

# Scotland's Census 2021

## Topic Event: Education and Labour Market

Tuesday 19 December

Jay Gillam and Heather Bardsley

National Records of Scotland

# Topic Event

10:00 to 11:00	Education in Scotland's Census 2021
11:00 to 11:15	Break
11:15 to 12:00	Education in Scotland's Census 2021
12:00 to 13:00	Lunch
13:00 to 14:10	Labour Market in Scotland's Census 2021
14:10 to 14:20	Break
14:20 to 15:45	Travel to work/study in Scotland's Census 2021

# What is Scotland's Census?

- **It's unique!** A household survey of everyone in Scotland, every ten years
- Paints a picture of the characteristics of our population
- **Planning is well underway for 2021**
- It's a huge exercise
- **We have one chance to get it right!**

# The 2011 Census

- Demographics
- Health
- Housing and Accommodation
- Migration
- Education
- Labour Market

Scotland's Census 2011  
Shaping our future

Household Questionnaire HO  
27 March 2011

Official Use  
CD ED Line Number

If there is a **mistake** in the printed address, please write your correct address below

House name / number  
Street / Town / City  
Postcode

**Why the census matters**  
The census is the official count of every person and household in Scotland. It is held every 10 years and helps to plan our future public services.

Please fill in this questionnaire on, or around, Sunday 27 March. Please include everyone at this address. It shouldn't take long and you can fill it in online.

As a householder, you have a legal duty to fill in this questionnaire. If you don't, or if you supply false information, you may be fined up to £1,000.

Your personal information is protected by law and we will keep it confidential for 100 years.

Thank you for helping to shape Scotland's future.

*Duncan Macniven*  
Duncan Macniven  
Registrar General for Scotland

**Need help?**  
[www.scotlandscensus.gov.uk](http://www.scotlandscensus.gov.uk)  
Helpline 0300 123 1702  
Textphone 18001 0300 123 1703

**Please fill in this questionnaire:**  
online at [www.scotlandscensus.gov.uk](http://www.scotlandscensus.gov.uk)

Enter the Internet Questionnaire Access Code:  
You can fill in this questionnaire online in English or Gaelic.

Or  
Fill in this paper version and post it back using the pre-paid envelope provided.

**Declaration**  
I have filled in this questionnaire fully and accurately, as far as I know.

Signature:  
Date:

Page 1

# Users of the data

Wide variety of users:

- Councils (e.g. education, transport and equality monitoring)
- Health service
- Charity/ third sector
- Commercial / private sector
- Government
- Parliament
- Research
- Media
- Public



# How do we get there?



- Establish the programme
- Develop overall design
- Engage with suppliers
- Refine questions
- Contract with suppliers
- Plan for Rehearsal
- Conduct rehearsal
- Test integration of all aspects
- Scale up for census
- Legislative Approval
- Collect census data
- Census coverage survey
- Process data
- Disseminate results
- Support use of census information

# Key design assumptions

- **Primarily online**
- Post-out of internet access codes to households
- March 2021
- Target response will be at household level, with individuals responding within those households
- **Get first – high level - results out within a year**

# Today's event

- Follow-up to our [Topic Consultation](#), published in August 2016.
- The Topic Consultation asked a range of questions about the use of census data, whether this met user need, and what additional information users would like to be included in 2021 and why.
- We would like to follow up with users, and collect **more detailed information about user need from specific questions** for Scotland's Census 2021.
- We will be updating users on our progress in planning for Scotland's Census 2021 as we continue this process.
- Our final recommendations for Question Content will be made to Parliament in 2018



# Education in Scotland's Census

**Jay Gillam**

**National Records of Scotland**

# Qualifications Held

- A question on Qualifications Held has been asked in Scotland's Census since 1961.
- The form and content of this question has changed over the years.

# 1971-1991

- A question about degree level and professional and vocational qualifications has been consistently included but the format and content of this question has changed over time.
- School level qualifications were asked about in 1971, but not again until 2001.

# 2001 - 2011

## Question 2001 - Scotland

### 34 Which of these qualifications do you have?

♦ *✓ all boxes that apply.*

- 'O' Grade, Standard Grade, Intermediate 1, Intermediate 2, GCSE, CSE, Senior Certificate *or equivalent*
- Higher Grade, CSYS, Scottish Group Award at Higher, 'A' Level, AS Level, Advanced Senior Certificate *or equivalent*
- GSVQ/SVQ Level 1 or 2, SCOTVEC/National Certificate Module, BTEC First Diploma, City and Guilds Craft, RSA Diploma *or equivalent*
- GSVQ/SVQ Level 3, ONC, OND, SCOTVEC National Diploma, City and Guilds Advanced Craft, RSA Advanced Diploma *or equivalent*
- HNC, HND, SVQ Level 4 or 5, RSA Higher Diploma *or equivalent*
- First Degree, Higher Degree
- Professional Qualifications (for example, teaching, accountancy)
- None of these

## Question 2011 - Scotland

### 23 Which of these qualifications do you have?

♦ Tick all that apply.

- O Grade, Standard Grade, Access 3 Cluster, Intermediate 1 or 2, GCSE, CSE, Senior Certificate or equivalent
- SCE Higher Grade, Higher, Advanced Higher, CSYS, A Level, AS Level, Advanced Senior Certificate or equivalent
- GSVQ Foundation or Intermediate, SVQ level 1 or 2, SCOTVEC Module, City and Guilds Craft or equivalent
- GSVQ Advanced, SVQ level 3, ONC, OND, SCOTVEC National Diploma, City and Guilds Advanced Craft or equivalent
- HNC, HND, SVQ level 4 or equivalent
- Degree, Postgraduate qualifications, Masters, PhD, SVQ level 5 or equivalent
- Professional qualifications (for example, teaching, nursing, accountancy)
- Other school qualifications not already mentioned (including foreign qualifications)
- Other post-school but pre-Higher Education qualifications not already mentioned (including foreign qualifications)
- Other Higher Education qualifications not already mentioned (including foreign qualifications)
- No qualifications

# Output: Highest Level

The response options are used to derive five qualification levels:

<b>No qualifications</b>	<input type="checkbox"/> No qualifications
<b>Level 1</b>	<input type="checkbox"/> O Grade, Standard Grade, Access 3 Cluster, Intermediate 1 or 2, GCSE, CSE, Senior Certificate or equivalent; <input type="checkbox"/> GSVQ Foundation or Intermediate, SVQ level 1 or 2, SCOTVEC Module, City and Guilds Craft or equivalent; <input type="checkbox"/> Other school qualifications not already mentioned (including foreign qualifications)
<b>Level 2</b>	<input type="checkbox"/> SCE Higher Grade, Higher, Advanced Higher, CSYS, A Level, AS Level, Advanced Senior Certificate or equivalent; <input type="checkbox"/> GSVQ Advanced, SVQ level 3, ONC, OND, SCOTVEC National Diploma, City and Guilds Advanced Craft or equivalent
<b>Level 3</b>	<input type="checkbox"/> HNC, HND, SVQ level 4 or equivalent; <input type="checkbox"/> Other post-school but pre-Higher Education qualifications not already mentioned (including foreign qualifications)
<b>Level 4 and above</b>	<input type="checkbox"/> Degree, Postgraduate qualifications, Masters, PhD, SVQ level 5 or equivalent; <input type="checkbox"/> Professional qualifications (for example, teaching, nursing, accountancy); <input type="checkbox"/> Other Higher Education qualifications not already mentioned (including foreign qualifications)

# Highest Qualification Level

- Data from the Qualifications held question are widely used:
  - to inform service delivery: for example, directing resources for community / adult education;
  - for policy development,
  - local area profiling,
  - to understand the labour market and
  - in the development of economic strategies
  - in equalities monitoring, and
  - as a proxy measure to identify deprivation.
- UK comparability and continuity with 2011 and/or earlier censuses are important to many users to enable trend based analysis, longitudinal research and the ability to monitor the effectiveness of educational policy.

# Qualifications Held

- In the Topic Consultation, it was noted that
  - the classification would need to include the new National Qualifications,
  - NRS should consider the classification of older qualifications, and the inclusion of apprenticeships; and
  - there were data quality issues with the output
- NRS proposed to
  - continue to collect information about qualifications held in Scotland's Census 2021, and
  - to review the detail of the information to be collected to ensure that it meets user needs in terms of outputs and quality.

# Qualifications Held – Data Quality

- In the Topic Consultation, some concerns were raised about the quality of 2011 qualifications data.
- The non-response rate to this question was 6.5%
- The Labour Force Survey (LFS) is the official source of qualifications data in the UK
- The 2011 census underestimated the number of people with a qualification of some sort compared to the LFS

## 23 Which of these qualifications do you have?

◆ Tick all that apply.

- O Grade, Standard Grade, Access 3 Cluster, Intermediate 1 or 2, GCSE, CSE, Senior Certificate or equivalent
- SCE Higher Grade, Higher, Advanced Higher, CSYS, A Level, AS Level, Advanced Senior Certificate or equivalent
- GSVQ Foundation or Intermediate, SVQ level 1 or 2, SCOTVEC Module, City and Guilds Craft or equivalent
- GSVQ Advanced, SVQ level 3, ONC, OND, SCOTVEC National Diploma, City and Guilds Advanced Craft or equivalent
- HNC, HND, SVQ level 4 or equivalent
- Degree, Postgraduate qualifications, Masters, PhD, SVQ level 5 or equivalent
- Professional qualifications (for example, teaching, nursing, accountancy)
- Other school qualifications not already mentioned (including foreign qualifications)
- Other post-school but pre-Higher Education qualifications not already mentioned (including foreign qualifications)
- Other Higher Education qualifications not already mentioned (including foreign qualifications)
- No qualifications



# Qualifications 2011 style question

New Scottish  
qualifications

Apprenticeships

28 Which of these qualifications do you have?

◆ Tick all that apply

- O Grade, Standard Grade, National 4 or 5, Access 3 Cluster, National 3, Intermediate 1 or 2, GCSE, CSE, Senior Certificate or equivalent
- SCE Higher Grade, Higher, Advanced Higher, CSYS, A Level, AS Level, Advanced Senior Certificate or equivalent
- Apprenticeship (including trade, advanced, foundation and modern)
- GSVQ Foundation or intermediate, SVQ level 1 or 2, SCOTVEC Module, City and Guilds Craft or equivalent
- GSVQ Advanced, SVQ level 3, ONC, OND, SCOTVEC National Diploma, City and Guilds Advanced Craft or equivalent
- HNC, HND, SVQ level 4 or equivalent
- Other school qualifications not already mentioned (including foreign qualifications)
- Other post-school but pre-Higher Education qualifications not already mentioned (including foreign qualifications)
- Degree, Postgraduate qualifications, Masters, PhD, SVQ level 5 or equivalent
- Professional qualifications (for example teaching, nursing, accountancy)
- Other Higher Education qualifications not already mentioned (including foreign qualifications)
- No qualifications

Order  
changed

# Next Steps

- We are currently **reviewing the Qualifications Question content and design** with ONS and NISRA.
- **The 2021 census will be predominantly online.**
- Question **design online and on paper** needs to be considered.
- Questions, question content and question design need to be prioritised as part of the whole census questionnaire.

# Prioritisation

## Strength of user need

Data collected by the census must meet a user need for equality monitoring, policy development, resource allocation and/or service planning and delivery.

## Lack of alternative sources

Data collected by the census must meet a user need that cannot be met elsewhere.

## Acceptability, clarity and data quality

Questions asked in the census must be acceptable to the majority of the public, clear and be designed with minimal respondent burden in order to obtain the highest possible data quality to meet user needs.

## Comparability

Data collected by the census should be comparable over time where possible, and harmonised across the UK where reasonable.

## Operational considerations

Census questions must be considered as part of the census as a whole, where effective digital and paper design, space and financial constraints must be considered.

# The Qualifications Question

- The Qualifications Question has a medium user need compared to questions on other topics, for example ethnic group
- It takes up a lot of space for this relatively lower user need
- There are data quality issues
- We would like to reduce the space taken up and improve data quality of outputs

# Census Deprivation Levels

## Household deprivation classification

**Definition:** The dimensions of deprivation used to classify households are indicators based on four selected household characteristics. A household is deprived in a dimension if they meet one or more of the following conditions:

- employment: where any member of a household, who is not a full-time student, is either unemployed or long-term sick,
- **education: no person in the household has at least level 2 education (see highest level of qualification), and no person aged 16-18 is a full-time student,**
- health and disability: any person in the household has general health that is 'bad' or 'very bad' or has a long term health problem, and
- housing: the household's accommodation is either overcrowded, with an occupancy rating -1 or less, or is in a shared dwelling, or has no central heating.

A household is classified as being deprived in none, or one to four of these dimensions in any combination.

# SIMD

- The Scottish Index of Multiple Deprivation is the official tool for identifying areas of multiple deprivation in Scotland
- SIMD was updated in 2016

SIMD16 indicators	2016 Weight	SIMD 2012 indicators	2012 Weight	Summary of change
Attainment of school leavers SG, 2011/12-2014/15	0.23	Pupil performance on SQA at stage 4 SG, 2008/9-2010/11	0.23	The 2016 indicator considers the highest qualification a pupil leaves school with, whereas the 2012 indicator looked at the average SQA score at stage 4.

# Questions

1. Which education levels are most vital to your work, why?
2. What information, if any, do you require about apprenticeships?
3. Do you use the census deprivation levels, if so what for?

# Break



# Questions

- An online survey was open prior to the event to help us gather some initial thoughts about alternative question design
  1. Could needs be met with a reduced number of qualifications levels?
  2. Would one of these alternative question meet your need for census data? If not, why?

# UK Harmonised Questions (A)

**13** Do you have any educational qualifications for which you received a certificate?

Yes → Go to **15**

No

**14** Do you have any professional, vocational or other work related qualifications for which you received a certificate?

Yes → Go to **16**

No

**15** Was your highest qualification at degree level or above?

Yes

No

Level 1-3

No qualifications

Level 4+

# Alternative Questions (B)

**13** Do you have any educational qualifications for which you received a certificate?

◆ Tick all that apply

- Yes – O Grade, Standard Grade, National 4 or 5, Access 3 Cluster, National 3, Intermediate 1 or 2, GCSE, CSE, Senior Certificate or equivalent
- Yes – SCE Higher Grade, Higher, Advanced Higher, CSYS, A Level, AS Level, Advanced Senior Certificate or equivalent
- Yes – other qualifications
- NO → Go to [14](#)

**14** Is your highest qualification at degree level or above?

- Yes  No

**15** Do you have any professional, vocational or other work related qualifications for which you received a certificate?

- Yes  No

Reduced level 1

Reduced level 2

Level 1-3

No qualifications

Level 4+

# Alternative Questions (C)

**13** Do you have any educational qualifications for which you received a certificate?

◆ Tick all that apply

- Yes – O Grade, Standard Grade, National 4 or 5, Access 3 (Cluster National 3, Intermediate 1 or 2, GCSE, CSE, Senior Certificate or equivalent
- Yes – GSVQ Foundation or Intermediate, SVQ level 1 or 2, SCOTVEC Module, City or Cuilds Craft or equivalent
- Yes – other qualifications
- No → Go to **15**

**14** Is your highest qualification at degree level or above?

- Yes  No

**15** Do you have any professional, vocational or other work related qualifications for which you received a certificate?

- Yes  No

Level 1

Level 2-3

No qualifications

Level 4+

# Questions

1. Could needs be met with a reduced number of qualifications levels?
2. Would one of these alternative question meet your need for census data? If not, why?

# Scotland's Census 2021

## Topic Event: Education and Labour Market

Tuesday 19 December

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National Records of Scotland

# Labour Market in Scotland's Census

**Heather Bardsley**  
National Records of Scotland

# What is Scotland's Census?

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# How do we get there?



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- We will be updating users on our progress in planning for Scotland's Census 2021 as we continue this process.
- Our final recommendations for Question Content will be made to Parliament in 2019

# Agenda

- |                |  |
|----------------|--|
| 13:00 to 14:10 | Labour Market in Scotland's Census 2021        |
| 14:10 to 14:20 | Break  |
| 14:20 to 15:45 | Travel to work/study in Scotland's Census 2021 |

# Labour Market Questions

- Questions on Labour Market have been asked in Scotland's Census in some way since 1801!
- The form and content of these questions have changed over the years.

# 1991

## Questions were asked to capture:

- Employment Status
- Hours Worked
- Occupation
- Industry

**13 Whether working, retired, looking after the home etc last week**

Which of these things was the person doing last week?

Please read carefully right through the list and tick all the descriptions that apply.

Casual or temporary work should be counted at boxes 1, 2, 3 or 4. Also tick boxes 1, 2, 3 or 4 if the person had a job last week but was off sick, on holiday, temporarily laid off or on strike.

Boxes 1, 2, 3 and 4 refer to work for pay or profit but not to unpaid work except in a family business.

Working for an employer is **part time** (box 2) if the hours worked, excluding any overtime and mealbreaks, are usually 30 hours or less per week.

Include any person wanting a job but prevented from looking by holiday or temporary sickness.

Do not count training given or paid for by an employer.

Was working for an employer full time (more than 30 hours a week)  1

Was working for an employer part time (one hour or more a week)  2

Was self-employed, employing other people  3

Was self-employed, not employing other people  4

Was on a government employment or training scheme  5

Was waiting to start a job he/she has already accepted  6

Was unemployed and looking for a job  7

Was at school or at other full-time education  8

Was unable to work because of long term sickness or disability  9

Was retired from paid work  10

Was looking after the home or family  11

Other   
please specify

**14 Hours worked per week**

How many hours per week does or did the person usually work in his or her main job?

Do not count overtime or meal breaks.

Number of hours worked per week

**15 Occupation**

Please give the full title of the person's present or last job and describe the main things he/she does or did in the job.

At a, give the full title by which the job is known, for example: 'packing machinery'; 'poultry processor'; 'jig and tool fitter'; 'supervisor of assistants'; 'accounts clerk'; rather than general titles like 'machinist'; 'process worker'; 'supervisor' or 'clerk'. Give rank or grade, if the person has one.

At b, write down the main things the person actually does or did in the job. If possible ask him/her to say what these things are and write them down.

**Armed Forces** — enter 'commissioned officer' or 'other rank' as appropriate at a, and leave b blank.

**Civil Servants** — give grade at a and discipline or specialism, for example: 'electrical engineer'; 'accountant'; 'chemist'; 'administrator' at b.

a Full job title

b Main things done in job

**16 Name and business of employer (if self-employed give the name and nature of the person's business)**

At a, please give the name of the employer. Give the trading name if one is used. Do not use abbreviations.

At b, describe clearly what the employer (or the person if self-employed) makes or does (or did).

**Armed Forces** — write 'Armed Forces' at a and leave b blank. For a member of the Armed Forces of a country other than the UK — add the name of the country.

**Civil Servants** — give name of Department at a and write 'Government Department' at b.

**Local Government Officers** — give name of employing authority at a and department in which employed at b.

a Name of employer

b Description of employer's business

YES  Answer questions 14, 15, 16, 17 and 18 about the main job last week, then go on to question 19

NO  Answer B

YES  Answer questions 14, 15 and 16 about the most recent job, then go on to question 19

NO  Go on to question 19

# 2001

## Questions were asked to capture:

- Employment Status
- Unemployment
- Last year worked
- Ever worked
- Supervisor Status
- Organisation Size

**19** Last week, were you doing any work:

- as an employee,
- as self-employed/freelance,
- in your own/family business, or
- on a Government sponsored training scheme?

♦ ✓ 'Yes' if you were away from work ill, on maternity leave, on holiday or temporarily laid off.

♦ ✓ 'Yes' for any paid work, including casual or temporary work, even if only for one hour.

♦ ✓ 'Yes' if you worked, paid or unpaid, in your own/family business.

Yes → Go to 25

No → Go to 20

**20** Were you actively looking for any kind of paid work during the last 4 weeks?

Yes  No

**21** If a job had been available last week, could you have started it within 2 weeks?

Yes  No

**22** Last week, were you waiting to start a job already obtained?

Yes  No

**23** Last week, were you any of the following?

♦ ✓ all the boxes that apply.

Retired  Student

Looking after home/family

Permanently sick/disabled

None of the above

**24** Have you ever worked?

Yes, please enter in the year you last worked

→ Go to 25

No, have never worked

→ Go to 24

**25** Answer the remaining questions for the main job you were doing last week, or if not working last week, your last main job.

♦ Your main job is the job in which you usually work the most hours.

**26** Do (did) you work as an employee or are (were) you self-employed?

Employee

Self-employed with employees

Self-employed/freelance without employees

**27** Do (did) you supervise any other employees?

♦ A supervisor or foreman is responsible for overseeing the work of other employees on a day-to-day basis.

Yes  No

**28** How many people work (worked) for your employer at the place where you work (worked)?

♦ If you are (were) self-employed, ✓ to show how many people you employ (employed) including yourself.

1-9  10-24

25-499  500 or more

# 2001

## Questions were asked to capture:

- Hours worked
- Occupation
- Industry

**29 How many hours (to the nearest full hour) a week do (did) you usually work in your *main* job?**

◆ Give average for last four weeks. Number of hours worked a week

**30 What is (was) the full title of your *main* job?**

◆ For example, PRIMARY SCHOOL TEACHER, CAR MECHANIC, TELEVISION SERVICE ENGINEER, BENEFITS ASSISTANT.

◆ Civil Servants, Local Government Officers - give job title not grade or pay band.

**31 Describe what you do (did) in your *main* job?**

**32 What is the full name of the organisation you work (worked) for in your *main* job?**

◆ Please write in only one box below, as appropriate.

◆ If you have your own business, write in the name.

Self-employed/freelance       Work (worked) for a private individual

**33 What is (was) the business of the organisation which you named above at Question 32?**

◆ For example, MAKING SHOES, REPAIRING CARS, SECONDARY EDUCATION.

◆ Civil Servants, Local Government Officers - please specify your Department.



# 2011

## Questions were asked to capture:

- Employment Status
- Unemployment
- Last year worked
- Ever worked

**24** Last week were you:

- ◆ Tick all that apply.
- ◆ Include any paid work, including casual or temporary work, even if only for one hour.
- working as an employee? → Go to 25
- on a Government sponsored training scheme? → Go to 25
- self-employed or freelance? → Go to 30
- working paid or unpaid for your own or your family's business? → Go to 30
- away from work ill, on maternity leave, on holiday or temporarily laid off? → Go to 30
- doing any other kind of paid work? → Go to 30
- none of the above

**25** Were you actively looking for any kind of paid work during the last 4 weeks?

Yes     No

**26** If a job had been available last week, could you have started it within 2 weeks?

Yes     No

**27** Last week, were you waiting to start a job already obtained?

Yes     No

**28** Last week were you:

- ◆ Tick all that apply.
- retired (whether receiving a pension or not)?
- a student?
- looking after home or family?
- long-term sick or disabled?
- other

**29** Have you ever worked?

Yes, please write in the year you last worked

No, have never worked → Go to 38

# 2011

## Questions were asked to capture:

- Employment Status
- Occupation
- Supervisor Status
- Hours worked
- Industry

**31** In your main job, are (were) you:

an employee?

self-employed or freelance without employees?

self-employed with employees?

**32** What is (was) your full and specific job title?

◆ For example, PRIMARY SCHOOL TEACHER, CAR MECHANIC, DISTRICT NURSE, STRUCTURAL ENGINEER.

◆ Do not state your grade or pay band.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**33** Briefly describe what you do (did) in your main job.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**34** Do (did) you supervise any employees?

◆ Supervision involves overseeing the work of other employees on a day-to-day basis.

Yes       No

**35** How many hours (to the nearest full hour) a week do (did) you usually work in your main job?

◆ Include paid and unpaid overtime.

Number of hours worked in a typical week

**36** At your workplace, what is (was) the main activity of your employer or business?

◆ For example, ARMED FORCES, PRIMARY EDUCATION, REPAIRING CARS, CONTRACT CATERING, COMPUTER SERVICING, DOCTOR'S SURGERY.

◆ If you are (were) a civil servant, please write GOVERNMENT.

◆ If you are (were) a local government officer, please write LOCAL GOVERNMENT and give the name of your department within the local authority.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**37** In your main job, what is (was) the name of the organisation you work (worked) for?

◆ If you are (were) self-employed in your own organisation, please write in the business name.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

No organisation, for example, self-employed, freelance, or work (worked) for a private individual.

# 2011 Output

- Occupation and Industry
- Economic Activity
- National Statistics Socio-economic Classification (NS-SeC)

# Topic Consultation Feedback

## Responses indicated strong data need for:

- Economic Activity
- National Statistics Socio-economic Classification (NS-SeC)
- Occupation and Industry

## Responses also indicated some need for:

- Hours worked
- Year last worked
- Supervisory Status

# Current Work

- Currently the questions take up over a page and a half of the questionnaire
- International Labour Organisation Guidelines
- Review of the question set as a whole

# Current Work

- Supervisory Status
- Hours worked
- Year last worked
- Question set as a whole

# Supervisory Status

- 2011 supervisory status question asked of your main job

Do (did) you supervise any employees?

◆ Supervision involves overseeing the work of other employees on a day-to-day basis.

Yes       No

# Supervisory Status

- Along with occupation and other variables, this fed into the National Statistics Socio-economic Classification (NS-SeC)

	If supervisor	If not supervisor
OCC CODE=X,Y	Higher supervisory occupations	Intermediate occupations
OCC CODE = P,Q,R	Lower supervisory occupations	Lower technical occupations
		Semi routine occupations
		Routine occupations



# Supervisory Status

- ONS work on Census Specific Matrix
- Labour Force Survey data and SOC (2010) Codes
- 92.6% of the 13 operational classes

# Supervisory Status

- Saving space on the paper questionnaire
- UK comparability
- Consistency with 2011
- Reviewed SOC(2020) Codes

# Year Last Worked

- 2011 year last worked question asked

Have you ever worked?

Yes, please write in the year you last worked

→ Go to 30

No, have never worked → Go to 38

SPECIMEN

- Due to the way this was asked, our definition of 'long-term unemployed' differed to that of the Labour Force Survey (LFS)

# Year Last Worked

		Census	LFS
⋮	⋮	Long-term unemployed	Long-term unemployed
2009	October		
2009	November		
2009	December		Long-term unemployed
2010	January		
2010	February		
2010	March	Short-term unemployed	Short-term unemployed
2010	April		
2010	May		
2010	June		
2010	July		
2010	August		
2010	September		
2010	October		
2010	November		
2010	December		
2011	January		
2011	February		
2011	March		

- LFS: not having worked for 12 months
- Census: not having worked since 2009
- Census took place in March 2011
- Last worked in early 2010 categorised as 'short-term unemployed' even though they had been unemployed for over 12 months.

# Year Last Worked

- Working with ONS and NISRA on a question which aligns our definition with the Labour Force Survey definition.
- **Comparability** or **Continuity**

# Hours Worked

## Scotland's Census 2011

**35** How many hours (to the nearest full hour) a week do (did) you usually work in your main job?

◆ Include paid and unpaid overtime.

Number of hours worked in a typical week

## England and Wales 2011

**42** In your main job, how many hours a week (including paid and unpaid overtime) do you usually work?

15 or less

16 - 30

31 - 48

49 or more

## Northern Ireland 2011

**42** In your main job, how many hours a week do (did) you usually work?

◆ Include paid and unpaid overtime.

15 or less       16 - 30

31 - 48       49 or more

# Hours Worked

## Advantages of the NRS Question:

- More detailed data

## Disadvantages of the NRS Question:

- Higher respondent burden
- Higher coding burden

# Hours Worked

## Is the detail in the data needed?

- 50% of tables from 2011 used the standard breakdown collect in England, Wales and Northern Ireland
- The breakdown used for Economic Activity can be created from the standard breakdown

## Does the standard breakdown meet your needs?



# Break

14:10 to 14:20

# Travel to Work or Study in Scotland's Census

**Heather Bardsley**

**National Records of Scotland**

# Travel to Work/Study Questions

- Questions on travel to work have been asked in Scotland's Census in some way since 1951.
- In 2001 the questions were amended to ask about travel to study as well (in Scotland)
- The form and content of these questions have changed over the years.

# 1991

## Questions were asked to capture:

- Address of place of work
- Method of transport to place of work

<p><b>17 Address of place of work</b></p> <p>Please give the full address of the person's place of work. For a person employed on a site for a long period, give the address of the site. For a person employed on an offshore installation, write 'offshore installation'. For a person not working regularly at one place who reports daily to a depot or other fixed address, give that address. For a person not reporting daily to a fixed address, tick box 1. For a person working mainly at home, tick box 2. <b>Armed Forces</b> — leave blank.</p>	<p>Please write full address and postcode of workplace below in <b>BLOCK CAPITALS</b></p> <p>Postcode</p> <p>No fixed place <input type="checkbox"/> 1 Mainly at home <input type="checkbox"/> 2</p> <p>British Rail train <input type="checkbox"/> 1 Underground, tube, metro <input type="checkbox"/> 2 Bus, minibus or coach (public or private) <input type="checkbox"/> 3 Motor cycle, scooter, moped <input type="checkbox"/> 4 Driving a car or van <input type="checkbox"/> 5 Passenger in car or van <input type="checkbox"/> 6 Pedal cycle <input type="checkbox"/> 7 On foot <input type="checkbox"/> 8 Other <input type="checkbox"/> 9 <i>please specify</i></p> <p>Works mainly at home <input type="checkbox"/> 0</p>	<p>Please write full address and postcode of workplace below in <b>BLOCK CAPITALS</b></p> <p>Postcode</p> <p>No fixed place <input type="checkbox"/> 1 Mainly at home <input type="checkbox"/> 2</p> <p>British Rail train <input type="checkbox"/> 1 Underground, tube, metro <input type="checkbox"/> 2 Bus, minibus or coach (public or private) <input type="checkbox"/> 3 Motor cycle, scooter, moped <input type="checkbox"/> 4 Driving a car or van <input type="checkbox"/> 5 Passenger in car or van <input type="checkbox"/> 6 Pedal cycle <input type="checkbox"/> 7 On foot <input type="checkbox"/> 8 Other <input type="checkbox"/> 9 <i>please specify</i></p> <p>Works mainly at home <input type="checkbox"/> 0</p>
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# 2001

## Questions were asked to capture:

- Address of place of work or study
- Method of transport to place of work or study

**10 What address do you travel to for your main job or course of study (including school)?**

- Answer for the place where you spend most time for work or study.
- If you report to a depot, write in depot address.

Not currently working or studying **▶ Go to 12**  
 Work or study mainly at or from home **▶ Go to 12**  
 No fixed place  
 Work on offshore installation, please use the address panel below to write in where you travel offshore from, for example "ABERDEEN"  
 The address below, please write in

Postcode

**11 How do you usually travel to your main place of work or study (including school)?**

- one box only
- the box for the longest part, by distance, of your usual journey to work or study.

Underground, tube, metro or light rail  
 Train  
 Bus, minibus or coach (public or private)  
 Taxi or minicab  
 Driving a car or van  
 Passenger in a car or van  
 Motor cycle, scooter or moped  
 Bicycle  
 On foot  
 Other



# Topic Consultation

- Widely used by local government and public bodies for transport planning
- Inform transport and active travel strategies which feed into policy and investment decisions
- Origin-destination statistics

# Topic Consultation

- Support for separate questions on work and study
- Concern about data quality for the combined question
- Space constraints
- Better guidance and question wording



# Address of Work/Study



# Address of Work/Study

## Scotland's Census 2017 Testing - Online

Q26. Where do you travel to for your main job or course of study (including school)?

- Not currently working or studying, including retired
- Work mainly at, or from, home
- Distance learning, home schooled (or equivalent)
- No fixed place
- Work on an offshore installation
- Work or study at a fixed address or report to a depot

◀ Previous Stop Next question ▶

Q26b. Please enter the address you usually travel to for your main job or course of study (including school):

- Answer for the place where you spend the most time
- If you report to a depot please enter the depot address
- If you work on an offshore installation please enter, where you travel offshore from, for example "ABERDEEN HARBOUR"

First line:

Second line:

Third line:

Town/City:

County:

Postcode:

Is the address above your place of work or place of study?

- Work
- Study

◀ Previous Stop Next question ▶

# Address of Work/Study

## Alternative

**Q26. Do you regularly travel to a place where you work or study (including school)?**

◆ This includes school, college, university and any fixed place of work including working from a depot or an offshore installation

- Yes  
 No – not currently working or studying (including retired)  
 No – work or study at, or from, home  
 No – no fixed place

**Q26b. Please enter the address you usually travel to for your main job or course of study (including school):**

- ◆ Answer for the place where you spend the most time  
◆ If you report to a depot, please write in the depot address  
◆ If you work on an offshore installation, please enter the address you travel offshore from, for example "ABERDEEN HARBOUR"


Postcode

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**Is the address entered above your place of work or place of study?**

- Work  
 Study

# Address of Work/Study

## What data is needed from the question?:

- Do we need those working offshore separated from those working onshore?

## Who do we need the data from?:

- Currently we ask for the address where you spend the most time – whether it's a work or study
- Is this adding to data quality issues?

# Scottish Household Survey

For the method of transport question the SHS ask:

*HOW DO YOU USUALLY TRAVEL TO WORK (OR SCHOOL/ COLLEGE/UNIVERSITY IF IN FULL TIME EDUCATION)?*

Could we use similar wording?

*What address do you travel to for your main job (or course of study if in full-time education)?*

◆ If you report to a depot, please write in the depot address

- May improve respondent understanding of how to answer

# Address of Work/Study

Scotland's Census 2011		Work		
		Not working	Part-time	Full-time
Study	Not Studying	N/A	Work	Work
	Part-time	Study	Whichever they do most	Work
	Full-time	Study	Study	Whichever they do most

Alternative Question		Work		
		Not working	Part-time	Full-time
Study	Not Studying	N/A	Work	Work
	Part-time	-	Work	Work
	Full-time	Study	Study	Study

- Would lose data on those studying part-time who were not working
- For those working and studying part-time the question would aim to collect their work address, no matter whether they worked or studied more.
- The opposite is true for full-time

# Address of Work/Study

**What information is needed for people who work and study?**

- Where they spend the most time?
- Where they work, unless they don't work and then where they study?
- Or something else?

**Would changing to a question like the SHS question meet user needs?**

**Is there need for those who work offshore to be captured separately from those working onshore?**



# Method of Travel to Work/Study

# Wording of Response Options

The wording of the response options has changed over time

1991	2001	2011	SHS
Driving a car or van			Driver car/van
Passenger in a car or van			Passenger car/van
On foot			Walking
Motorcycle, scooter or moped			Motorcycle/moped
British Rail Train	Train		Rail
Underground, tube, metro	Underground, tube, metro or light rail	Underground, subway, metro, light rail or tram	Tram
Pedal cycle	Bicycle		Underground
Bus, minibus or coach (public or private)		Bus, minibus or coach	Bicycle
	Taxi or minicab	Taxi	School Bus
Other			Work Bus
			Ordinary (service) bus
			Taxi/minicab
			Ferry
			Aeroplane
			Horse-riding
			Other

# Order of Response Options

- **population size** or **alphabetical order**.
- For some questions the order is changed to avoid confusion.

**H10** Does your household own or rent this accommodation?

◆ Tick one box only.

Owns outright → Go to **H12**

Owns with a mortgage or loan → Go to **H12**

**7** Does your household own or rent this accommodation?

◆ Tick one box only.

Owns with a mortgage or loan → Go to **9**

Owns outright → Go to **9**

- The transport question could be ordered by public/private transport.

# Order and Wording

- Does any of the wording need amended?
- Are the groupings correct?
- Are there any response options missing?
- What order works best for the response options?

# Feedback

**Thank you for your input at today's event**

Please complete an event feedback sheet before you leave.

If you have any questions please email us:

## **Education**

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## **Labour Market and Travel**

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