering, these design features affect standard errors and should therefore be taken into account in analysis, and variables are provided to allow for this:

- SPoint indicates the Primary Sampling Unit from which the panellist was recruited in their SSA survey
- StratID indicates the sampling stratum from which the panellist was selected

### 1.1.2 Non-response weight<sup>1</sup>

As a random probability sample, estimates are affected by non-coverage and non-response. In order to ensure the sample is representative of the population, a set of non-response weights has been computed to account for non-response to the recruitment survey (SSA), refusal to join the panel, and non-response in the survey of panel members itself.

Apr18\_Weight\_SSA in the cross-sectional dataset is a product of these three weights, and should be used for the general analysis of the survey results.

## 1.2 Survey paradata

Two of the features of the ScotCen panel that distinguish it from other methods used in polling are that it uses both web and telephone fieldwork to boost response rates and allow coverage of those without access to the internet, and that it uses a longer fieldwork period to ensure everyone has the opportunity to take part, not just those that are 'readily available'.

Two pieces of survey paradata are included in the dataset to reflect these features:

- Apr18\_IntDate gives the date on which the survey was completed
- Apr18\_IntMode gives the mode in which the survey was completed (online or on the telephone)

## 1.3 Questionnaire data

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<sup>1</sup> More information about the non-response weight is provided in Section 3

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The substantive questions carried by the survey are indicated in the variable name with the preface 'Apr18\_LCT'.

## 1.4 Fed-forward data

One of the features of the ScotCen panel is that, because it was recruited via the face-to-face Scottish Social Attitudes survey and we regularly interview our panellists, we possess a wealth of background information on our respondents. This not only allows us to develop better response propensity models (Section 3), but also allows for analysis by a greater range of background variables.<sup>2</sup>

These variables are indicated with the preface 'FF\_' where the data is directly from the SSA questionnaire, or 'Cur\_' where it has been subsequently updated.

The following variables are included in this dataset as standard:

- Fed-forward Sex
- Latest age category (grouped) (DV)
- Latest highest educational qualification obtained
- Fed-forward respondent's NS-SEC analytic class (grouped) (DV)
- Latest class identity
- Latest main economic activity (grouped) (DV)
- Latest subjective income
- Latest household income (grouped)
- Latest tenure (grouped)
- Latest number of people in household (DV)
- Latest household type (DV)
- Latest relationship status (grouped)
- Latest whether respondent has any children (0-18) in the household (DV)
- Latest urban/rural indicator 2011 (Scotland) (grouped) (DV)
- Latest internet use (grouped)
- Latest political party identification (grouped) (DV)
- Fed-forward self-reported ethnicity (grouped) (DV)
- Fed-forward whether has long-standing physical or mental health condition or disability

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<sup>2</sup> It should be noted that the data for these variables may have been collected before the panel survey was conducted.

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## 2 Sampling and fieldwork

ScotCen's panel is based on a random probability design, with panel members originally selected at random and considerable effort put in to maximise participation in order to minimise bias.

### 2.1 SSA recruitment

Panel members are recruited from the Scottish Social Attitudes survey (SSA) which interviews those aged 16 and over across Scotland (including the Highlands and Islands). SSA is a high-quality, random probability face-to-face survey: this means that households and individuals are selected at random, and then considerable effort is expended by field interviewers to achieve an interview, including visiting the selected addresses multiple times.<sup>3</sup>

Those interviewed as part of SSA were asked to join the panel at the end of the SSA interview. Panel members recruited from SSA 2015, 2016, and 2017 who had not subsequently left the panel were approached to participate (no quotas were used) and the random probability design was therefore maintained.

### 2.2 Panel fieldwork

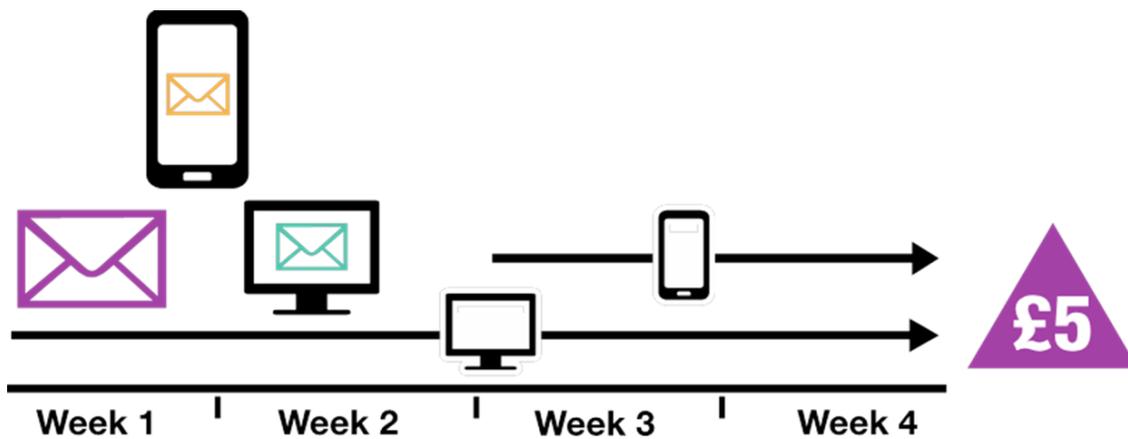
#### 2.2.1 Fieldwork design

The fieldwork approach for the panel survey employed a sequential mixed mode design, where panel members were first invited to participate in the research online (using multiple points of contact by post, email and text) before being contacted by telephone if they had not yet completed the interview after two weeks (and if telephone numbers were available). In this way we were able to access those who do not have regular access to the internet or, for instance, those who may have literacy or language barriers. A £5 love to shop gift card was sent as a 'thank you' to those who participated.

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<sup>3</sup> More details of the SSA sampling approach can be found here:  
<https://beta.gov.scot/publications/scottish-social-attitudes-technical-annex-2017/>

Figure 2:1 Fieldwork design



In contrast to conventional internet or telephone polls, the fieldwork period lasted for one month. This was to ensure that we could make repeated attempts to contact the selected individuals to try to secure their participation, rather than only including those that are ‘readily’ available. Web fieldwork ran from 19<sup>th</sup> April to 20<sup>th</sup> May and telephone fieldwork ran from 26<sup>th</sup> April to 20<sup>th</sup> May.

## 2.2.2 Response rates

The probability design allows us to apply statistical theory to the study, including tests of statistical significance or the ‘margin of error’. Response rates are a simple indicator of quality for surveys of this sort and are provided in Table 2:1. This survey achieved a 40% response rate among those panellists invited to participate. When taking account of non-response at the SSA interview and then also at the point of recruitment to the panel, our overall response rate was 13%.

Table 2:1 Survey response	
<b>Response to the survey</b>	
Issued	2,602
Deadwood	35
Achieved	1,031
<b>Survey response rate</b>	<b>40%</b>
<b>Overall response</b>	
SSA issued	8,700
SSA deadwood	937
SSA productive	3,759
Recruited to panel	2,867
SSA response rate	48%
Panel recruitment rate	76%
Panel deadwood	18
<b>Overall survey response rate</b>	<b>13%</b>

## 2.3 Sample profile

### 2.3.1 Socio-demographics

Table 2:2 Sample profile – socio-demographics

	SSA population estimate (weighted) <sup>4</sup>	Panel survey estimate (weighted)	Panel survey sample (unweighted)
<b>Sex</b>			
Male	48%	48%	45%
Female	52%	52%	55%
<b>Age</b>			
18-24	11%	12%	4%
25-34	16%	18%	12%
35-44	16%	16%	14%
45-54	19%	18%	23%
55-64	16%	16%	24%
65+	23%	20%	23%
<b>Social grade</b>			
Managerial & Professional occupations	35%	35%	46%
Intermediate occupations	10%	12%	10%
Small employers & own account workers	8%	6%	8%
Lower supervisory & technical occupations	11%	11%	8%
Semi-routine & routine occupations	27%	28%	20%
<b>Highest level of education</b>			
Degree	24%	25%	36%
Higher education below degree	15%	15%	16%
A level or equivalent	20%	22%	19%
O level/CSE or equivalent	21%	23%	19%
Foreign or other	2%	0%	1%
No qualifications	17%	15%	10%

<sup>4</sup> Estimates are based on combined SSA 2015, 2016, & 2017 datasets, each weighted to reflect the population at the time

<b>Household type</b>			
Single person household	20%	20%	29%
Lone parent	3%	5%	6%
2 adults (no children)	37%	35%	37%
2 adults (with children)	20%	19%	17%
3+ adults (no children)	14%	16%	8%
3+ adults (with children)	6%	5%	3%
<b>Economic activity</b>			
Full time education	5%	7%	3%
Paid work	55%	57%	56%
Unemployed	5%	5%	4%
Retired	24%	21%	27%
Other	10%	9%	9%
Full time education	5%	7%	3%
<b>Tenure</b>			
Owned/being bought	66%	66%	76%
Rented (LA)	14%	14%	9%
Rented (HA/Trust/New Town)	8%	8%	7%
Rented (Other)	11%	12%	8%
Other	1%	0%	0%
<b>Whether has long-standing condition or disability</b>			
Yes	40%	42%	44%
No	60%	58%	56%
<i>Unweighted base</i>	<i>3,726</i>	<i>1,031</i>	<i>1,031</i>

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## 3 Non-response weights

Non-response for ScotGen’s probability panel surveys can occur at three stages: non-response at the survey used for recruitment (the Scottish Social Attitudes survey), refusal to join the panel at the end of that interview and non-response in the survey of panel members itself. We compute a weight to account for non-response at each of these three stages. The final weight (Apr18\_Weight\_SSA) is the product of these three weights. We use this three-stage system because the variables underlying non-response could be different at each stage. With this system we also can maximise the use of all the information available from Scottish Social Attitudes (SSA). These are the three weights we have computed:

- a. **SSA survey weight:** the panel members were recruited from SSA 2015, 2016 and 2017 waves. Firstly, the SSA weights account for unequal chances of selection in the SSA sampling. Secondly, a non-response model is used to produce a non-response weight. This weight adjusts for non-response at the SSA survey using: urban/rural indicator, the relative condition of the immediate local area, the relative condition of the address and socio-economic classification. Finally, the SSA weights make the sample of SSA respondents representative of the general Scottish population in terms of gender and age.<sup>5</sup>
- b. **Panel weight:** this weight accounts for non-response at the panel recruitment stage where some people interviewed as part of the SSA survey chose not to join the panel. A logistic regression model has been used to derive the probability of response of each panel member; the panel weight is computed as the inverse of the probabilities of response. This weight adjusts the panel for non-response using the following variables: age and gender groups, region of Scotland, SSA year, household type, household income, education level, political party identification and interest in politics.<sup>6</sup> The resulting panel weight has been multiplied by the SSA weights, so the panel is representative of the population.
- c. **Survey weight:** this weight is to adjust the bias caused by non-response to this particular panel survey. A logistic regression model has been used to compute the probabilities of response of each participant. The panel survey weight is equal to the inverse of the probabilities of response. The initial set of predictors used to build the model was the same as for the panel weight; and at this wave the final set of variables used was also the same. The final survey weight is the result of multiplying the survey weight by the compounded panel weight.

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<sup>5</sup> More details on the SSA weight can be found at <https://www.gov.scot/publications/scottish-social-attitudes-technical-annex-2017/pages/5/>

<sup>6</sup> The characteristics that are likely to change with time for an individual and whose distribution differed between 2015, 2016, and 2017 SSA sample have been entered into the model in interaction with SSA year.

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## 4 Questionnaire specification

{ASK ALL}

LCTInt

"These questions are about <b>children and young people who have experienced being in care</b>."

A person who has experienced being in care is someone who is living (or has previously lived) with foster carers, in a residential children's home, or with their parents or relatives while under the supervision of social workers. The questions are not asking about children who have been adopted.

The first questions will ask about people in different situations. Please read the description and answer the questions that follow."

DISPLAY

{ASK ALL}

HapChFr\_V1 [FLIP SCALE]

"The first few questions are about someone who is in foster care.

{IF Apr18SampSplit = 1 "Anna"; IF Apr18SampSplit = 2 "Stuart"} is eleven years old and lives with foster carers. {IF Apr18SampSplit = 1 "She"; IF Apr18SampSplit = 2 "He"} has been living with different foster carers for the past few years.

How happy or unhappy would you be for a child of yours to be friends with {IF Apr18SampSplit = 1 "Anna"; IF Apr18SampSplit = 2 "Stuart"}?"

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

{ASK ALL}

HapChHom\_V1 [FLIP SCALE]

"{WEB: "{IF Apr18SampSplit = 1 "Anna"; IF Apr18SampSplit = 2 "Stuart"} is eleven years old and lives with foster carers. {IF Apr18SampSplit = 1 "She"; IF Apr18SampSplit = 2 "He"} has been living with different foster carers for the past few years."}

How happy or unhappy would you be for a child of yours bring {IF Apr18SampSplit = 1 "Anna"; IF Apr18SampSplit = 2 "Stuart"} round to your home?"

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**HapChVis\_V1 [FLIP SCALE]**

"{WEB: "{IF Apr18SampSplit = 1 "Anna"; IF Apr18SampSplit = 2 "Stuart"} is eleven years old and lives with foster carers. {IF Apr18SampSplit = 1 "She"; IF Apr18SampSplit = 2 "He"}has been living with different foster carers for the past few years."}

How happy or unhappy would you be for a child of yours to go and visit {IF Apr18SampSplit = 1 "Anna"; IF Apr18SampSplit = 2 "Stuart"} in {IF Apr18SampSplit = 1 "her"; IF Apr18SampSplit = 2 "his"}foster home?"

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**HapWrk\_V2 [FLIP SCALE]**

"The next few questions are about a different person who has been in foster care.

{IF Apr18SampSplit = 1 "Hannah"; IF Apr18SampSplit = 2 "Ian"} is 24 years old and spent most of {IF Apr18SampSplit = 1 "her"; IF Apr18SampSplit = 2 "his"} childhood living with different foster carers.

How happy or unhappy would you be to work with {IF Apr18SampSplit = 1 "Hannah"; IF Apr18SampSplit = 2 "Ian"}?"

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**HapMar\_V2 [FLIP SCALE]**

"{WEB: "{IF Apr18SampSplit = 1 "Hannah"; IF Apr18SampSplit = 2 "Ian"} is 24 years old and spent most of {IF Apr18SampSplit = 1 "her"; IF Apr18SampSplit = 2 "his"} childhood living with different foster carers."}

How happy or unhappy would you feel if a close relative of yours married or formed a long-term relationship with {IF Apr18SampSplit = 1 "Hannah"; IF Apr18SampSplit = 2 "Ian"}?"

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**HapChFr\_V3 [FLIP SCALE]**

"The next few questions are about someone who is in a residential home for children.

{IF Apr18SampSplit = 1 "Kirsty"; IF Apr18SampSplit = 2 "Andy"} is eleven years old and lives in a residential home for children which is run by support workers. {IF Apr18SampSplit = 1 "She"; IF Apr18SampSplit = 2 "He"} has been living in the residential home for over a year along with six other children.

How happy or unhappy would you be for a child of yours to be friends with {IF Apr18SampSplit = 1 "Kirsty"; IF Apr18SampSplit = 2 "Andy"}?"

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**HapChHom\_V3 [FLIP SCALE]**

"{WEB: "{IF Apr18SampSplit = 1 "Kirsty"; IF Apr18SampSplit = 2 "Andy"} is eleven years old and lives in a residential home for children which is run by support workers. {IF Apr18SampSplit = 1 "She"; IF Apr18SampSplit = 2 "He"} has been living in the residential home for over a year along with six other children."}

How happy or unhappy would you be for a child of yours bring {IF Apr18SampSplit = 1 "Kirsty"; IF Apr18SampSplit = 2 "Andy"} round to your home?"

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**HapChVis\_V3 [FLIP SCALE]**

"{WEB: "{IF Apr18SampSplit = 1 "Kirsty"; IF Apr18SampSplit = 2 "Andy"} is eleven years old and lives in a residential home for children which is run by support workers. {IF Apr18SampSplit = 1 "She"; IF Apr18SampSplit = 2 "He"} has been living in the residential home for over a year along with six other children."}

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How happy or unhappy would you be for a child of yours to go and visit {IF Apr18SampSplit = 1 “Kirsty”; IF Apr18SampSplit = 2 “Andy”} in the residential home that {IF Apr18SampSplit = 1 “she”; IF Apr18SampSplit = 2 “he”} lives in?”

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**HapWrk\_V4 [FLIP SCALE]**

“The next few questions are about a different person who has lived in a residential home for children.

{IF Apr18SampSplit = 1 “Lisa”; IF Apr18SampSplit = 2 “Dave”} is 24 years old and spent most of {IF Apr18SampSplit = 1 “her”; IF Apr18SampSplit = 2 “his”} childhood living in a residential home for children which was run by support workers.

How happy or unhappy would you be to work with {IF Apr18SampSplit = 1 “Lisa”; IF Apr18SampSplit = 2 “Dave”}?”

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**HapMar\_V4 [FLIP SCALE]**

“{WEB: “{IF Apr18SampSplit = 1 “Lisa”; IF Apr18SampSplit = 2 “Dave”} is 24 years old and spent most of {IF Apr18SampSplit = 1 “her”; IF Apr18SampSplit = 2 “his”} childhood living in a residential home for children which was run by support workers.”}

How happy or unhappy would you feel if a close relative of yours married or formed a long-term relationship with {IF Apr18SampSplit = 1 “Lisa”; IF Apr18SampSplit = 2 “Dave”}?”

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

{ASK ALL}

ChCar\_Par

“In your opinion, do you think that <b>generally</b>...?”

INTERVIEWER: READ OUT

1. People who have been in care as children make <b>better</b> parents than others
2. People who have been in care as children make <b>worse</b> parents than others
3. Being in care as a child <b>makes no difference</b> to whether someone makes a good parent or not

{ASK ALL}

ChCar\_Behav

“And in your opinion, do you think that <b>generally</b>...?”

INTERVIEWER: READ OUT

1. Children in care are <b>better</b> behaved than other children
2. Children in care are <b>worse</b> behaved than other children
3. Being in care <b>makes no difference</b> to whether children behave well or badly

{ASK ALL}

ChCar\_Inf

“And in your opinion, do you think that <b>generally</b>...?”

INTERVIEWER: READ OUT

1. Children in care are a <b>good</b> influence on other children
2. Children in care are a <b>bad</b> influence on other children
3. Children in care are <b>neither a good nor a bad</b> influence on other children

{ASK ALL}

ChCar\_Pol

“And in your opinion, do you think that <b>generally</b>...?”

INTERVIEWER: READ OUT

1. Children in care are <b>more</b> likely to get into trouble with the police than other children
2. Children in care are <b>less</b> likely to get into trouble with the police than other children
3. Children in care are <b>neither more nor less likely</b> to get into trouble with the police than other children

**{ASK ALL}**

**LikeCar\_GovSup [FLIP SCALE]**

“In your view, how likely or unlikely is it that children are in care because there’s not enough government support for families?”

INTERVIEWER: READ OUT

1. Very likely
2. Quite likely
3. Neither likely nor unlikely
4. Quite unlikely
5. Very unlikely

**{ASK ALL}**

**LikeCar\_ParAdd [FLIP SCALE]**

“In your view, how likely or unlikely is it that children are in care because their parents are addicted to alcohol and drugs?”

INTERVIEWER: READ OUT

1. Very likely
2. Quite likely
3. Neither likely nor unlikely
4. Quite unlikely
5. Very unlikely

**{ASK ALL}**

**LikeCar\_ParCop [FLIP SCALE]**

“In your view, how likely or unlikely is it that children are in care because the parents can’t cope with their child’s behaviour?”

INTERVIEWER: READ OUT

1. Very likely
2. Quite likely
3. Neither likely nor unlikely
4. Quite unlikely
5. Very unlikely

**{ASK ALL}**

**Hap\_FostCar [FLIP SCALE]**

“Imagine a foster carer who is looking after two children moved in next door to you.

How happy or unhappy would you be about this?”

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**Hap\_ResHom [FLIP SCALE]**

“Imagine a residential home for six or seven children in care opened in your street.

How happy or unhappy would you be about this?”

INTERVIEWER: READ OUT

1. Very happy
2. Quite happy
3. Neither happy nor unhappy
4. Quite unhappy
5. Very unhappy

**{ASK ALL}**

**ChCarKnow [MULTICODE]**

“Have you ever personally known anyone who has been in care as a child, or have you been in care yourself?”

{WEB: “Please select all that apply”}

INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY

INTERVIEWER: PROBE IF NECESSARY “And have you been in care yourself, do you know someone who has been in care, or both?”

INTERVIEWER: PROBE IF NECESSARY “And how do you know the person/people you know who has been in care?”

1. Yes – I have been in care myself
2. Yes - a child of mine is/has been in care
3. yes - a member of my family is/has been in care
4. Yes - a friend(s) of mine is/has been in care
5. Yes - Someone at my work has been in care
6. Yes - I am/have been a foster carer
7. Yes - my job involves/involved working with people in care
8. Yes - someone else (Please describe)
9. No – I don’t know anyone who has been in care as a child [EXCLUSIVE]