SCOTTISH EXECUTIVE

24 in 2006 - Scotland's Young People: Findings from the Scottish School Leavers Survey

Education

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24 in 2006 – Scotland's Young People: Findings from the Scottish School Leavers Survey

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The Scottish Centre for Social Research

Scottish Executive Social Research
2007

The report is published by Information and Analytical Services Division, Scottish Executive Education Department, Victoria Quay, Edinburgh, EH6 6QQ. If you have any enquiries about these reports please contact the Dissemination Officer on 0131-244-0894.

Previous reports on the Scottish School Leaver Survey can be found in the education research web section at www.scotland.gsi.gov.uk/insight under "School education" sub pages.

This report was published in March 2007 as a web only document.

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Acknowledgements

We are extremely grateful for the support and assistance of the Project Manager for the study within the Scottish Executive Education Department, along with members of the Research Advisory Group. We would also, of course, like to thank the many young people who gave time to help with the development of the questionnaires or to participate in the survey itself.

Summary of Findings

1.1.1 Introduction

The Scottish School Leavers Survey (SSLS) series aims to describe the experiences of young people at school, the decisions they make about staying on or leaving, and their transitions and experiences after leaving school. The *Scottish Centre for Social Research* (formerly NatCen Scotland) has run the SSLS since the early 1990s when the series succeeded the Scottish Young Persons Survey (SYPS). This summary provides findings from the last survey sweep of the third cohort, based on young people aged 24 in 2006.

1.1.2 Method and Sample

The sample was originally drawn from lists held by the Scottish Qualifications Authority and a 20% sample of all eligible young people was selected to take part in the first sweep of the survey in 1999. Subsequent sweeps were conducted in 2001 and 2004. For this fourth and final sweep self-completion questionnaires were only mailed to young people who had completed a questionnaire in 2004.

Following an address checking period, the questionnaire was mailed to 2,548 young people on 10th April 2006. Questionnaires were completed by 1,627 young people: 1,326 were received by post and a further 301 completed over the phone. This represents 67% of those remaining in the cohort following the last sweep in 2004, taking account of those for whom no valid contact information was available.

1.1.3 Key findings

Main Activity

- The majority of respondents, now aged 23-24, had completed their education and entered the labour market, with full-time employment being the main activity for 68%. However, one in ten were still undertaking some form of education, with 9% engaged in higher education and 1% in further education, as their main activity. Participation in a Government Training Programme (GTP) decreases with age, with only 2% of respondents describing this as their main activity. Other main activities of young people aged 24 were: working part-time (8%); looking after home and family (4%); out of work (6%); or doing something else (2%).
- Differences between the activities of males and females were less pronounced than in previous sweeps of this cohort. The only statistically significant differences were that males were more likely to be out of work (8% compared with 4%), whereas females were more likely to be looking after the home/family (9% compared with 0%).
- Those staying at school until S6 were more likely to be studying full-time higher education at age 24 (16%) and less likely to be working part-time (6%), be out of work (3%) or looking after family/home (2%). The reverse can be seen with those who left school in S4 where the comparable percentages are 1%, 13%, 10% and 10%.
- The likelihood of being in full-time education at the age of 23-24 was clearly linked to parental social class, with respondents from lower socio-economic groups less likely to have continued to further or higher education and still be in further or higher education at this age – 10% from partly skilled and unskilled occupations compared with 28% from professional and intermediate backgrounds.

- Around one quarter (24%) were in full-time, part-time or distance learning (including those for whom this was not their main activity), and over half of these respondents were studying for an ordinary, honours, higher degree or professional qualification, with no variation by gender. Of those who were studying or training 44% were working full-time as well.
- The most common industry respondents were likely to be working in (whose main activity was full-time work, part-time work or GTP) was the education/health and social services (20%). However, there were variations. For example, the most common industry for part-time workers was wholesale/retail/repair (35%) and the most common industry for males was construction (16%).
- Young people, overall, were most likely to be working in associate professional/technical occupations (19%). However, this did vary by gender with the most common occupation for women being associate professional/technical (24%), whereas for men, craft and related occupations were most common (26%).
- Sixteen percent of respondents who said their main activity was either full-time/part-time work or a GTP were working with a temporary contract, with no variation by gender.
- In all types of employment (i.e. full-time, GTP, part-time and overall total) young men were significantly more likely to work more than 39 hours per week than young women.
- The vast majority (93%) of those in employment (full-time or part-time) or on a GTP in Spring 2006 were receiving some kind of on-the-job or off-the-job training.
- Around half (45%) of respondents said they had a student loan and/or other debts from studying at college or university. The average total amount of combined student debt from a student loan or other studying debt was £7,940; one in ten students (12%) had debts over £15,001 at age 24.
- Respondents working full-time had the highest monthly income, with a mean figure of £1,063 in comparison to the mean figure of £507 for those not working. Men working full-time were also more likely to earn more than £1,500 per month than women (16% compared with 4%).

Domestic circumstances

- The proportion of respondents with children increased compared with the previous sweep of the same cohort (4% to 12%).
- There was a clear relationship between the likelihood of having children at age 23/24 and the related factors of stage of leaving school and level of educational attainment. The longer respondents remained in education and the higher their level of educational attainment, the less likely they were to have children.
- Although parental class is still a predictor of young people having children at age 23/24, it is becoming less pronounced as the cohort gets older.
- At age 23/24 a smaller proportion of young people were living in the parental home compared with the previous sweep of this cohort.
- Young men were more likely to live with their parents than young women and were less likely to live with a partner.
- Young people who were most likely to be living with parents were those who were out of work or in part time employment.
- Females were more likely to move house to attend education or training whilst males were more likely to move because of an existing job, to find work or to take up a new job.

The future

- Young people were largely positive about their plans for the future, with having a career or profession being the most important aspiration overall (92%). However one quarter (27%) said they would just see where they ended up.
- The gender gap between attitudes toward the future in 2006 was less pronounced than those surveyed age 24 in 2004.
- There was little evidence of a relationship between main activity and parental social class and attitudes towards the future, with all groups having largely positive expectations about what they hoped to do.
- There was a relationship between aspirations for the future and whether respondents had children or not.
- Overall results from questions about control over life were largely positive. Around three quarters (74%) of respondents felt they had control over the things that happen to them. A similar proportion (78%) disagreed with the statement that there was really no way they could solve some of the problems they had.
- Respondents in employment or education felt in more control of their lives than those looking after the home/family, out of work or doing something else.
- There was not a strong relationship between feelings of control and parental social class or whether respondents had children or not.

Qualifications

- By age 23/24 the vast majority of young people (71%) had attained a significant level of qualification success having achieved qualifications equivalent to SVQ Level 3 or above.
- There appears to be a continuing polarisation between a majority who achieve a significant level of qualification success and a minority of around one in five of the cohort who do not achieve any qualifications aside from their Standard Grades.
- Nearly two-fifths (38%) of the cohort are expected to achieve a university degree, whilst over half (53%) are expected to achieve a higher education qualification through academic or vocational routes.
- There were significant differences according to gender and social class among those likely to obtain a university degree or higher education qualification to the advantage of females and the Professional and Intermediate social class.
- Previous regression analysis on the 2004 sweep (of this cohort) highlighted how social class differences in those who were expected to achieve a university degree or other higher education qualification remained after controlling for prior educational attainment.

The Disadvantaged

- At age 23/24 the vast majority of all respondents had completed full-time education, although it was those from advantaged families or areas who were most likely to remain in education.
- Among those remaining in education, those who were disadvantaged in some way were more likely than their more advantaged peers to be studying at sub-degree level.
- Although education provides some protection against unemployment, at this stage young graduates are still trying to establish themselves in the labour market, and they too encounter periods of unemployment with many having experienced unemployment sometime over the period. Yet those with recent experience of unemployment tended to suffer from educational, personal or labour market disadvantages.

- Long-term unemployment was concentrated in certain parts of the country, especially Glasgow, Argyll and Ayr and Lanarkshire.
- From the perspective of those who were unemployed, the main reasons given related to a lack of opportunities or indecision rather than to personal or family problems, ill-health or competing responsibilities.
- At age 23/24, more than one in ten females were outside of the labour market with three quarters of these having children. These young women were particularly disadvantaged.
- Many young people were working in low skill jobs. A high proportion of these had poor qualifications, had left education at a relatively early stage and faced a range of socio-economic disadvantages. However, at this stage low skill employment among those with extended experience of education was not uncommon.
- Although more than four in ten had participated in a government sponsored training programme since the age of 18/19, the numbers involved are too small to permit us to examine the impact of the training experience on subsequent employment patterns.

1 INTRODUCTION

1.1 The Scottish School Leavers Survey

The Scottish Executive has sponsored surveys of school leavers and young people since the early 1970s. These include the Scottish School Leavers Survey (SSLS) which, in the mid-1980s, was subsumed within the broader Scottish Young People's Survey (SYPS). Following a review in 1991 of the use made of the findings by the Scottish Office Education and Industry Department (SOEID), the survey was redesigned and resumed the title of Scottish School Leavers Survey. The SSLS series was redesigned in 1996, to consist of samples of year-group cohorts who would be surveyed three times - at ages 16-17, 18-19 and 22-23 – with a new cohort being recruited on a two-yearly cycle. Given increasing policy interest in later youth transitions, it was decided in 2002 to refine this design further by extending the period of follow-up to 24 and bringing forward slightly the age group for the third sweep (from 22-23 to 21-22). Each cohort is now surveyed on four occasions (at 16-17, 18-19, 21-22 and 23-24), with a three-year gap between recruitment of new cohorts.

The survey aims to describe the experiences of young people living in Scotland at school, the decisions made about staying on or leaving and their experiences in the labour market. In addition, the survey provides information on the educational and employment activities of young people after they leave school. Background characteristics are also ascertained, such as parents' level of education and social class, family circumstances, and housing tenure.

1.2 The 2006 survey

This report presents findings from a sweep of the survey conducted in the spring of 2006 and focused on the second cohort of young people selected since SSLS was redesigned in 1996. This cohort was first surveyed at age 16-17 in 1999, then again aged 18-19 in 2001 and again aged 21-22 in 2004. This is the last time this cohort will be surveyed and at the time of the survey, cohort members were aged 23-24.

Young people surveyed in 2006 were initially sampled when they were in the fourth year of secondary school, during the academic year 1997-98. The sample was originally drawn from lists held by the Scottish Qualifications Authority and checked by schools for accuracy and completeness. A 20% sample of all eligible pupils was selected (11,940 pupils) and these pupils were sent a self-completion questionnaire. The target response rate for sweep 1 was 65% and this was achieved. In 2004, at the third follow-up stage, questionnaires were mailed only to the 5,003 young people who had returned a completed questionnaire at the second contact in 2001. The same procedure was used in 2006 and only the 2,548 young people who returned a completed questionnaire in 2004 were mailed a questionnaire for the fourth and last follow-up.

Before fieldwork started, addresses were checked for correct postcode and, where telephone numbers could be matched, telephoned to make sure the respondent still lived at that address. If the respondent had moved, correct contact details were collected, where possible.

Following the checking of addresses, the questionnaire was mailed to 2,548 young people on 10th April 2006. In addition, young people were also sent a covering letter, a leaflet displaying some findings from previous rounds of the same study and a prepaid return envelope. Those young people who had not responded within two weeks were sent a reminder postcard. After a further two weeks, non-respondents were sent a reminder letter and another copy of the questionnaire. The final attempt to contact non-respondents was by telephone (where possible) in order to encourage them to either return their questionnaire or to answer questions over the phone. Telephone chasing continued until June 2006.

Following this extended reminder process, questionnaires were completed by 1,627 young people: 1,326 were received by post and a further 301 completed over the phone. This represents 67% of those remaining in the cohort following the last sweep in 2004, taking account of those for whom no valid contact information was available. Table 1.1 below details response rates to the survey.

Table 1-1 Response figures for the 2006 survey

	n	Response
Original sample	**2,548**	
Out-of-scope	**101**	
No address known for sample member	3	
Post Office return: address unknown	47	
Post Office return: sample member unknown at Address	39	
Post Office return: sample member moved away (no forwarding address)	9	
Sample member died	3	
In-scope	**2447**	**100%**
Unproductive	**820**	**33%**
Refused	105	4%
Ill / Away from home for entire fieldwork period	154	6%
Other reason	390	16%
Reason for non-completion unknown	171	7%
Productive	**1627**	**67%**
First questionnaire mailing	1050	43%
Second questionnaire mailing	276	11%
Telephone chasing	301	12%

Non-response to the survey was statistically related to a number of important factors, such as: the sample member's level of qualification, when he or she left school, and their gender (these items of information were available from their responses to the previous survey sweep). In addition, it should be noted that there is a general downward trend in response rates to self completion (and other) surveys in the UK generally; and that two years had elapsed since the last contact with members of this

cohort who, for lifestyle reasons, are likely to be highly mobile. To correct for any bias caused by non-response to the survey, the data were weighted; this is described in detail in the Technical Report, which also provides details about the cognitive testing of the questionnaire. The final self completion questionnaire is also appended in the Technical Report.

1.3 This report

This report presents findings from the 2006 survey and, where appropriate, compares these findings with previous sweeps (17 in 1999, 19 in 2001, 22 in 2004) and the age comparator cohort (24 in 2004). It should be noted that results presented by region refer to the region in which respondents attended secondary school and not the region they were living in at the time of the 2006 survey.

The report has two main aims: to provide a descriptive overview of the main findings from the study; and to look in more detail at the specific issues of qualifications held by respondents and patterns of disadvantage among Scottish young people. It is envisaged that subsequent analyses will examine other specific issues in more detail.

The report begins by examining what young people were doing at the time of the survey and the nature of their jobs, training and education courses. Chapters Three and Four examine the domestic circumstances of the young people surveyed and their hopes for the future. Chapters Five and Six explore what qualifications 23-24 year-olds had at the time of the survey (spring 2006), as well as patterns of disadvantage and some of the processes through which disadvantage is transmitted.

The report also includes some technical notes (Appendix A) designed to help the reader interpret the tables presented. Throughout this report, estimates are based on weighted data (see Appendix A for a guide to the interpretation of bases). A key point to note is the small cell sizes in some of the analyses, which should be read with caution. The sub-groups on which analyses are based have become quite small in some cases, and individual cell sizes even smaller. Therefore, to help the reader interpret the analyses, percentages calculated from base sizes of less than 30 are presented in brackets.

The SSLS series provides a rich dataset and secondary analyses of the data are encouraged. Data from all of the sweeps completed to date will be lodged with the ESRC Data Archive, along with copies of the questionnaires and other relevant documentation.

2 MAIN ACTIVITY AT 23-24

This chapter looks at the main activity status of young people who took part in the survey and has five main sections. The first discusses what respondents indicated their main activity was at the time of the survey (Spring 2006). Various factors are used to contextualise main activity status such as: stage of leaving school; gender; and parental social class. The second section explores issues in relation to education and training, including where respondents were studying, the qualifications they are likely to receive and the likelihood of participating in education or training by parental social class. The third section (jobs and training) looks at the occupations and industries young people were working in, as well as various questions to do with their employment - e.g. hours and income, attitudes towards their job, ways of finding a job, level of training received. The remaining sections, four and five, look at: career guidance, student debt, benefits and income.

2.1 Activity status

Results suggest that, by 2006, the majority of respondents, now aged 23-24, had completed their education and entered the labour market, with full-time employment being the main activity for 68%. However, one in ten were still undertaking some form of education, with 9% engaged in higher education and 1% in further education (this did not vary significantly by gender). As found in other cohorts (24 in 2004 and 23 in 1999) participation in a Government Training Programme (GTP) decreases with age, with only 2% of respondents choosing this as their main activity. Other main activities of young people in 2006 were: working part-time (8%); looking after home and family (4%); out of work (6%) or doing something else (2%)

Differences between the activities of males and females were less pronounced than in previous sweeps of this cohort. The only statistically significant differences were that males were more likely than females to be out of work (8% compared with 4%), whereas females were more likely to be looking after the home/family (9% compared with 0%).

Table 2-1 Main activity by gender

All respondents	Male	Female	Total
Main Activity:	%	%	%
Full-time job no GTP	70	66	68
GTP	2	1	2
Full-time higher education	8	10	9
Other full-time education	1	1	1
Part-time work	9	7	8
Out of work	8	4	6
Looking after family/ home	-	9	4
Other	2	2	2
Base (weighted)	*781*	*845*	*1626*
Base (unweighted)	*610*	*1016*	*1626*

2.1.1 Comparison with previous sweeps

Comparison of main activity results in 2006 with those from previous sweeps of the same cohort further suggests that by age 23/24 the majority of young people have moved into the labour market, with Table 2-2 showing a steady increase in those in

full-time employment. This is, of course, consistent with the fact that the cohort is two years older and many respondents will have completed their secondary school education and gone into employment. Not surprisingly, there was a corresponding reduction in the number of respondents whose main activity was full-time higher or other full-time education. Interestingly the number of respondents who classed looking after the home/family as their main activity had not increased since 2004, yet the number of respondents who had children by 2006 had increased from 8% to 12% (see Chapter 3 for further discussion of this).

Table 2-2 Change in main activity across sweeps

All respondents	Cohort aged 17 in Spring 1999	Cohort aged 19 in Spring 2001	Cohort aged 22 in Spring 2004	Cohort aged 24 in Spring 2006
Main Activity:	%	%	%	%
Full-time job	9	27	47	68
GTP	7	14	4	2
Part-time job	2	3	8	8
Out of work	7	8	8	6
Full-time higher education	-	37	25	9
Other full-time education	73	7	2	1
Looking after family/home	1	2	4	4
Other	1	2	3	2
Bases (weighted)	*7541*	*5003*	*2548*	*1627*
Bases (unweighted)	*7541*	*5003*	*2548*	*1627*

2.1.2 Main activity by stage of leaving school

Stage of leaving school is closely associated with main activity, with those staying at school until S6 more likely to still be studying full-time higher education at age 24 (16%) and less likely to be working part-time (6%), be out of work (3%) or looking after family/home (2%). The reverse can be seen with those who left school in S4 where the comparable percentages are 1%, 13%, 10% and 10%.

Table 2-3 Main activity by stage of leaving school

All respondents	Stage/Term of leaving school				
	S4	S5 Xmas	S5 Summer	S6	Total
Main Activity:	%	%	%	%	%
Full-time job no GTP	63	61	77	69	68
GTP	3	3	1	1	2
Full-time higher education	1	7	5	14	9
Other full-time education	-	2	2	2	1
Part-time work	13	9	7	6	8
Out of work	10	12	4	3	6
Looking after family/ home	10	6	4	2	4
Other	1	2	1	3	2
Base (weighted)	*308*	*180*	*253*	*883*	*1627*
Base (unweighted)	*138*	*87*	*224*	*1174*	*1627*

2.1.3 Main activity by parental social class

The likelihood of citing full-time education as a main activity at the age of 23-24 was clearly linked to parental social class, with respondents from lower socio-economic groups less likely to have continued to further or higher education - 10% from partly skilled and unskilled occupations compared with 28% from professional and intermediate backgrounds. It should be noted, however, that this only includes those who were studying full-time at the time of survey and does not include those who had completed their education. In addition, respondents from higher socio-economic groups were also less likely than those from lower socio-economic groups to be out of work or looking after a family/home. However, these associations were not found in relation to those from skilled non-manual and manual backgrounds where no clear pattern was evident.

Table 2-4 Main activity by parental social class

	Social class of respondent's parents						
All respondents	Professional	Inter-mediate	Skilled non-manual	Skilled manual	Partly skilled	Unskilled	Total
Main Activity:	%	%	%	%	%	%	%
Job no GTP	62	73	66	75	65	58	68
GTP	1	1	1	1	4	-	2
Full-time education	19	9	15	8	7	3	9
Part-time work	11	6	5	4	5	14	8
Out of work	3	5	4	3	13	7	6
Looking after family/ home	1	3	3	6	4	12	4
Other	3	2	3	2	1	-	2
Base (weighted)	*133*	*418*	*113*	*433*	*149*	*68*	*1627*
Base (unweighted)	*198*	*531*	*126*	*400*	*126*	*50*	*1627*

Please note: parental social class was matched on from sweep one data collected in 1999. The occupation groupings used in 1999 were slightly different to those used in 2006. This means the social class labels used in this table are different to those used in other tables.

2.2 Education and training courses

This section looks, first, at where respondents were studying and the type of qualifications they were likely to receive. It then explores further the likelihood of participating in full-time education by parental social class.

2.2.1 Place of study and type of qualification

In Spring 2006, 24% of respondents were in full-time, part-time or distance learning education or a training course: 12% were studying or training full-time; 7% part-time and 6% through distance learning. Of those who were studying or training 44% were working full-time as well.

[Table not shown]

Just under half (45%) of those who were in education or training were studying (full-time or part-time) at university, 15% at further education colleges. For the remaining 40% it was unclear where they were studying as many of them were doing professional qualifications and gave the name of the qualification they were studying and not the location. Others said they were studying through work or did not give enough detail to classify whether the establishment was a college or university.

[Table not shown]

2.2.2 Type of qualification

Over half (58%) of respondents who were undertaking an education or training course were studying for an ordinary, honours, higher degree or professional qualification, with no variation by gender.

Table 2-5 Qualification likely to result from current education

All respondents undertaking an education or training course	Male	Female	Total
Qualification likely to result:	%	%	%
Access 3 Intermediate 1or 2, Standard grade GCSE or equivalent (SCQF equivalent 3-5)	3	3	3
Higher, Advanced Higher, A level, AS level, Scottish Group Qualification or equivalent (SCQF equivalent 6-7)	4	3	3
NVQ/SVQ Level 1 or 2, BTEC First Diploma, City and Guilds Craft, RSA Diploma or equivalent (SCQF equivalent 4-5)	4	6	5
NVQ/SVQ Level 3, City and Guilds Advanced Craft, RSA Advanced Diploma or equivalent (SCQF equivalent 6)	7	8	7
HNC, HND, NVQ/SVQ Level 4 or 5, RSA Higher Diploma or equivalent (SCQF equivalent 7-8,11)	9	12	11
Ordinary Degree (SCQF equivalent 9)	6	10	8
Honours Degree (SCQF equivalent 10)	17	17	17
Higher Degree (SCQF equivalent 11-12)	15	14	14
Professional Qualifications (for example teaching, accountancy) (SCQF equivalent 11-12)	22	17	19
Other	14	10	12
Base (weighted)	*169*	*217*	*387*
Base (unweighted)	*166*	*288*	*455*

The majority (78%) of respondents who were undertaking a degree course were studying at university. Not surprisingly respondents studying non-degree courses

were more likely to study at college than university (81% compared with 5%). Around one third (34%) of respondents in the 'other' place of study were studying for a professional qualification which, as mentioned above, makes classification of place of study difficult.

Table 2-6 Qualification likely to result by place of study

All respondents undertaking an education or training course	College	University	Other	Total
Qualification likely to result:	%	%	%	%
Access 3 Intermediate 1or 2, Standard grade GCSE or equivalent (SCQF equivalent 3-5)	12	-	2	3
Higher, Advanced Higher, A level, AS level, Scottish Group Qualification or equivalent (SCQF equivalent 6-7)	15	-	1	3
NVQ/SVQ Level 1 or 2, BTEC First Diploma, City and Guilds Craft, RSA Diploma or equivalent (SCQF equivalent 4-5)	10	-	8	5
NVQ/SVQ Level 3, City and Guilds Advanced Craft, RSA Advanced Diploma or equivalent (SCQF equivalent 6)	16	1	9	7
HNC, HND, NVQ/SVQ Level 4 or 5, RSA Higher Diploma or equivalent (SCQF equivalent 7-8,11)	28	4	6	11
Ordinary Degree (SCQF equivalent 9)	6	13	4	8
Honours Degree (SCQF equivalent 10)	-	38	6	17
Higher Degree (SCQF equivalent 11-12)	1	27	10	14
Professional Qualifications (for example teaching, accountancy) (SCQF equivalent 11-12)	3	13	34	19
Other	10	4	21	12
Base (weighted)	*81*	*147*	*153*	*387*
Base (unweighted)	*67*	*201*	*182*	*455*

Unlike the comparator age cohort (24 in 2004) and previous sweeps of this cohort, participation in an education or training course was not related to parental social class with no clear patterns emerging (Table 2-7). This may suggest that parental social class is becoming a less powerful predictor of participation in education or training at age 23/24.

Table 2-7 Participation in education or training course by parental social class

All respondents undertaking an education or training course	Social class of respondent's parents						
	Professional	Inter-mediate	Skilled non-manual	Skilled manual	Partly skilled	Unskilled	Total
Studying/training Spring 2006:	%	%	%	%	%	%	%
Yes	32	26	29	21	24	28	24
No	69	75	71	79	76	72	76
Base (weighted)	*134*	*418*	*113*	*433*	*149*	*68*	*1627*
Base (unweighted)	*198*	*531*	*126*	*400*	*126*	*50*	*1627*

2.3 Jobs and training

This section examines the nature of work undertaken by respondents who classed their main activity as employment – whether full-time (either with or without a GTP) or part-time. As shown in Table 2.1, this accounts for 78% of respondents. We look, first, at occupation and industry classification, and then at employment status including: the number of respondents who were employees and employers; the level of responsibility the respondent had; and the duration of their contract. Next, number of hours worked by gender is discussed, along with level of pay, ways of finding employment, and the level of training received through employment. Part-time workers are then looked at in greater depth and, finally, respondent attitudes to their work are discussed.

2.3.1 Occupation and industry

In order to classify industry and occupation, respondents were asked a number of questions about their full-time or part-time job or GTP. This meant that the type of economic activity respondents were involved with could be classified using the Standard Industry Classification (SIC) tool. Overall, industries that respondents were most likely to be working in were: education/health/social services (20%), banking/financial/renting/business activities (15%) and wholesale, retail or repair sector (13%). However, this did vary by gender. The most common industry for females was education/health/social services but not for men (31% compared with 8%) for whom the most common industry was construction (16% compared with 3% of females). Similar results were found for those working full-time or in a GTP, but not for part-time workers. Looking solely at part-time workers, the most common industry was the wholesale/retail/repair (35%), which was also the most common industry for male and female part-time workers (41% and 28%).

Table 2-8 Industry worked in (SIC) by gender and type of employment

Respondents in employment as main activity	Full-time job/GTP			Part-time job			All with jobs		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Industry:	%	%	%	%	%	%	%	%	%
Agriculture/hunting/fishing/ mining/quarrying	9	2	5	13	-	7	9	2	6
Manufacturing	13	4	8	3	2	2	12	3	8
Energy & water supply	1	1	1	-	-	-	1	1	1
Construction	17	3	10	6	3	4	16	3	9
Wholesale/retail/repair	11	10	10	41	28	35	14	12	13
Hotels/restaurants	3	5	4	18	9	14	5	5	5
Transport/communication	8	4	6	8	6	7	8	4	6
Banking/financial/renting/ business activities	15	18	17	3	3	3	14	17	15
Public admin/defence	7	12	9	2	8	5	7	11	9
Education/health/social services	9	32	20	2	26	14	8	31	20
Other community/social /personal services	3	8	5	4	15	9	3	9	6
Other/non classifiable	5	2	4	-	-	-	4	2	3
Bases (weighted)	*564*	*571*	*1135*	*66*	*60*	*126*	*630*	*631*	*1262*
Bases (unweighted)	*446*	*713*	*1159*	*40*	*61*	*101*	*486*	*774*	*1260*

Note: due to the small number of respondents with a GTP as their main activity these have been combined with full-time workers.

Occupation was coded using the SOC 2000 coding schema (see Appendix A for further information). Overall, young people were most likely to be working in associate professional/technical occupations (19%). However, this did vary by gender with the most common occupations for women being associate professional/technical[1] (24%), whereas for men craft and related occupations were most common (26%). Once again similar results were found for full-time workers and those on GTPs but not for part-time workers. Looking solely at those working part-time, other occupations (33%) and sales occupations were the most common (21%), and this varied by gender. Men who were working part-time were more likely to work in other occupations (49%) and women working part-time were more likely to work in sales (26%).

[1] Examples of the type of occupations this refers to are: technicians, e.g. laboratory technicians; contracts engineers and engineering technicians and assistants; planning assistants; building control officers and inspectors; computer operators and IT support officers; nurses; health visitors, paramedics etc.

Table 2-9 Occupation by type of employment and gender

Respondents in employment as main activity	Full-time job/GTP			Part-time job			All with jobs		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Occupation:	%	%	%	%	%	%	%	%	%
Managers/administrators	7	8	7	2	5	3	6	7	7
Professional	14	15	15	1	10	5	13	15	14
Associate prof/technical	16	25	20	5	13	9	15	24	19
Clerical and secretarial	8	22	15	10	5	8	8	21	14
Craft and related	28	1	14	12	4	8	26	1	14
Personal and protective services	2	15	8	2	21	11	2	15	9
Sales occupations	5	8	7	16	26	21	7	10	8
Plant and machine operators	12	1	7	3	1	2	11	1	6
Other occupations	9	5	7	49	15	33	13	6	10
Bases (weighted)	*564*	*571*	*1135*	*66*	*60*	*126*	*630*	*631*	*1262*
Bases (unweighted)	*446*	*713*	*1159*	*40*	*61*	*101*	*486*	*774*	*1260*

2.3.2 Employment status

Of those whose current main activity was a job (including part-time employment if this was their main activity), work placement or GTP, almost all (95%) were employees and just 5% were self-employed or employers with employees. Men were more likely than women to be self employed or be an employer with employees (8% compared with 3%).

Table 2-10 Employment status by gender

Respondents in employment as main activity	Male	Female	Total
Employment status in Spring 2006:	%	%	%
Employee	93	97	95
Self-employed with no employees	5	1	3
Employer with employees	3	2	2
Base (weighted)	*630*	*631*	*1262*
Base (unweighted)	*486*	*774*	*1260*

Sixteen percent of respondents who said their main activity was either full-time/part-time work or a GTP were working with a temporary contract, with no variation by gender. The industry where respondents with a temporary contract were most likely to be found working was education/health/social services (39% of those with a temporary contract).

[Table not shown]

2.3.3 Self employment

A small minority of respondents (5%) were currently, or had been, self-employed. However around a quarter (24%) said they had thought about starting their own business, 2% had thought about buying into an existing business and one in ten (12%) had thought about becoming self-employed in another way. Men were significantly more likely then women to consider self-employment.

[Table not shown]

2.3.4 Hours and pay

On average, young people whose main activity was work (this includes full-time and part-time work and GTPs) worked 37 hours per week. This increased to 39 hours per week for those who worked full-time or were working on a GTP. The average number of hours per week worked by part-time workers was 24. As found in the comparator cohort (24 in 2004) young men were much more likely than young women to work 39 or more hours per week (56% compared with 31% of the overall total).

Table 2-11 Hours by type of job

Respondents in employment as main activity	Full-time job/GTP			Part-time job			Overall total		
Average weekly hours worked:	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %
34 or less	7	9	8	87	85	86	16	23	20
35-36	14	26	20	-	-	-	12	21	17
37-38	19	31	25	-	-	-	17	25	21
39-40	32	21	27	13	8	10	30	19	24
Over 40	28	13	20	-	8	4	26	12	19
Mean	-	-	39	-	-	24	-	-	37
Base (weighted)	*460*	*458*	*918*	*56*	*51*	*107*	*583*	*603*	*1186*
Base (unweighted)	*373*	*581*	*954*	*33*	*52*	*85*	*442*	*713*	*1155*

Turning now to look at monthly income, the average net take home pay for those whose main activity was employment was £1063. Not surprisingly, this was higher than the comparator age cohort (24 in 2004) which had an average monthly income of £933. As found in previous sweeps and the comparator age cohort men were significantly more likely than women to earn over £1000 per month than women (42% compared with 31% of the overall total and 60% compared with 41% of those working full-time or on GTP). This does not necessarily reflect differential pay rates, however, as it should be remembered that males were significantly more likely than females to work an average of over 40 hours per week (26% compared with 12%) and this may contribute to the disparity in income.

Table 2-12 Pay by type of job

Respondents in employment as main activity	Full-time job/GTP			Part-time job			Overall total		
Average monthly wage:	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %
£150 or less	1	1	1	-	-	-	1	0	0
£151 to £300	0	1	1	1	9	5	0	2	1
£301 - £450	0	0	0	26	18	22	3	2	2
£451 - £600	1	2	2	44	25	35	6	4	5
£601 - £750	6	7	7	17	14	16	7	8	8
£751 -£1000	32	48	41	8	24	15	29	46	38
£1001 - £1250	23	24	23	2	9	5	20	23	21
£1251 - £1500	20	12	16	1	-	0	18	11	14
Over £1500	17	5	11	2	1	2	16	4	10
Mean	£1215	£1024	£1115	£575	£549	£563	£1143	£989	£1063
Base (weighted)	*509*	*556*	*1065*	*66*	*56*	*122*	*575*	*613*	*1188*
Base (unweighted)	*413*	*694*	*1107*	*40*	*58*	*98*	*453*	*752*	*1205*

2.3.5 Finding the job

Friends and family continue to be most common method of finding a job (32%) along with external job advertisements (19%). However, men were more likely than females to have found a job through friends and family (40% compared with 24%) and a higher proportion of females than males found their job through an external job advertisement (22% compared with 16%).

Table 2-13 Method of finding job by gender

Respondents in employment as main activity	Male	Female	Total
Method of finding job:	%	%	%
The Job Centre	5	8	6
Careers Scotland/ local careers office	5	3	4
Careers Advisor/key worker	2	2	2
External job advertisement (e.g. newspaper)	16	22	19
Internal job advertisement	4	8	6
Employment agency	6	7	6
Training programme	4	3	3
Friend or family member	40	24	32
Recruitment fair/Milk Round	2	2	2
Internet	6	10	8
Approached employer directly	10	9	10
Other	0	2	1
Bases (weighted)	*595*	*603*	*1198*
Bases (unweighted)	*445*	*711*	*1156*

2.3.6 Training

The vast majority (93%) of those whose main activity was employment were receiving some kind of on-the-job or off-the-job training. Around a third (34%) were receiving on-the-job training from a supervisor, trainer or experienced colleague, and 30% were receiving training somewhere else. Across all types of employment females were significantly more likely than males to receive training at the firm's own training centre.

Table 2-14 Training received by job type and gender

Respondents in employment as main activity	Full-time job/GTP			Part-time job			Overall total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Type of training:	%	%	%	%	%	%	%	%	%
On the job training	31	32	31	60	43	52	34	33	34
Training at firm's own training centre	14	22	18	6	24	15	13	22	17
Training at college	16	10	13	7	4	6	15	10	12
Training somewhere else	32	31	32	17	17	17	30	30	30
No training	8	5	6	11	11	11	8	5	7
Bases (weighted)	*455*	*458*	*914*	*56*	*51*	*107*	*512*	*509*	*1020*
Bases (unweighted)	*372*	*581*	*953*	*33*	*52*	*85*	*405*	*633*	*1038*

Around one third (37%) of those receiving some kind of training in their job or on a government training programme indicated that they would obtain a qualification on completion of the training.

[Table not shown]

2.3.7 Part-time work

In table 2-1, 8% of respondents said their main activity was part-time work. However, a further 20% had a part-time job in addition to their main activity, making a total of 28% of respondents with a part-time job. Looking at all part-time workers, over half (59%) of females were working part-time in comparison with 41% of males. Around one fifth (21%) were also working full-time and over a quarter (27%) were studying full-time (Table 2-15).

Table 2-15 Main activity of part-time workers by gender

All respondents working part-time	Male	Female	Total
Main Activity:	%	%	%
Full-time job no GTP	14	26	21
GTP	-	2	1
Full-time higher education	24	25	25
Other full-time education	3	2	2
Part-time work	54	34	42
Looking after family/ home	-	9	5
Other	5	3	4
Base (weighted)	*123*	*177*	*300*
Base (unweighted)	*89*	*211*	*300*

2.3.8 Attitudes to job

Seven out of ten (70%) of respondents whose main activity was employment said they would leave their current job or programme if they could get a better job. However, the majority appeared to be relatively positive about their current employment. Nine out of ten felt their current job or programme was teaching them useful skills (90%) and 84% felt it was good experience. Around two thirds (64%) were involved in work that they would like to do in the future. Despite the overall positive attitude towards their current job or programme, over half (58%) said that they were mainly doing their job for the money, with males more likely than females to agree with this statement (63% compared with 52%).

Table 2-16 Attitudes towards job by gender

Respondents in employment as main activity	Male	Female	Total
	%	%	%
I would leave this job (or programme) if I could get a better job	73	67	70
I will probably leave this job (or programme) when I have got my qualification	18	17	18
This is the kind of work I want to do in the future	62	66	64
This is good experience and should help me to move on to something better	82	87	84
This is the only job I have had since leaving school	28	16	23
This job is teaching me useful skills	88	93	90
The main reason I do this is for the money	63	52	58
Bases (weighted)	*478-505*	*458-489*	*936-993*
Bases (unweighted)	*372-392*	*567-602*	*939-993*

Note: Bases vary as a result of item non-responses

2.4 Career guidance

Responses to each type of careers guidance are presented in Table 2-16. Looking first at the 'advice received' column, the most common source of careers guidance was from a family member, with 64% receiving advice from this source. Other common sources of guidance were friends (57%) or careers advisors from school, college or university (61%). A telephone helpline was the least likely source of careers guidance for young people, with 2% reporting that they got advice from this source.

Turning now to look at the 'advice was helpful' column the most helpful sources of advice were other (97%) and employers, workmates, and family members (all 96%).

Around a third (34%) rated advice they received from the JobCentre Plus/Benefits Agency as not helpful.

Table 2-17 Career guidance received

Respondents in employment as main activity	Advice received	Advice was helpful	Advice was not helpful	*Bases (weighted)*	*Bases (unweighted)*
Source of career guidance:	%	%	%	%	%
JobCentre Plus/Benefits Agency	38	66	34	1476	1477
Careers Scotland/Local Careers Office	21	78	22	1432	1447
Telephone helpline	2	-	-	1368	1399
Career adviser at school	26	60	40	1411	1431
Career adviser at college	12	85	16	1398	1410
Career adviser at university	23	80	20	1403	1465
Tutor at college/university	33	91	9	1398	1442
Employer	38	96	4	1427	1458
Workmates	43	96	4	1428	1455
Family member	64	96	4	1476	1506
Friends	57	96	5	1453	1487
Internet	42	92	8	1410	1468
Other	3	97	3	1044	1057

Note: Percentages are row percentages.

2.5 Student debt, benefits and overall income

Around half (45%) of respondents said they had a student loan and/or other debts from studying at college or university. The average total amount of combined student debt from a student loan or other studying debt was £7,940; 29% of students had debts over £10,001 at age 23/24.

Table 2-18 Amount of student debt

Respondents who had studying debt	Student loan	Other studying debt	Total student debt
Amount of debt:	%	%	%
£500 or less	2	9	2
Between £501 and £1000	5	21	5
Between £1001 and £2500	13	34	13
Between £2501 and £5000	24	25	21
Between £5001 and £7000	13	6	13
Between £7001 and £10000	20	2	17
Between £10001 and £15000	15	4	17
More than £15001	8	0	12
Mean	£7253	£2984	£7940
Base (weighted)	*655*	*297*	*710*
Base (unweighted)	*885*	*387*	*937*

Note: respondents could have both a student loan and other debt from studying, therefore these bases will sum to more than the percentage mentioned above and the total student debt base figures. This is also true for the mean figures.

Seventeen percent of respondents were receiving benefits in Spring 2006, with women significantly more likely than men to receive benefits (21% compared with 12%). Child tax credit was the most common benefit received (9%) – again, women were significantly more likely to receive this than men (15% compared with 3%). Women were more likely to receive Income Support, Child Benefit and working tax credit, which is not surprising considering that women aged 23/24 were more likely to have a child (16% compared with 7% of men).

Table 2-19 Benefits by gender

All respondents	Benefits received		
	Male	Female	Total
Benefits:	%	%	%
Job Seekers Allowance	0	-	0
Income Support	0	6	3
Child Benefit	3	15	9
Child Tax Credit	3	15	9
Incapacity Benefit	1	2	1
Disability Living Allowance	1	2	1
Invalid Care Allowance	1	0	1
Working Tax Credit	1	6	4
Housing Benefit	1	4	3
Council Tax Benefit	2	3	2
Other	6	2	4
Benefit suspended	1	1	1
None	88	79	83
Base (weighted)	*748*	*822*	*1571*
Base (unweighted)	*580*	*980*	*1561*

Table 2-19 presents monthly income categorised for those who are working and not working, by gender. This includes income from employment, benefits, bonuses and overtime. Not surprisingly those working full-time had the highest monthly income, with a mean figure of £1,063 in comparison to the mean figure of £507 for those not working. Working men were also more likely than working women to earn more than £1,251 per month (34% compared with 15%).

Table 2-20 Monthly income for all respondents

Monthly income for all respondents	Working			Not working			Overall total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Average monthly income:	%	%	%	%	%	%	%	%	%
£150 or less	1	0	0	5	3	3	1	1	1
£151 to £300	0	2	1	33	23	27	6	6	6
£301 - £450	3	2	2	22	24	23	6	7	7
£451 - £600	6	4	5	20	24	22	9	8	8
£601 - £750	7	8	8	2	10	7	25	9	8
£751 -£1000	29	46	38	7	8	8	17	38	32
£1001 - £1250	20	23	21	2	8	6	16	19	18
£1251 - £1500	18	11	14	8	1	4	13	9	12
Over £1500	16	4	10	1	0	1	13	3	8
Mean	£1143	£989	£1063	£508	£507	£507	£1033	£886	£954
Base (weighted)	*575*	*613*	*1188*	*121*	*166*	*288*	*696*	*779*	*1476*
Base (unweighted)	*453*	*752*	*1205*	*90*	*178*	*269*	*543*	*930*	*1474*

2.6 Key points

- The majority of respondents, now aged 23-24, had completed their education and entered the labour market, with full-time employment being the main activity for 68%. However, one in ten were still undertaking some form of education, with 9% engaged in higher education and 1% in further education. Participation in a Government Training Programme (GTP) decreases with age, with only 2% of respondents choosing this as their main activity. Other main activities of young people aged 24 were: working part-time (8%); looking after home and family (4%); out of work (6%) or doing something else (2%).

- Differences between the activities of males and females were less pronounced than in previous sweeps of this cohort. The only statistically significant differences were that males were more likely to be out of work (8% compared with 4%), whereas females were more likely to be looking after the home/family (9% compared with 0%).
- Those staying at school until S6 were more likely to be studying full-time higher education at age 24 (16%) and less likely to be working part-time (6%), be out of work (3%) or looking after family/home (2%). The reverse can be seen with those who left school in S4 where the comparable percentages are 1%, 13%, 10% and 10%.
- The likelihood of being in full-time education at the age of 23-24 was clearly linked to parental social class, with respondents from lower socio-economic groups less likely to have continued to further or higher education – 10% from partly skilled and unskilled occupations compared with 28% from professional and intermediate backgrounds.
- Around one quarter (24%) were in full-time, part-time or distance learning, and over half of these respondents were studying for an ordinary, honours, higher degree or professional qualification, with no variation by gender.
- The most common industry respondents were likely to be working in (whose main activity was full-time, part-time work or GTP) was the education/health and social services (20%). However, there were variations. For example, the most common industry for part-time workers was wholesale/retail/repair (35%) and the most common industry for males was construction (16%).
- Young people, overall, were most likely to be working in associate professional/technical occupations (19%). However, this did vary by gender with the most common occupation for women being associate professional/technical (24%), whereas for men craft and related occupations were most common (26%).
- Sixteen percent of respondents who said their main activity was either full-time/part-time work or a GTP were working with a temporary contract, with no variation by gender.
- In all types of employment (i.e. full-time, GTP, part-time and overall total) young men were significantly more likely to work more than 39 hours per week than young women.
- The vast majority (93%) of those in employment (full-time or part-time) or on a GTP in Spring 2006 were receiving some kind of on-the-job or off-the-job training.
- Around half (45%) of respondents said they had a student loan and/or other debts from studying at college or university. The average total amount of combined student debt from a student loan or other studying debt was £7,940; one in ten students (12%) had debts over £15,001 at age 24.
- Respondents working full-time had the highest monthly income, with a mean figure of £1,063 in comparison to the mean figure of £507 for those not working. Men working full-time were also more likely to earn more than £1500 per month than women (16% compared with 4%).

3 DOMESTIC CIRCUMSTANCES

This chapter discusses the domestic circumstances of respondents. It begins by examining the number of respondents who had a child or children at the time of the survey and then explores the association between main activity, qualifications and parental social class and having children or not. Living arrangements are then discussed followed, lastly, by leaving the parental home.

3.1 Children

By 2006, 12% of the cohort (16% of females and 7% of males) reported that they had one or more children, an increase of four percentage points in the proportion with children since the previous sweep. The percentage of those with children is similar to the comparator cohort of 23/24 year olds in 2004, 11% of whom had one or more child. Amongst respondents with children, 95% said their child/children lived with them. All the women who had children were living with them, compared with 81% of men who were living with their children - note however the relatively small bases on which these percentages are based (see Table 3-1).

Table 3-1 Respondents who had children by gender

Respondents who had a child	Male	Female	Total
Children by Spring 2006:	%	%	%
Yes, living together	(81)	100	95
Yes, living elsewhere	(19)	-	5
Base (weighted)	*54*	*134*	*188*
Base (unweighted)	*25*	*90*	*115*

Those who were in full-time education (either in higher education or other forms of education) at the time of the survey were the least likely to have children (5%). Not surprisingly, the majority of respondents who were looking after the home or family (95%) also had children. 6% of those in the 'other' category had children (this category included those who had taken a year out, were travelling or doing voluntary work).

Table 3-2 Children by main activity

All respondents	Full-time job/GTP	Full-time education	Part-time job	Out of work	Home/ Family	Other	Total
Children by Spring 2006:	%	%	%	%	%	%	%
Yes	8	5	12	10	95	6	12
No	92	95	88	90	5	94	88
Base (weighted)	*1133*	*170*	*126*	*91*	*72*	*26*	*1618*
Base (unweighted)	*1155*	*223*	*101*	*62*	*47*	*32*	*1620*

There was a clear relationship between the likelihood of respondents having children and the stage at which they left school. Around a fifth (22%) of those who had left school at the end of the first term of S5 or earlier had become parents by the Spring of 2006.

Table 3-3 Children by stage of leaving school

All respondents	Stage/Term of leaving school				
	S4	S5 Xmas	S5 Summer	S6	Total
Children by Spring 2006:	%	%	%	%	%
Yes	21	22	14	6	12
No	79	78	86	95	88
Base (weighted)	*306*	*180*	*253*	*876*	*1618*
Base (unweighted)	*137*	*87*	*224*	*1168*	*1620*

Similarly, those who had no formal educational qualifications or whose highest educational attainment were standard grades (26%) were more likely to have had children by age 23/24 compared with those who had achieved a higher level of education. For example, 3% of those with an ordinary degree and 1% of those with a higher degree had children when surveyed in this sweep.

[Table not shown]

In previous cohorts parental social class was a predictor of young people having a child, with the likelihood increasing along the class spectrum from professional to unskilled. However, in this sweep the strength of this relationship appears to be weakening. Whilst results clearly show that respondents whose parents belonged to the professional classes were least likely to have children (4%), and those with parents from unskilled backgrounds were most likely to have children (15%), there is no clear pattern between those from intermediate to partly skilled backgrounds, with skilled manual just as likely to have a child as unskilled (both 15%). This continues the trend seen in the last sweep of this cohort and suggests that parental social class is becoming less of a predictor of having children as cohorts get older.

Table 3-4 Children by social class of respondent's parents

All respondents	Social class of respondent's parents						
	Professional	Intermediate	Skilled non-manual	Skilled manual	Partly skilled	Unskilled	Total
Children by Spring 2006:	%	%	%	%	%	%	%
Yes	4	10	13	15	8	15	12
No	96	90	87	85	92	85	88
Base (weighted)	*133*	*413*	*111*	*452*	*149*	*68*	*1618*
Base (unweighted)	*197*	*528*	*125*	*399*	*125*	*50*	*1620*

3.2 Living arrangements

At the time of the survey, just over half (54%) of all respondents said they were living with their parent(s), a drop of 12 percentage points since this cohort was last surveyed in 2004. Young men were more likely than young women to still be living with their parents (62% compared with 46% of women). Young women were more likely than young men to be living with their 'partner only' (21% compared with 10%).

Over half (56%) of respondents who had children were living with their partner and child and just under a quarter (24%) were living on their own with their child. Only 15% of those with children were living with their parents compared with 59% of those without children.

Table 3-5 Living arrangements by gender and children

All respondents	Male	Female	With child(ren)	No children	Total
Living arrangements, Spring 2006:	%	%	%	%	%
With parents	62	46	15	59	54
On own	9	9	2	10	9
Single parent	-	5	24	-	3
With partner only	10	21	-	18	16
With partner and child	5	8	56	-	6
With friends/flatmate(s)	11	9	-	11	10
Other	3	2	3	3	3
Bases (weighted)	*773*	*844*	*188*	*1429*	*1617*
Bases (unweighted)	*605*	*1013*	*115*	*1504*	*1619*

Just under half (48%) of young people who were still in some form of full-time education were living with their parents. However, a higher percentage (54%) of those in full time employment or on a GTP were also still living in the parental home. Those whose main activity was part-time work or who were out of work were the most likely to be living with parents (62% and 67% respectively). There was an increase in the proportion of those in the category 'looking after home/family' living in single parent households compared with the last sweep of this cohort (44% compared with 26%).

Table 3-6 Living arrangements by activity status

Activity status	Full-time job/GTP	Full-time education	Part-time work	Out of work	Looking after home/family	Other	Total
Living arrangements, Spring 2006:	%	%	%	%	%	%	%
With parents	54	48	62	67	17	(69)	54
On own	9	13	10	8	-	(2)	9
Single parent	-	2	4	4	44	(6)	3
With partner only	20	12	8	2	2	(5)	16
With partner and child	6	1	6	6	39	-	6
Friends/flatmate(s)	9	22	10	10	-	(13)	10
Something else	3	2	1	3	1	(6)	3
Bases (weighted)	*1132*	*170*	*126*	*91*	*72*	*26*	*1617*
Bases (unweighted)	*1154*	*223*	*101*	*62*	*47*	*32*	*1619*

Around half of respondents (45%) lived in accommodation owned by their parents or the people they lived with and 20% owned their accommodation. In the previous sweep these figures were 57% and 9% respectively, indicating that people are moving out of the parental home and buying their own property. In the current survey a third (33%) lived in rented accommodation, 1% lived in university halls of residence and the remaining 2% were living in other types of accommodation. These proportions have changed little from the last sweep of this cohort.

[Table not shown]

3.3 Leaving the parental home

Six in ten respondents (61%) said that they had moved away from their parental home on at least one occasion even though they may have moved back at a later date. (Note that students who lived away from their parental home during term time but returned during non-term times were instructed to answer no to this question). Females were significantly more likely than males to have left home at some point (67% compared with 55%).

Four-fifths of respondents had first left their parental home before October 2004. There was very little variation by gender in the date at which respondents had left home.

Table 3-7 When moved from parental home by gender

Respondents who had moved away from their parents' home	Male	Female	Total
When (first) moved away from parents' home:	%	%	%
October 2004 or earlier	79	81	80
November 2004 – July 2005	10	10	10
August 2005 – October 2005	5	4	4
November 2005 or later	6	5	6
Bases (weighted)	*424*	*561*	*985*
Bases (unweighted)	*379*	*721*	*1100*

Around two thirds (68%) said that, since leaving secondary school, they had moved house to attend an education/training course, 19% had moved to take up a new job, 9% because of an existing job, and 3% to look for work. Females were more likely than males to leave home to attend an education/training course (76% compared with 61%). However males were more likely than females to leave because of an existing or new job or to look for work (39% compared with 24%).

[Table not shown]

3.4 Key points

- The proportion of respondents with children increased compared with the previous sweep of the same cohort (4% to 12%).
- There was a clear relationship between the likelihood of having children at age 23/24 and the related factors of stage of leaving school and level of educational attainment. The longer respondents remained in education and the higher their level of educational attainment, the less likely they were to have children.
- Although parental class is still a predictor of young people having children at age 23/24, it is becoming less pronounced as the cohort gets older.
- At age 23/24 a smaller proportion of young people were living in the parental home compared with the previous sweep of this cohort.
- Young men were more likely to live with their parents than young women and were less likely to live with a partner.
- Young people who were most likely to be living with parents were those who were out of work or in part time employment.
- Females were more likely to move house to attend education or training whilst males were more likely to move because of an existing job, to find work or to take up a new job.

4 THE FUTURE

This section examines attitudes towards the future as well as exploring views on how much control young people feel they have over their lives.

4.1 Attitudes towards the future

Around nine in ten respondents (92%) said that having a career or profession was important to them. Eighty-five percent said they would like to have a full-time job for most of their adult life and 78% felt that raising a family was important to them. Around a quarter (27%) said they would just wait and see where they end up. Almost identical results were found in the comparator age cohort (24 in 2004).

The gender gap in relation to attitudes towards the future was less pronounced among those aged 24 in 2006 than among those aged 24 in 2004, where there were clear differences in relation to nearly every statement. In 2006 there were only two differences of significance: females were more likely than males to agree that raising a family was important (81% compared with 74%), and less likely to agree that having a full-time job for most of their adult life was important to them (79% compared with 91%).

Table 4-1 Attitudes towards the future by gender

All respondents	Male	Female	Total
	%	%	%
I would like to get some further qualifications			
Agree	76	80	78
Disagree	25	20	22
Having a career or profession is important to me			
Agree	92	91	92
Disagree	8	9	8
Raising a family is important to me			
Agree	74	81	78
Disagree	26	19	22
I would like to have a full-time job for most of my adult life			
Agree	91	79	85
Disagree	9	22	16
I have a clear idea of the career that I want			
Agree	64	63	64
Disagree	36	37	36
I'll just wait and see where I end up	29	25	27
Agree	71	75	73
Disagree			
Bases (weighted)	*781*	*845*	*1626*
Bases (unweighted)	*610*	*1016*	*1626*

On the whole, attitudes towards the future varied little according to activity status, but there were a few differences worthy of note. For example, those who were looking after family/home were least likely to agree that 'having a full-time job was important to them' (59%) and less likely to agree that they have 'a clear idea of the career they would like' (29%). Those out of work were most likely to agree that that they will 'just wait and see where they end up' (51%). However, the base sizes are small here, which makes it difficult to draw any firm conclusions.

Table 4-2 Attitudes towards the future by activity status

All respondents	Employment/GTP	Part-time employment	Full-time education	Looking after home/family	Out of work	Other	Total
	%	%	%	%	%	%	%
I would like to get some further qualifications							
Agree	77	77	77	89	79	91	78
Disagree	23	23	23	11	21	9	22
Having a career or profession is important to me							
Agree	92	89	98	82	86	95	92
Disagree	8	11	2	18	14	5	8
Raising a family is important to me							
Agree	77	70	86	100	67	81	78
Disagree	23	30	14	0	33	19	22
I would like to have a full-time job for most of my adult life							
Agree	87	69	91	59	87	83	85
Disagree	13	31	9	41	13	17	16
I have a clear idea of the career that I want							
Agree	66	49	76	29	57	66	64
Disagree	34	51	24	71	43	34	36
Il'll just wait and see where I end up							
Agree	26	20	23	38	51	25	27
Disagree	74	80	78	62	50	75	73
Bases (weighted)	*1135*	*126*	*170*	*72*	*91*	*33*	*1627*
Bases (unweighted)	*1159*	*101*	*223*	*47*	*62*	*35*	*1627*

Not surprisingly, those with children were significantly more likely than others to say that raising a family was important to them (100% compared with 75% among those without children). However, those without children were more likely to agree that;

- having a career or profession was important to them (92% compared with 85%);
- having a full-time job for most of their adult life was important to them (86% compared with 73%), and
- they were more likely to have a clear idea of the career that they wanted (65% compared with 53%).

Table 4-3 Attitudes towards the future by children

All respondents	Children	No children	Total
	%	%	%
I would like to get some further qualifications			
Agree	85	77	78
Disagree	15	23	22
Having a career or profession is important to me			
Agree	85	92	92
Disagree	15	8	8
Raising a family is important to me			
Agree	100	75	78
Disagree	-	*25*	22
I would like to have a full-time job for most of my adult life			
Agree	73	86	85
Disagree	27	14	16
I have a clear idea of the career that I want			
Agree	53	65	64
Disagree	47	35	36
I'll just wait and see where I end up			
Agree	27	26	27
Disagree	73	74	74
Bases (weighted)	*188*	*1430*	*1618*
Bases (unweighted)	*115*	*1505*	*1620*

4.2 Feelings of control over life

Overall results from questions about feelings of control over life were largely positive. For example, nine out of ten respondents agreed that what happens to them in the future mostly depends on them (92%). However, there were a few exceptions: around two out of ten (19%) often felt helpless in dealing with the problems of life; and a similar proportion (17%) felt that sometimes they were being pushed around in life. There was no gender variation of significance.

Table 4-4 Feelings of control over life by gender

All respondents	Male	Female	Total
	%	%	%
I have little control over things that happen to me			
Agree	13	12	13
Disagree	74	74	74
Neither	14	14	13
There's really no way I can solve some of the problems I have			
Agree	12	14	13
Disagree	79	77	78
Neither	9	9	9
I often feel helpless in dealing with the problems of life			
Agree	18	21	19
Disagree	71	67	69
Neither	12	13	12
Sometimes I feel that I am being pushed around in life			
Agree	20	16	17
Disagree	72	73	72
Neither	9	11	10
What happens to me in the future mostly depends upon me			
Agree	93	91	92
Disagree	2	3	3
Neither	5	6	5
Bases (weighted)	*781*	*845*	*1626*
Bases (unweighted)	*610*	*1016*	*1626*

Results suggest that those in employment or on a GTP and in education felt they had more control over their lives than those looking after the home/family, out of work or doing something else ('other'). For example, around one in ten (7%) of those in full-time education agreed that they had little control over things that happened to them compared with nearly four in ten (38%) of those out of work. Similarly, while only 10% of those in employment or on a GTP agreed that there was really no way they could solve some of the problems they had, for those looking after the family or out of work, the proportions were significantly higher (29% and 26% respectively).

[Table not shown}

On the whole, the relationship between parental social class and control over life was relatively weak. However those with parents in partially skilled or unskilled occupations had less sense of control over their lives than the other groups. For example, they were more than twice as likely as those in professional occupations to agree that they had little control over things that happened to them (18% compared with 9%).

Table 4-5 Feelings of control over life by social class of respondents' parents

All respondents	Professional	Intermediate	Skilled non-manual	Skilled manual	Partially skilled/ unskilled	Total
	%	%	%	%	%	%
I have little control over things that happen to me						
Agree	9	13	10	12	18	13
Disagree	81	81	83	73	64	74
Neither	11	6	7	16	18	13
There's really no way I can solve some of the problems I have						
Agree	9	11	10	12	16	13
Disagree	83	82	83	78	74	78
Neither	8	7	7	10	10	9
I often feel helpless in dealing with the problems of life						
Agree	20	18	13	17	23	19
Disagree	68	72	71	72	63	69
Neither	12	11	16	10	14	12
Sometimes I feel that I am being pushed around in life						
Agree	17	18	11	14	20	17
Disagree	72	73	80	75	69	72
Neither	11	9	9	10	11	10
What happens to me in the future mostly depends upon me						
Agree	91	92	88	93	91	92
Disagree	3	3	4	2	2	3
Neither	6	5	8	6	7	5
Bases (weighted)	*134*	*418*	*113*	*433*	*217*	*1315*
Bases (unweighted)	*198*	*531*	*126*	*400*	*176*	*1431*

As in relation to parental social class there was no clear relationship between feelings of control over life and whether respondents had children or not. The only difference of significance was found with the statement 'there's really no way I can solve some of the problems I have' where respondents with children were more likely to agree than those without (21% compared with 12%).

4.3 Key points

- Young people were largely positive about their plans for the future, with having a career or profession being the most important aspiration overall (92%). However one quarter (27%) said they would just see where they ended up.
- The gender gap between attitudes toward the future in 2006 was less pronounced than those surveyed age 24 in 2004.
- There was little evidence of a relationship between main activity and parental social class and attitudes towards the future, with all groups having largely positive expectations about what they hoped to do.
- There was a relationship between aspirations for the future and whether respondents had children or not.
- Overall results from questions about control over life were largely positive. Around three quarters (74%) of respondents felt they had control over the things that happened to them. A similar proportion (78%) disagreed with the statement that there was really no way they could solve some of the problems they had.
- Respondents in employment or education felt in more control of their lives than those looking after the home/family, out of work or doing something else.
- There was not a strong relationship between feelings of control and parental social class or whether respondents had children or not.

5 QUALIFICATIONS OF 23-24 YEAR OLDS

5.1 Introduction

This chapter focuses on the qualifications that young people have achieved or are continuing to study towards by the age of 23/24. In recent years there have been significant changes made to the nature of qualifications in Scotland, in an attempt to continue to upgrade the qualification profile of young people and to meet the demands of a modern competitive economy. This is reflected in the Scottish Credit and Qualification Framework (SCQF), with its 12 hierarchical levels from Access 1 to a University Doctorate - a system that promotes progression through a flexible qualification system and formalises equivalences within and between vocational and academic qualifications. In addition, many of the previous age-based restrictions (in particular, in relation to work-based qualifications) have been removed, providing further flexibility. As a result, young people may now pursue a vast array of vocational and academic qualifications at different levels and from different awarding bodies. For ease of presentation the qualification categories presented within tables are reported according to broad qualification types based on equivalences within SCQF. They therefore do not directly reflect the wide range of qualifications studied.

The table below, taken from the Scottish Credit and Qualification Framework website, illustrates the 12 levels and the equivalent qualification.

Table 5-1 SCQF level and equivalent qualifications

SCQF level	SQA National Units, Courses and Group Awards	Higher Education	Scottish Vocational Qualifications
12		Doctorates	
11		Masters	SVQ 5
10		Honours degree, Graduate diploma	
9		Ordinary degree, Graduate certificate	
8		Higher National Diploma (HND), Diploma in Higher Education	SVQ 4
7	Advanced Higher	Higher National Certificate (HNC), Certificate in Higher Education	
6	Higher		SVQ 3
5	Intermediate 2, Credit Standard Grade		SVQ 2
4	Intermediate 1, General Standard Grade		SVQ 1
3	Access 3, Foundation Standard Grade		
2	Access 2		
1	Access 1		

In the discussion that follows, for ease of presentation, we shall use the following phrases as shorthand:

- ‘equivalent to SVQ Level 3 or above’ will include the following qualifications: SVQ Level 3, Highers, Higher National Certificate (HNC) or Higher National Diploma (HND), SVQ Levels 4 and 5, ordinary, honours and higher degrees

- ‘equivalent to SVQ Level 4/HNC or above’ will include SVQ Levels 4 and 5, HNC, HND, and ordinary, honours or higher degrees.

5.2 Highest Qualification obtained by age 23/24

At age 23/24 the vast majority (80%) of young people had obtained some form of qualification through post-compulsory education, although a significant minority of around one in five (20%) had obtained no qualifications aside from those attained at Standard Grade. Half (50%) of the respondents by this stage had obtained qualifications equivalent to SVQ Level 4/HNC or above. Comparing qualifications by gender suggests that females were more likely to have completed a higher-level qualification, with 53% of females having achieved a SVQ Level 4/HNC qualification or above compared with 47% of males.

Table 5-2 Highest qualification achieved at age 23/24 by gender

All Respondents	Male	Female	Total
	%	%	%
None	1	1	1
Standard Grades	20	18	19
SVQ Level 1-2	11	8	9
Highers	13	14	14
SVQ Level 3	8	7	7
SVQ Level 4-5, HNC, HND	16	15	16
Ordinary Degree	7	8	7
Honours/Higher Degree	24	30	27
Bases (weighted)	*759*	*842*	*1601*
Bases (unweighted)	*603*	*1014*	*1617*

There was a strong association between the stage young people had left school and whether or not they had obtained additional qualifications. Around half (48%) of those who left school at the end of S4 had not obtained any qualifications aside from those achieved at Standard Grade. Although many of those who left school at the end of S4 did not achieve further qualifications, a significant minority (26%) had achieved a qualification equivalent to SVQ Level 3 or above by the age of 23/24. S5 Christmas leavers, on the other hand, appear more likely to achieve further qualifications among this cohort[2] than those who leave from S4, never the less two-fifths (40%) still had only Standard Grade qualifications at age 23/24.

Among those who remained at school to the end of S6, by age 23/24 over half (57%) had obtained a university degree, and nearly three-quarters (71%) a qualification equivalent to SVQ Level 4/HNC or above.

[2] In the previous cohort of the same age group in 2004 the opposite was found to be true, in that Xmas leavers were less likely to have upgraded their qualifications since Standard Grades. However with comparatively small numbers of Xmas leavers this may be vulnerable to sampling fluctuations.

Table 5-3 Highest qualification at age 23/24 by stage of Leaving School

All Respondents	End of S4	S5 Xmas Leaver	S5	S6
	%	%	%	%
None	1	3	-	0
Standard Grades	47	37	24	5
SVQ Level 1-2	25	25	11	1
Highers	1	6	15	19
SVQ Level 3	13	7	15	4
SVQ Level 4-5, HNC, HND	12	22	23	14
Ordinary Degree	0	1	4	12
Honours/Higher Degree	1	1	9	45
Bases (weighted)	*284*	*178*	*253*	*881*
Bases (unweighted)	*130*	*87*	*224*	*1173*

There were significant differences in the highest qualifications obtained according to the young person's parental social class based on the highest ranked occupation of either the mother or father. In particular, compared with those from the Professional or Intermediate social class those from the Skilled and Semi and Unskilled social classes were over represented among the lower levels of qualification. For example, among the Professional or Intermediate social class only 14% held a qualification at SVQ Level 2 or below, compared with 24% and 20% within the Skilled and Semi and Unskilled social classes respectively. Those in the two lower social classes were also over represented among vocational qualifications. This was not restricted to lower level vocational courses, since over a quarter of young people from the Skilled and Semi and Unskilled social classes, 24% and 30% respectively, held higher-level vocational qualifications (SVQ Levels 3-5) compared with only 13% among the Professional and Intermediate social class. Over half (54%) of young people from the Professional and Intermediate social class had already obtained a university degree. This contrasts sharply with the other social class groups, where 27% of those from the Skilled social class had obtained a degree and only around one in five (21%) of those from the Semi and Unskilled social class group.

Table 5-4 Highest qualification at age 23/24 by parental social class

All Respondents	Professional & Intermediate	Skilled	Semi & Unskilled
	%	%	%
None	0	1	1
Standard Grades	14	23	20
SVQ Level 1-2	7	11	11
Highers	12	14	17
SVQ Level 3	3	7	13
SVQ Level 4-5, HNC, HND	10	17	17
Ordinary Degree	10	8	5
Honours/Higher Degree	44	19	16
Bases (weighted)	*548*	*536*	*207*
Bases (unweighted)	*727*	*524*	*172*

By the age of 23/24 seven out of ten (71%) of young people had obtained a qualification equivalent to SVQ Level 3 or above, having exceeded the Scottish Credit and Qualification Framework equivalent of Level 6. Reflecting their higher levels of attainment in general, females were more likely to have had obtained at least a qualification equivalent to SVQ Level 3, 73% having done so compared with 68% of the males.

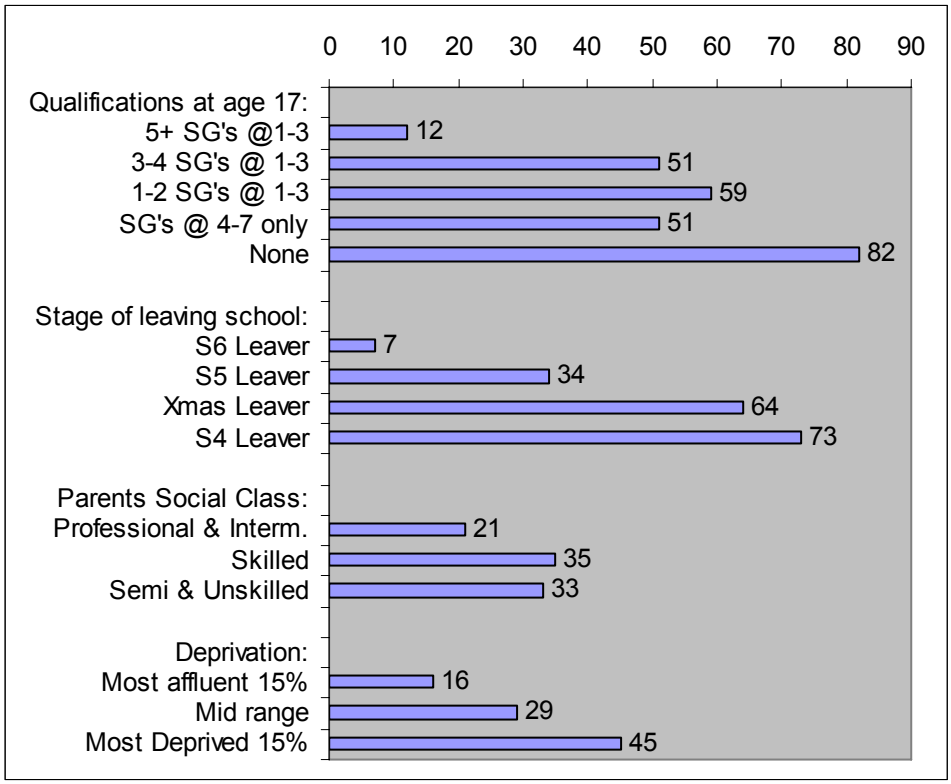
Table 5-5 Percentage with a qualification equivalent to SVQ Level 3 or above by age 23/24

All Respondents	Male	Female	Total
	%	%	%
SVQ Level 3 equivalent or above	68	73	71
Below SVQ Level 3	32	27	29
Bases (weighted)	*759*	*842*	*1601*
Bases (unweighted)	*603*	*1014*	*1617*

Figure 5-1 presents some selected characteristics of those who had not obtained an SVQ Level 3 or equivalent qualification by this age. It shows the percentages of various categories of young people, defined according to these characteristics, who remained without a SVQ Level 3 or equivalent qualification or above at age 23/24. For example, the second set of bars in the diagram shows that only 7% of those who left school after S6 remained without an SVQ Level 3 qualification or equivalent, whereas 73% of S4 leavers did so.

There is clearly a strong relationship between initial attainment at Standard Grade and the age at which a young person leaves school and whether or not young people achieve an SVQ Level 3 qualification or equivalent by age 23/24. Area deprivation also provides a strong predictor of educational attainment at this level, since we find that over two in five young people (45%) of those who have lived in areas of severe deprivation have not obtained qualifications equivalent to SVQ Level 3.

Figure 5-1 Selected Characteristics of those without a qualification equivalent to SVQ Level 3 or above



The vast majority of young people of this age have obtained their qualifications through full-time study; alternative modes of study such as those provided through

part-time or distance-learning were relatively uncommon. Overall around one in ten young people had achieved qualifications through part-time study (14%), whilst 3% had obtained a qualification through Distance Learning. Part-time study was most common among those who had obtained work-based qualifications associated with Traineeships (equivalent to SVQ level 1-2, 31%) and Modern Apprenticeships (equivalent to SVQ Level 3, 22%), although 15% of those who had studied part-time had a higher level vocational qualification equivalent to SVQ Level 4-5. Compared with the same age cohort in 2004, more young people reported having gained an 'Other' qualification part-time (17%). Although this may be the result of sampling fluctuations due to the small numbers studying part-time it may also indicate increasing part-time study through paid employment outside of the mainstream qualifications.

Table 5-6 Qualification obtained through part-time study 23/24

Respondents who had achieved part-time qualification	%
Intermediate 1 or 2	3
Highers/ SGA*	3
SVQ Level 1 or 2	31
SVQ Level 3	22
SVQ Level 4 or 5, HNC, HND	15
Ordinary Degree	3
Honours Degree	1
Postgraduate	1
Professional Qualification	5
Other	17
Bases (weighted)	*220*
Bases (unweighted)	*185*

* Note that SGA stands for Scottish Group Award. These are qualifications designed to prepare people for entry into further/higher education, training or employment.

Table 5-7 highlights the qualifications obtained at each of the three sweeps for the current respondents to the survey at age 23/24 and the major flows across categories. The columns show the percentage that have obtained each level of qualification at each sweep, while the arrows indicate the main flows of the overall cohort giving an indication of the main routes followed and progression. For example, from among those who achieved 5+ Standard Grades at grades 1-3 at age 16/17 (65% of the whole cohort), by the age of 18/19:

- a group representing 10% of the cohort had not upgraded their qualifications
- a group representing 26% of the cohort had achieved 1 to 4 passes in Highers
- a group representing 28% of the cohort had achieved 5 or more passes in Highers.

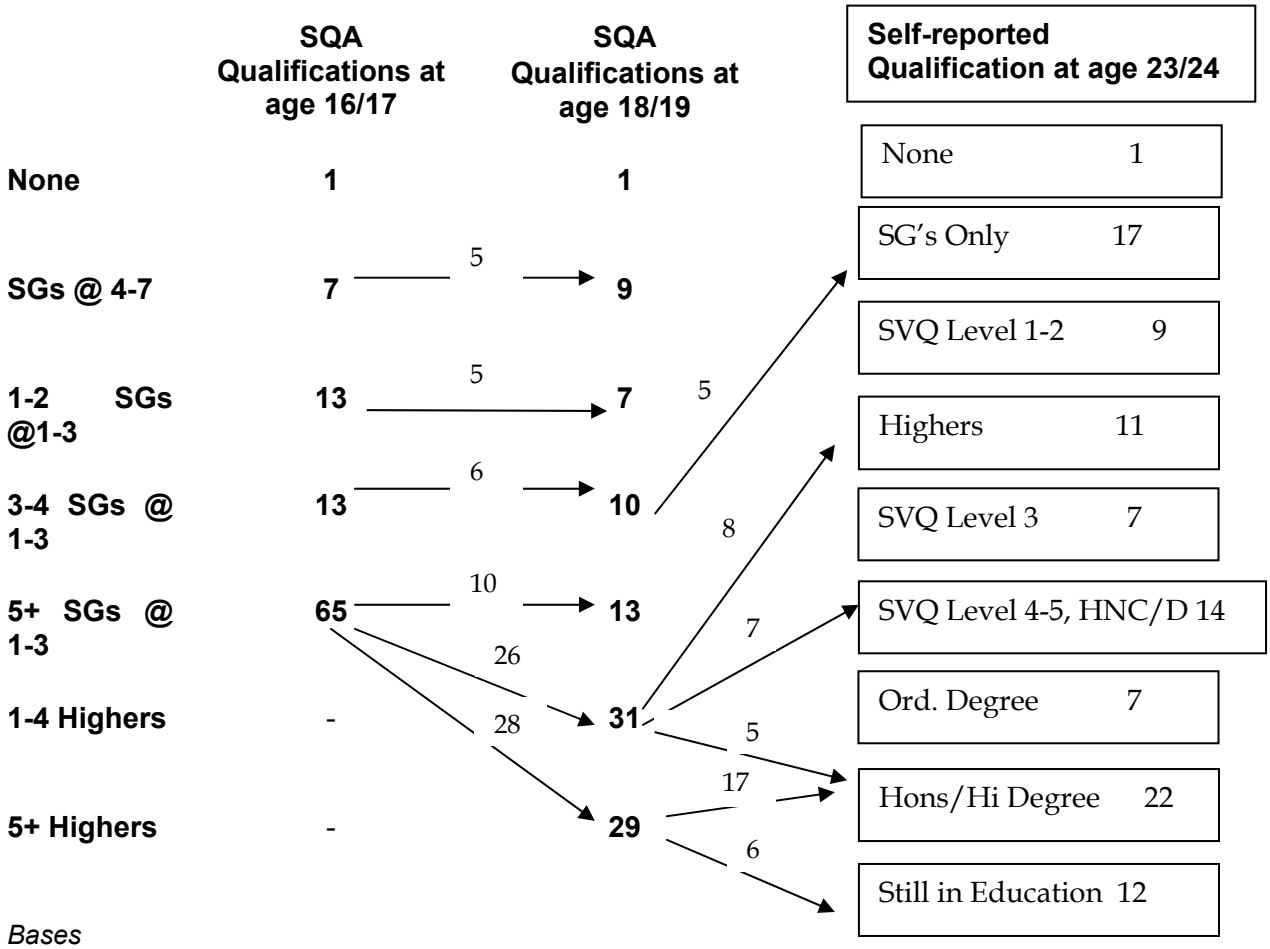
In other words, the majority had gone on to achieve some Highers.

It is important to note that the qualification data reported for sweeps one and two is restricted to SQA qualifications, whilst the data for this sweep at age 23/24 are based on self-reports. Therefore, the full range of qualifications is not presented and some of the qualifications reported in the latest sweep may have already been obtained by age 18/19.

The overall picture presented is a polarisation between a minority who do not achieve a reasonable level of success at Standard Grade and who fail to upgrade their qualifications and the majority who achieve at Standard Grade and go on to progress

through the qualification system. Among the major flows across categories a number are worthy of note, in particular some of the flows between age 18/19 and 23/24. These highlight a significant number of young people who achieve a considerable level of qualification success at school either at Standard Grade or Highers who do not go on to achieve further qualifications by age 23/24. On a more positive note a group representing over one in ten (12%) of the cohort that achieve a moderate level of success at Highers (1-4 Highers) go on to achieve qualifications equivalent to SVQ Level 4-5 (7% of cohort) or an Honours or higher Degree (5% of cohort) by age 23/24.

Table 5-7 Qualification flows between age 16/17 and age 23/24



NB: Figures are percentages of the cohort. Flows of less than 5% of the cohort are not shown.

5.3 Respondents studying towards a Qualification at age 23/24

At age 23/24 the vast majority of respondents were not currently studying towards a qualification (76%), although one in four young people were still pursuing some form of qualification, with 12% remaining in full-time education, 7% following a part-time course and a further 6% engaged in distance learning. Among those who were still in full-time education the vast majority were continuing to pursue high level qualifications, with over a third (34%) continuing to study towards an undergraduate degree and two-fifths (39%) either studying for a postgraduate graduate qualification or a professional qualification such as teaching or accountancy. Among those

studying part-time there was a greater spread of qualifications. Aside from the significant minority (39%) of this group who were pursuing professional or 'other' qualifications on a part-time basis, many were continuing to study vocational qualifications at various levels, including higher levels. Nearly a quarter (23%) were studying towards a qualification at SVQ Levels 3-5 or equivalent. In the case of distance learners nearly half were studying for professional or 'other' qualifications (48%), although a significant minority were also pursuing a SVQ Level 3 through this mode of study (16%). It should also be noted that the numbers studying through distance learning appears to have significantly increased since the last sweep of this age group in 2004 where the numbers studying through this mode were too small to report. Again, due to relatively small numbers this increase may be due to sampling fluctuations, however it may indicate an increasing popularity of this mode of study.

Table 5-8 Qualification currently being studied

Respondents currently studying for a qualification	Full-time	Part-time	Distance	Total
	%	%	%	%
Intermediate 1 or 2	5	1	4	3
Highers/ SGA	3	5	2	3
SVQ Level 1 or 2	2	8	9	5
SVQ Level 3	3	9	16	7
SVQ Level 4 or 5, HNC, HND	11	14	4	11
Ordinary Degree	8	9	7	8
Honours Degree	26	9	8	17
Postgraduate	25	7	1	14
Professional Qualification	14	19	29	19
Other	3	20	19	12
Bases (weighted)	*186*	*117*	*85*	*382*
Bases (unweighted)	*242*	*123*	*91*	*451*

5.4 Higher Education Qualifications

As highlighted above by age 23/24 the majority of young people have completed their initial stages of education, although a significant minority continue to pursue higher level qualifications, often at postgraduate or professional levels. In order to estimate the likely proportions who will eventually achieve a qualification at a higher education level, and to examine some of their characteristics, the following tables assume that the small proportion of young people who continue to study at this level will achieve their qualification. On this basis we can project that around two out of five (38%) of the cohort will eventually obtain some form of university degree. Again there were significant differences between males and females, 34% and 41% respectively, being likely to obtain a university degree qualification.

Table 5-9 Percentage with or expected to achieve a university degree, by gender

All Respondents	Male	Female	Total
	%	%	%
No university based qualification	66	59	62
University Degree	34	41	38
Bases (weighted)	*781*	*845*	*1627*
Bases (unweighted)	*610*	*1016*	*1627*

If a broader definition of higher education is used, that is to include those who have achieved or are expected to achieve a SVQ Level 4 qualification or above (including an HNC/HND), as well as those who are expected to achieve a university degree, over half (53%) of the cohort are expected to achieve a qualification at this level.

Adopting this broader definition of higher education the gender gap remains broadly the same with 56% of females expected to obtain an SVQ Level 4/HNC qualification or above compared with 49% among the males.

Table 5-10 Achieved or expected qualification level, by gender.

All Respondents	Male	Female	Total
	%	%	%
Qualification below HE	51	44	48
University Degree	34	41	38
Other HE qualification at SVQ Level 4 or above	15	15	15
Bases (weighted)	*781*	*845*	*1627*
Bases (unweighted)	*610*	*1016*	*1626*

Although continued attempts have been made to widen access to a university education for young people from different social backgrounds, when proportions from different class backgrounds that are likely to achieve a university degree are examined, we see a major polarisation between those with parents from the Professional and Intermediate social class and the other two social classes. Whereas a clear majority (58%) of young people from the Professional and Intermediate social class are likely to obtain a university degree, less than a third (31%) of the Skilled social class and less than a quarter (23%) among the Semi and Unskilled social class are likely to obtain a qualification at this level.

If the broader definition of higher education according to social class background is examined, a significantly improved position of those from the Skilled and Semi and Unskilled social classes emerges. This is reflected in the higher proportions achieving vocational higher education qualifications, compared with the Professional and Intermediate social class. Although the difference between the Professional and Intermediate social class remains wide, nearly half (48%) of the Skilled social class and two-fifths (38%) of the Semi and Unskilled social class are expected to achieve some form of higher education qualification.

Table 5-11 Achieved or expected qualification level, by social class

All Respondents	Professional & Intermediate	Skilled	Semi & Unskilled
	%	%	%
Qualification below HE	32	52	63
University Degree	58	31	23
Other HE qualification at SVQ Level 4 or above	10	17	15
Bases (weighted)	*552*	*547*	*217*
Bases (unweighted)	*729*	*526*	*178*

5.5 Key points

- By age 23/24 the vast majority of young people (71%) had attained a significant level of qualification success having achieved qualifications equivalent to SVQ Level 3 or above.
- There appears to be a continuing polarisation between a majority who achieve a significant level of qualification success and a minority of around one in five of the cohort who do not achieve any qualifications aside from their Standard Grades.
- Nearly two-fifths (38%) of the cohort are expected to achieve a university degree, whilst over half (53%) are expected to achieve a higher education qualification through academic or vocational routes.

- There were significant differences according to gender and social class among those likely to obtain a university degree or higher education qualification to the advantage of females and the Professional and Intermediate social class.
- Previous regression analysis on the 2004 sweep highlighted how social class differences in those who were expected to achieve a university degree or other higher education qualification remained after controlling for prior educational attainment.

6 THE DISADVANTAGED

6.1 Introduction

This chapter focuses on socio-economic disadvantage among 23/24 years olds in Scotland and highlights some of the experiences of those who are in some way disadvantaged. It begins with a description of the prevalence of different types of disadvantage among the young adults, distinguishing between disadvantages associated with family circumstances, educational outcomes and labour market experiences. The following sections focus on educational participation and the prevalence of unemployment, highlighting factors associated with unemployment and the characteristics of those with a history of unemployment. This chapter closes by focusing on those out of the labour force for other reasons with a particular emphasis on young mothers, considers the situation of those in the low skill and insecure sectors of the labour market and finally describe patterns of participation on government sponsored training programmes.

6.2 Types of disadvantage

6.2.1 Characteristics of the sample

At age 23/24 early school-leavers will have been in the labour market for up to eight years; some will have gained skills and established careers, while others will be struggling to secure stable positions or may be long-term unemployed. Among those with extended experience of education, some will also have managed to gain a foothold in the labour market while others, especially those with recent experience of Higher Education, may still be searching for jobs or be working in temporary positions. Their situations will be strongly affected by patterns of educational attainment (which will have been affected by factors such as social class, family resources, types of school attended and the areas in which they live) although disadvantages associated with family and area may still have an impact. We begin this section by summarising these patterns of disadvantage before looking at the ways in which these are linked to educational and labour market experiences.

Disadvantaged family circumstances are represented here by information on parents' occupation (which was collected in the first sweep), with 'low social class' used to refer to those located in social class V and VI on the basis of the 'best' occupation held by their mother or father (17% of the sample) (Table 6-1). In addition, area-based indicators of multiple deprivation are derived from the 2004 Scottish Indicators of Multiple Deprivation that are based on indices pertaining to current income, employment, health, education, training and skills, geographic access and telecommunications and housing. These indicators are not based on the circumstances of the individual respondent or their family, but on figures from the Census for the postcode sector in which they lived when they were 16-17. The indicators are ranked and the lowest 15% are used as an indicator of severely deprived localities. The 15% threshold is used as this corresponds to targets published by the Scottish Executive in 'Closing the Gap' and therefore refers to the 15% of young people who had been resident in these severely deprived areas.

Nearly one in five young people (18%) had left school at the minimum age and almost one in four had not been in education since the age of 18/19 (May 2001). Nearly one in ten had less than three Standard Grades (at grade 1-3) at age 17 and

these can be considered as poorly qualified. At age 23-24, eight per cent of females had children and were either living alone or were still living with their own parents, these are referred to as lone parents. More than one in ten females (14%) but less than one in twenty males (4%) were receiving a means tested benefit. This gender differential can be linked to the number of young mothers who were eligible for means tested benefits, such as housing benefits or child tax credits. (Table 6-1)

While the SSLS includes details of a fairly wide range of objective measures of disadvantage, there is little information that facilitates the identification of the types of subjective orientations that may impede educational progress or labour market transitions. The best representation of subjective orientations is derived from a battery of questions (Q47) that ask young people to show the strength of their agreement with a range of statements reflecting the ways in which they feel themselves to be in control of events. Following established procedure, these questions were scored on a five point scale to represent strength of agreement and are used here to form a 'locus of control' scale with those who strongly feel that they lack control over events represented in the bottom deciles.

6.2.2 Labour market disadvantage

Patterns of labour market disadvantage can be identified in a number of ways, although the survey does not collect full details of number of periods of unemployment since leaving education or total length of unemployment. The best information relates to current unemployment, which is relatively low (6% of males and 2% of females), the number of periods of unemployment over the last 18 months (23% of males and 20% of females had been unemployed on at least one occasion over this period) and the longest period of unemployment ever encountered (4% of males and 5% of females had experienced a single period of unemployment lasting a year or more). Females were more likely to be out of the labour market with 12% of females compared with 2% of males being neither in education, jobs or unemployed: many of these were looking after children or relatives. (Table 6.1)

With Government training programmes (such as the New Deal) largely being targeted at those experiencing difficulties in the labour market, participation is somewhat indicative of disadvantage. Since May 2004 nine percent of males and six percent of females had experienced a Government training programme. Of those who were working, around one in four were in low skill jobs (26% of males and 27% of females).[3] Around one in five respondents (21% of males and females) held a temporary contract in their current or last job and their positions can be regarded as somewhat insecure. (Table 6.1)

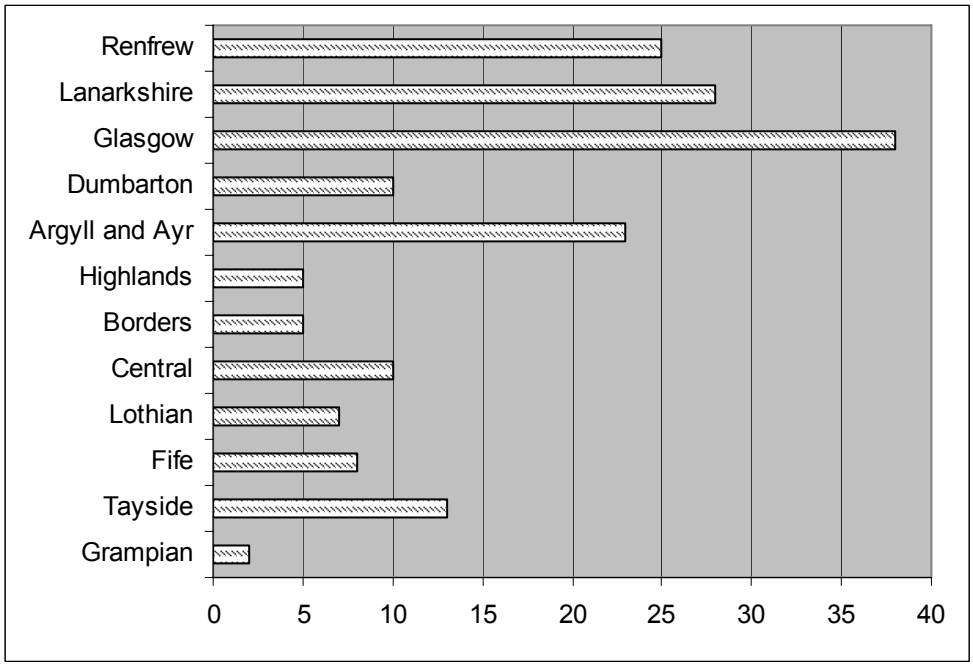
[3] Low skill jobs refer to Personal and Protective Services, Sales, Plant and Machine Operatives and Other occupations.

Table 6-1 Indicators of disadvantage, by gender

All respondents	Male	Female	Total
	%	%	%
Family circumstances			
Low social class (V+VI)	17	16	17
Multiple deprivation rank (bottom 15%)	13	17	15
Educational			
Minimum-age school leaver	20	17	18
No education since age 18/19	25	21	23
Less than 3 Standard Grades at 1-3 at age 17	11	6	8
Personal circumstances			
Young parent living alone or with own parents	1	8	5
Means tested benefits	4	14	9
External locus of control (bottom decile)	9	11	10
Labour market disadvantage			
Current Unemployment	6	2	4
Unemployed on at least one occasion in last 18 months	23	20	22
Single period of unemployment lasting over a year	4	5	4
Government training programme since May 2004	9	6	7
Current or last job temporary	21	21	21
Currently out of labour force	2	12	7
Workers in low skill jobs	26	27	27
Bases (weighted)	*779*	*845*	*1624*
Bases (unweighted)	*609*	*1016*	*1625*

There was a strong regional variation in the distribution of disadvantage with severe multiple deprivation being particularly prevalent in Glasgow and also high in Lanarkshire, Renfrew and Argyll and Ayr. In Glasgow, for example, at age 16/17 nearly four in ten young people lived in the 15% of postcode areas with extremely high levels of deprivation (Figure 6.1). Conversely, relatively few young people in Grampian, Borders and Highlands and Islands had been living in severely deprived areas at that age.

Figure 6-1 Severe multiple deprivation, by region



6.3 Disadvantage and educational participation

Socio-economic disadvantages affect patterns of participation in education, and, at age 23/24, the impact of disadvantage on educational participation was still evident. Those from the professional and managerial classes were almost twice as likely as those from classes V and VI to be participating in Higher Education and there is evidence that those from the most advantaged areas (15% least deprived areas) are strongly over-represented in Higher Education (Table 6.2). There was also an under-representation in education of lone parents and those who feel that they have little control over life events. It should be noted, however, that this only included those who were participating in higher education at the time of the survey and does not include those who had completed their education.

Table 6-2 Deprivation indicators, by educational participation at age 24

All respondents	Currently in HE	Completed education
	%	%
All	9	90
Males	8	90
Females	10	89
Prof and managerial class (I&II)	11	88
Low social class (V+VI)	6	91
High multiple deprivation rank (bottom 15%)	4	93
Low multiple deprivation rank (top 15%)	13	87
Young parent living alone or with own parents	5	91
External locus of control (bottom decile)	6	91
Bases (weighted)	*148*	*1457*
Bases (unweighted)	*205*	*1404*

The overall pattern of participation in education at age 23/24 masks some important variations in the level at which young people are participating (Table 6-3). Males were more likely than females to be studying for postgraduate or professional qualifications while more females were studying at sub-degree level. The impact of deprivation on level of qualification currently being studied comes across clearly in relation to social class and deprivation rank of area of residence. Whereas almost six in ten young people from the lower working classes who were in education were studying for sub-degree qualifications, among those from the professional and managerial classes more than half were studying for postgraduate or professional qualifications. Similarly, around half of those from the most severely deprived neighbourhoods were studying for sub-degree qualifications compared with just 16% of those from the most advantaged areas.

Table 6-3 Current qualification level being studied, by gender, class and multiple deprivation rank

All respondents	Sub-degree	First degree	Post graduate or professional qual
	%	%	%
All	34	29	38
Male	31	27	42
Female	36	30	35
Social class			
Lower working class (V+VI)	58	27	15
Upper working and lower middle class (III & IV)	37	31	32
Professional and managerial class (I&II)	17	29	54
Multiple deprivation rank			
Lowest 15%	49	34	17
Highest 15%	16	27	57
Bases (weighted)	*113*	*96*	*127*
Bases (unweighted)	*91*	*115*	*201*

6.4 Unemployment

At age 23/24, males who had participated in full-time education since 2001 (age 18/19) were slightly more likely to be unemployed than those who left earlier although those who had experienced full-time education since 2001 were more likely never to have experienced unemployment (Table 6.4). Recent experience of education appeared to have a much weaker impact on female unemployment. However, with early leavers having had more time to settle into the labour market while some of the later leavers may still be seeking graduate employment, these figures may give a poor indication of future prospects. More than one in ten women were out of the labour market at age 23/24 with those having no recent experience of education being slightly more likely to have withdrawn.

Table 6-4 Experience of unemployment, by educational participation since 2001

Respondents with experience of unemployment	Males		Females	
	No education since 2001	Post 2001 education	No education since 2001	Post 2001 education
	%	%	%	%
Currently unemployed	4	7	2	1
Never unemployed	74	79	81	79
Currently out of the labour market	3	1	14	11
Bases (weighted)	*211*	*559*	*204*	*636*
Bases (unweighted)	*150*	*453*	*214*	*793*

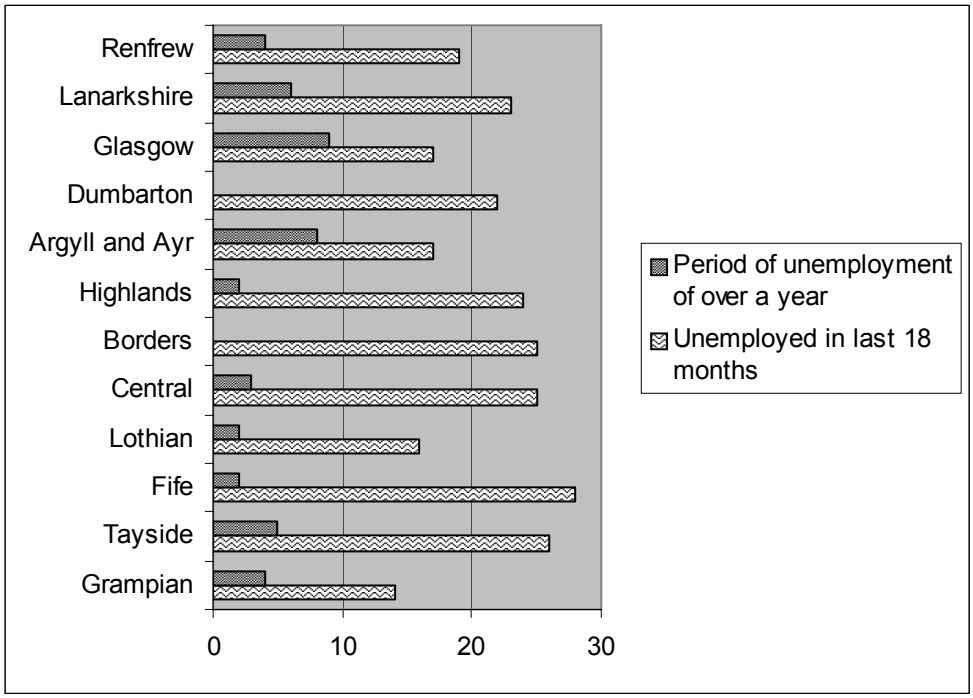
Experience of unemployment on at least one occasion over the previous 18 months tended to be more prevalent among those with various disadvantages including low educational attainments (Table 6.5). Unemployment was particularly prevalent among those with experience of a Government training programme since May 2004, those with few qualifications at age 17, those whose last or current job was temporary and those who felt they had a weak control over life events. Those who had come from severely deprived areas were also more likely to have had recent experience of unemployment, as were single mothers.

Table 6-5 Indicators of disadvantage, by current status

All respondents	Unemployed at least once in last 18 months	
	%	%
	Male	Female
All	23	20
Family circumstances		
Low social class (V+VI)	26	20
Multiple deprivation rank (bottom 15%)	35	27
Educational		
No Standard Grades at 1-3 at age 17	47	30
No FT education since 2001	26	19
Personal circumstances		
Young parent living alone or with own parents	-	38
External locus of control (bottom decile)	31	50
Labour market disadvantage		
Government training programme since May 2004	60	54
Current or last job temporary	44	36
Last or current job low skill	30	26
Bases (weighted)	*779*	*845*
Bases (unweighted)	*609*	*1016*

Although relatively few 23/24 year-olds had encountered a single period of unemployment of a year or more since leaving school, long-term unemployment was highest among those living in Glasgow, Argyll and Ayr and Lanarkshire (Figure 6.2). Young people living in Fife and Tayside were most likely to have been unemployed in the last 18 months while much fewer had experienced recent unemployment in Grampian and Lothian.

Figure 6-2 Experience of unemployment, by region



Those who were currently unemployed were asked about the factors that were associated with their non-participation in education, employment or training (Table 6.6). The numbers are too small to make reliable statements, but the main reasons given related to a perceived lack of opportunities or indecision rather than personal or family problems, ill-health or competing responsibilities.

Table 6-6 Reasons for currently being unemployed

Respondents who are currently unemployed	%
I am currently having a break from study	12
I need more qualifications and skills to get a job, education or training place	54
I am currently looking after the home or children	0
I am currently looking after other family members such as a parent or other relative	10
I have poor health or a disability	13
I have housing problems	0
I have family problems	2
I have personal problems	15
I (would) find it difficult to travel to work or college because of poor transport where I live	26
I would be worse off financially in work or on a course	27
There are no decent jobs or course available where I live	49
I have not yet decided what sort of course or job I want to do	52
I have not found a suitable job or course	81
Bases (weighted)	*49*
Bases (unweighted)	*32*

6.5 Out of labour force

At age 23/24 12% of females and 2% of males were outside of the labour force with three in ten females (73%) outwith the labour market having children. Overall, more than one in two women (54%) with children were outside the labour market at this

point in time. With children affecting decisions about participation, the reasons for non-participation are differentiated by gender, yet cell sizes are too small to make reliable statements about men who are outside the labour market (n=13). As such, the analysis in this section is confined to females. Note, however, that the following analyses of females outside of the labour force are still based on only 59 respondents in total, so the figures should be treated with considerable caution.

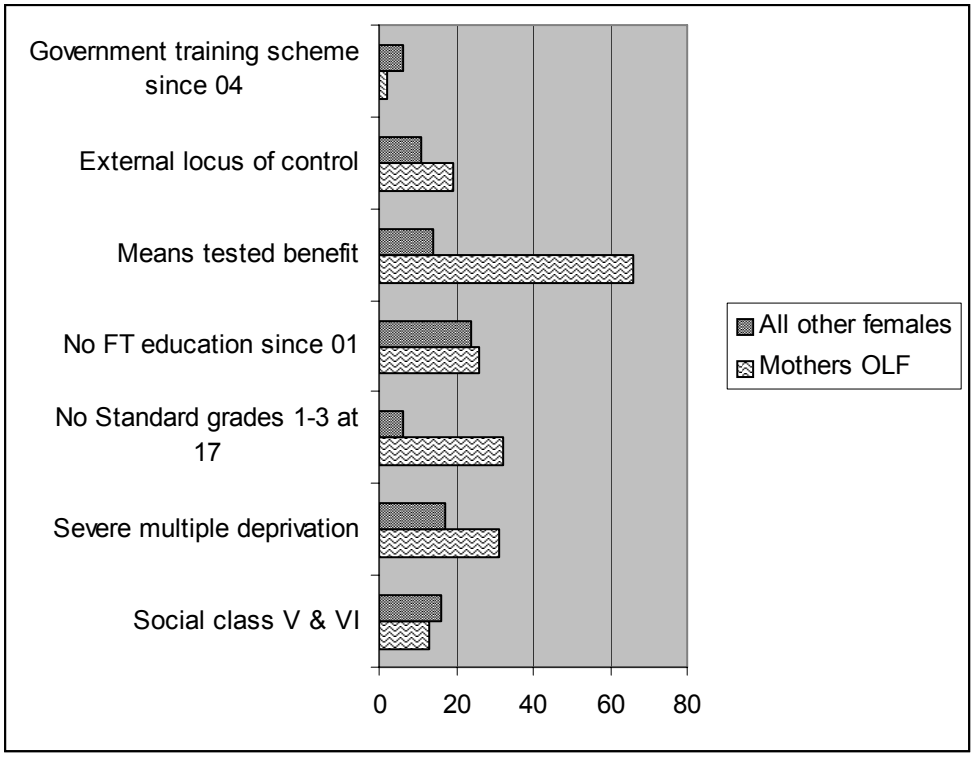
By and large these women were out of the labour force to look after the home or children (79%), although a third (36%) had poor health or a disability and nearly one in four (23%) had personal problems (Table 6.7). It was also common for women out of the labour force to be undecided about their future careers (29%), not to have found a suitable job or course (24%) or to recognise a need for more qualifications or skills. Just over one in five (22%) felt that they would be worse off financially in a job or on a course.

Table 6-7 Reasons for currently being out of the labour force

All females currently out of the labour force	%
I am currently having a break from study	12
I need more qualifications and skills to get a job, education or training place	21
I am currently looking after the home or children	79
I am currently looking after other family members such as a parent or other relative	8
I have poor health or a disability	36
I have housing problems	19
I have family problems	18
I have personal problems	23
I (would) find it difficult to travel to work or college because of poor transport where I live	13
I would be worse off financially in work or on a course	22
There are no decent jobs or course available where I live	10
I have not yet decided what sort of course or job I want to do	29
I have not found a suitable job or course	24
Bases (weighted)	*78*
Bases (unweighted)	*59*

By comparison with other young women, those with children who were out of the labour force suffered from a range of disadvantages (Figure 6.3). They were five times more likely to have less than three Standard Grades at age 17, twice as likely to have lived in an area of severe deprivation and were more likely to feel that they were relatively unable to influence life events. Two thirds received means tested benefits.

Figure 6-3 Indicators of disadvantage: mothers out of the labour force vs other females

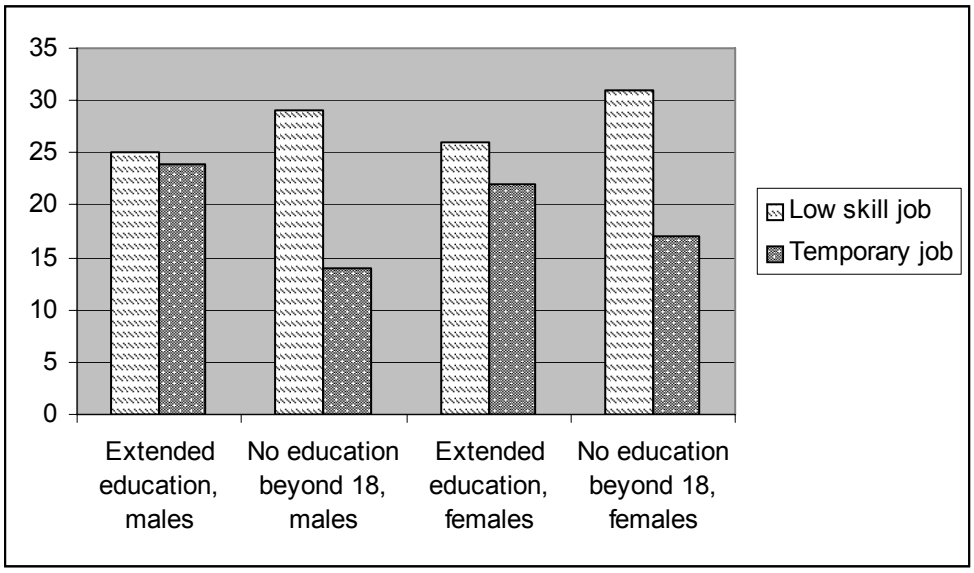


6.6 Poor jobs

While those who had followed extended routes through education were likely to enjoy advantages in the labour market, at age 23/24 differences in occupation were not particularly pronounced. Those who had recently completed Higher Education may still be seeking graduate careers and some will still be working in jobs held whilst studying. At age 23/24, those who had participated in full-time education beyond the age of 18/19 were more likely than earlier leavers to be in temporary employment with nearly one in four holding fixed term contracts (Figure 6.4). At this stage males and females with extended education were slightly less likely than earlier leavers to hold low skill jobs. While the difference is relatively small, other studies have shown that the occupational benefits of extended education can take some time to materialise. [4]

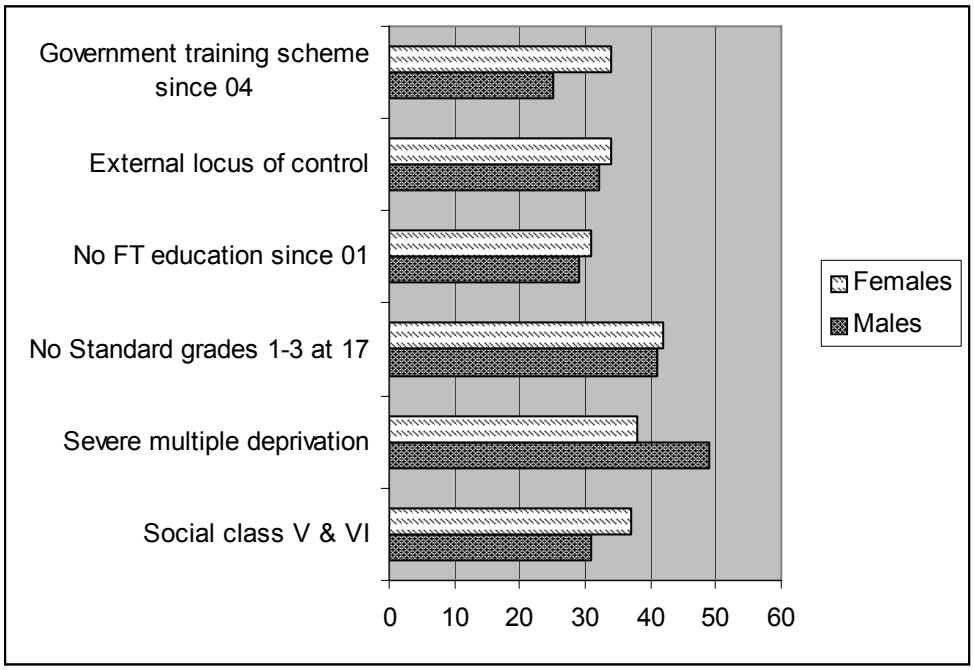
[4] Elias, P. and Purcell, K. (2004) *Measuring change in the graduate labour market*, Research paper No.1, Warwick Institute of Employment Research.

Figure 6-4 Stage of leaving education, by employment status



Low skill jobs tended to be most prevalent among those who had no Standard Grades at 1-3 at age 17, those who had lived in areas of high deprivation and, for females, those from lower working class families (Figure 6.5). Around a third of those who had no full-time education since 2001 and those who felt that they had little control over their lives were in low skill jobs at age 23/24. Males who had experienced a government training programme since 2004 were less likely than females to be working in low skill occupations at age 23/24.

Figure 6-5 Young people in low skill jobs, by indicators of disadvantage



6.7 Training programmes

Young adults who encounter prolonged unemployment or who experience difficulties in the labour market have the possibility of joining a variety of government sponsored programmes to help them improve their employability or develop their skills or education. For those over the age of 18/19, most opportunities are provided under the auspices of the New Deal which itself provides a range of options that can be tailored to individual needs and preferences. The SSLS collects information on training programme participation through the diary and main status questions, making the distinction between those in jobs that include government training programmes and those not employed but on government sponsored training. While the difference is important insofar as those on employer-based programmes have been shown to be more likely to find stable jobs, for some there is likely to be some confusion as the New Deal, for example, can be offered under an employer-based and a community-based model. Moreover, the numbers here are too small to make any meaningful comparisons between subsequent employment experiences.

Overall, 13% of the cohort had been on a government sponsored training scheme between the ages of 18/19 and 23/24, although for some the experience will have been fleeting. Levels of participation were the same for males and females. Overall numbers are too small to provide any reliable statistics about the impact of training on subsequent careers, but (as would be expected) at age 23/24 those who had been on a training programme since age 18/19 tended to occupy less secure positions in the labour market. Of the training programme participants nearly six in ten (57%) were in full-time jobs at age 23/24 as compared with seven in ten of those who had not participated. Unemployment rates were also higher among the training programme participants (8% as compared with 3%), while current educational participation was higher among the non-participants (11% compared with 7%).

6.8 Conclusion

- This chapter reviewed patterns of disadvantage among young people at age 23/24 and looked at some of the ways in which these disadvantages impacted on their experiences in the labour market.
- At age 23/24 the vast majority had completed full-time education, although it was those from advantaged families or areas who were most likely to remain in education.
- Among those remaining in education, those who were disadvantaged in some way were more likely than their more advantaged peers to be studying at sub-degree level.
- Although education provides some protection against unemployment, at this stage young graduates are still trying to establish themselves in the labour market, and they too encounter periods of unemployment with many having experienced unemployment sometime over the period. Yet those with recent experience of unemployment tended to suffer from educational, personal or labour market disadvantages.
- Long-term unemployment was concentrated in certain parts of the country, especially Glasgow, Argyll and Ayr and Lanarkshire.
- From the perspective of those who were unemployed, the main reasons given related to a lack of opportunities or indecision rather than to personal or family problems, ill-health or competing responsibilities.
- At age 23/24, more than one in ten females were outside of the labour market with three quarters of these having children. These young women were particularly disadvantaged.
- Many young people were working in low skill jobs. A high proportion of these had poor qualifications, had left education at a relatively early stage and faced a range of socio-economic disadvantages. However, at this stage low skill employment among those with extended experience of education was not uncommon.
- Although more than four in ten had participated in a government sponsored training programme since the age of 18/19, the numbers involved are too small to permit us to examine the impact of the training experience on subsequent employment patterns. Superficially, unemployment rates remained higher and rates of full-time employment remained lower among those who had participated. Without being able to control for the impact of other factors, such as educational level, this does not mean much.

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8 APPENDIX A: TECHNICAL NOTES

8.1 Percentages

The percentages shown in tables have all been rounded to the nearest whole number. Consequently, the percentages in one column will not necessarily add to exactly 100.

Figures of 0.5% or less are shown as 0. A dash (-) indicates no respondents at all. Percentages in brackets (5%) are based on unweighted base sizes of less than 30.

All figures are *column* percentages, except where otherwise indicated.

8.2 Bases

Each table shows the weighted and unweighted bases corresponding to each percentage. The data were weighted to compensate for differential non-response across subgroups. The weighted bases can be used to (approximately) combine two different columns in a table. The unweighted bases can be used to calculate the precision of estimates. These uses of the bases are described below.

8.3 Estimating the precision of estimates

Each percentage quoted in this report has an associated margin of error, due to the fact that it is based on only a *sample*, rather than *all* school leavers. This margin can be estimated for each proportion, p (where p is the percentage divided by 100) by:

$$\pm 2 \times \sqrt{\frac{p(1-p)}{n}}$$

where n is the unweighted sample size (base). This margin corresponds to 95% confidence. In other words, there is a 95% chance that the true value across *all* leavers in the subgroup (as opposed to just those in the sample) falls within this margin.

For example, in Table 2-9, the proportion of respondents with a job working in hotels/restaurants is estimated as 4% and the unweighted base is 1,159. The margin of error around this estimate can be calculated as:

$$\pm 2 \times \sqrt{\frac{(0.04 x 0.96)}{1159}}$$

which comes to 0.01. In other words, there is a 95% chance that the true value is within the range 0.04 ± 0.01, i.e. between 0.03 and 0.05 or between 3% and 5%.

In general, the larger the base, the more accurate the estimate is likely to be.

[If a very accurate estimate of the margin of error is required for a particular purpose, then expert help should be sought. The approximate formula shown above may need to be amended to allow for the sampling fraction and the effect of the weighting.]

8.4 Combining columns of a table

One may sometimes want to estimate a proportion for two (or more) columns of a table combined. The combined proportion can be estimated as:

$$P = \frac{\left(P_1 n_1 + P_2 n_2\right)}{\left(n_1 + n_2\right)}$$

where P_1 is the proportion for the first column, and n_1 the weighted base for that column, and P_2 and n_2 are the corresponding values from the second column.

For example, you might want to combine the 'professional and inter-mediate' parental class columns in Table 2-4, in order to estimate the proportion of young people with parents in these social classes whose main activity was part-time work. Then:

$$P = \frac{\left(0.11 \times 133\right) + \left(0.06 \times 418\right)}{\left(133 + 418\right)}$$

which comes to 0.07, or 7%.

Note that this method of combining columns will only give *approximate* estimates for the combined category, because the percentages presented have been rounded to the nearest whole number. If more precision is required, it would be necessary to access the data set, and combine the categories *before* rounding the estimate.

8.5 School type

For each member of the sample, the type of secondary school that they attended (state, grant-maintained, independent) is known. However, this variable has not been used for analysis in this report, partly because it is of little intrinsic interest (it is highly correlated with other factors), and partly because the sample sizes in the non-state school categories are very small.

8.6 Social Class

The Social Class variables used in this report are based on occupation. Parental class was coded using the SOC-2000 code frame - and is shown using a classification that has been developed from the original Registrar-General's social class classification. The scale - developed and maintained by the Office for National Statistics - classifies people into one of eight groups, and is widely used in censuses, surveys, and other research. It is derived by grouping occupational categories (based on the Standard Occupational Coding), and making further discriminations by reference to the job-holders status in employment (self-employed, supervisor, etc.). For ease of analysis we have combined some of the groups and derived a variable with the following five groups:

I	Higher managerial & professional
II	Lower professional & managerial/ higher technical & supervisory
IIIN	Intermediate occupations & self employed
IIIM	Lower supervisory & technical
IV	Routine & semi-routine occupations

8.7 Sample size

The survey sample was selected in 1998-1999 by identifying all pupils who were in the fourth year of secondary schooling in Scotland (S4) during the relevant academic year (1997-98) and whose birthday fell on one of six dates in the month. This was done in two stages. At the first stage, the Scottish Qualifications Agency (SQA) provided a list of all S4 pupils on their data base with the relevant birth-dates. This should include all those who were entered for at least one examination or who received at least one qualification administered by SQA (Standard Grades or National Certificate Modules) in fourth year. At the second stage, this list was then sorted by school and every secondary school was sent a list of its pupils identified by the SQA. Schools were asked to add to the list any other S4 pupils with the relevant birth-dates. It was pointed out to them that this would include any who had not been entered for any SQA examination. Schools with no pupils on the initial list were also sent a letter and form asking for details of any relevant pupils.

For this, the final follow-up survey at age 23-24, questionnaires were only mailed to those sample members who had returned their questionnaire at the time of the previous contact, two years ago at age 21-22. Full details of the procedures used for sampling, mailing and up-dating addresses, appear in the survey technical report.

8.8 Survey non-response

Obviously, not all members of the selected sample returned a completed questionnaire. The nature of any non-response bias was analysed, and corrective weighting introduced. Weighted figures are not likely to be seriously biased. Non-response, and the corrective weighting, are described in the survey technical report.

ISSN 0950 2254
ISBN 978 0 7559 6519 9
web only publication

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ISBN 978-0-7559-6519-9
9 780755 965199

RR Donnelley B50830 3/07