

APPENDICES

The Resident(s)
<Address Line 1>
<Address Line 2>
<Address Line 3>
<Address Line 4>
<Address Line 5>

Our ref: 45107423/Q3
Your ref: xxxxxx

January 2009



department for
**culture, media
and sport**

TAKING PART: ENGLAND'S SURVEY OF LEISURE, CULTURE AND SPORT

Dear Sir/Madam,

I am writing to ask for your help with our survey called ***Taking Part***.

The survey asks people what they choose to do in their own time and why. The results of the survey will play a vital role in deciding how public money will be spent on sports, arts and other leisure facilities both locally and nationally. Most people enjoy taking part in the survey and more information can be found in the enclosed leaflet.

The Department for Culture, Media and Sport (and its partner organisations) has commissioned BMRB Social Research, an independent research organisation, to conduct the survey on its behalf. An interviewer will call at your address in the next few weeks. They will show you an identification card and will answer any questions you may have about the survey.

Your address has been selected at random from the Post Office's national list of addresses to form part of a sample that represents the population as a whole. Now that your address has been selected we cannot replace it with another.

The interviewer who comes to visit you may need to randomly select somebody from your household to take part. This ensures the survey is representative. You may want to show this letter and leaflet to other members of the household just in case they are selected. **No individual will be identifiable from the results and the information will only be used for genuine research purposes.**

We can only produce good quality official statistics if people like yourself volunteer to take part in these surveys. Without good quality statistics, it is difficult for us to make good decisions about the future so it is very important to us that everyone selected takes part, even if you don't think your experiences are relevant.

If you want to know more about the survey or wish to get a message to an interviewer who has already contacted you, please ring BMRB on 0800 015 2476 (freephone) between 9.30am and 5.30pm Monday to Friday, or email takingpart@bmr.co.uk.

Thank you in advance. ***As a token of our appreciation for your time, please find enclosed a book of stamps. In addition, all households that take part receive a £5 High Street Voucher.***

Yours faithfully,

Rebecca Aust
Survey Manager



improving
the quality
of life for all

45107424 / **BMRB** Serial Number

Dear Resident(s),

TAKING PART: ENGLAND'S SURVEY OF LEISURE, CULTURE AND SPORT

Some weeks ago we sent your household a letter about the **taking part** survey. However, we have been unable to make contact with you since this time. I am writing to ask if you would consider taking part when an interviewer calls again in the next few weeks.

The Government Department for Culture Media and Sport and its partner organisations have commissioned BMRB Social Research, an independent research organisation, to conduct the interviews on its behalf. The results of the survey will play a vital role deciding how public money will be spent on sports, arts and culture both locally and nationally.

The survey asks people what they have chosen to do in their own time recently and what helps or hinders them taking part in various activities. The survey covers a wide range of activities from walking, reading and going to the cinema to visiting historic places or museums. **If you don't take part in these activities your views and experiences are just as important as those people that do.**

Your household has been randomly selected from the Post Office's national address list. We only select a small number of households in each area, so it is very important that you take part to ensure all areas in England are represented.

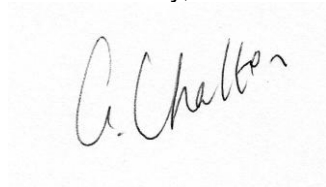
The information collected during the interview will be treated in the strictest confidence. No individual will be identifiable from the results and the information will only be used for genuine research purposes.

I hope that you will help us with this survey. An interviewer will call in the next few weeks to arrange a time convenient to you to carry out the interview. He or she will carry an identification card and will answer any questions you may have about the survey.

If you wish to know more about the survey or tell us not to call, please ring BMRB on 0800 015 2476 (freephone) between 9.30am and 5.30pm Monday to Friday, or email takingpart@bmrbsocialresearch.co.uk.

Thank you in advance for your help. As a token of our appreciation for your time, all households that take part receive a £5 High Street Voucher.

Yours faithfully,



Angela Charlton
Associate Director
BMRB Social Research

45107424/ BMRB Serial Number

Dear Resident(s),

TAKING PART: ENGLAND'S SURVEY OF LEISURE, CULTURE AND SPORT

An interviewer working on behalf of BMRB Social Research may have recently asked you, or someone else in your household, to take part in England's Survey of Leisure, Culture and Sport. BMRB Social Research is conducting the survey on behalf of the Government Department for Culture, Media and Sport and its partner organisations.

I understand that your household chose not to take part when we last called. I am writing to ask if you *would* reconsider taking part when an interviewer calls again in the next few weeks.

The results of the survey will play a vital role deciding how public money will be spent on sports, arts and culture both locally and nationally.

The survey asks people what they have chosen to do in their own time recently and what helps or hinders them taking part in various activities. The survey covers a wide range of activities from walking, reading and going to the cinema to visiting historic places or museums. **If you don't take part in these activities your views and experiences are just as important as those people that do.**

Your household has been randomly selected from the Post Office's national address list. We only select a small number of households in each area, so it is very important that you take part to ensure all areas in England are represented.

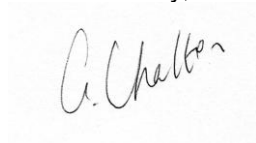
The information collected during the interview will be treated in the strictest confidence. No individual will be identifiable from the results and the information will only be used for genuine research purposes.

I hope that you will help us with this survey. An interviewer will call in the next few weeks to arrange a time convenient to you to carry out the interview. He or she will carry an identification card and will answer any questions you may have about the survey.

If you wish to know more about the survey or tell us not to call, please ring BMRB on 0800 015 2476 (freephone) between 9.30am and 5.30pm Monday to Friday, or email takingpart@bmr.co.uk.

Thank you in advance for your help. As a token of our appreciation for your time, all households that take part receive a £5 High Street Voucher.

Yours faithfully,



Angela Charlton
Associate Director
BMRB Social Research

TAKING PART ADDRESS CONTACT SHEET (ACS)

ADDRESS DETAILS

Selection Box

2	3	4	5	6	7	8	9	10	11	12	No. DUs/ adults/children
											SELECT

Police
Station

Selected Respondent

Telephone No.

Area Code :

Serial Number :

CHECK DIGIT :

Screen Number : 0

Incentive Type £5 conditional voucher and stamps

Interviewer Code

Interviewer Name

Supervisor

Date accompanied

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**NOTE: IF YOU ARE DOING A REISSUE ASSIGNMENT
RECORD YOUR DETAILS AT THE TOP OF PAGE 13**

CALLS RECORD (Note all contacts and attempts to contact household & respondent in person or by 'phone, even if no reply)

CALL NO.	DAY	DATE (DD:MM)	TIME (24 HRS)	*Call Status (see below)	CALLS RECORD (AT LEAST 8 CALLS, IF NECESSARY)
1		/			
2		/			
3		/			
4		/			
5		/			
6		/			
7		/			
8		/			

Call Status Codes: 1=No Reply, 2=Contact Made, 3=Appointment Made, 4=Any Interviewing Done, 5=Any Other Outcome (describe in calls record)

If you make more than 8 calls please record details of extra calls on page 13.

Total no. calls Date of first contact Date of last visit

Final adult outcome: Original Issue 1st Reissue 2nd Reissue 3rd Reissue

REISSUE

If you believe there is a reason **NOT** to reissue this address please clearly mark this by placing a cross in the box opposite. If you mark an address as unsuitable for reissue you **MUST** give your reasons for this in the Notes Page (page 11)

**DO NOT
REISSUE**

X

1. Establish whether address is eligible

C1. IS ADDRESS TRACEABLE, RESIDENTIAL AND OCCUPIED AS A MAIN RESIDENCE?

Yes	A	GO TO C2
No	B	CODE FINAL OUTCOME (code 1 -13) AT SECTION 6, PAGE 4

IF 'YES' AT C1

2. Establish number of Dwelling Units (DUs) occupied

C2. Make contact with any adult at address

IF NECESSARY ASK : Can I just check, is this house/bungalow/building occupied as a single dwelling or is it split up into separate units?

How many units are occupied at present? (If don't know, treat a dwelling unit as occupied)

WRITE IN: ENTER TOTAL NO OF OCCUPIED DWELLING UNITS AT ADDRESS

e.g.: 2

AND CODE: NO. OF OCCUPIED DWELLING UNITS 1 only

2 or more

A	GO TO C4
B	GO TO C3a
C	CODE OUTCOME IN SECTION 6 (code 16 / 17).

If no contact made with any adult or information refused

3. Multi-DU addresses – select one DU for interview

C3a. IF 2 OR MORE OCCUPIED UNITS, LIST ALL IN GRID BELOW:

- in flat/room number order

OR:

- from bottom to top of building, left to right, front to back
(SEE INSTRUCTIONS FOR MORE DETAILS)

OCCUPIED UNIT	DWELLING NO	OCCUPIED UNIT	DWELLING NO
	1		7
	2		8
	3		9
	4		10
	5		11
	6		12

C3b. LOOK AT SELECTION BOX ON FRONT PAGE TO SELECT DWELLING UNIT FOR INTERVIEW

- "No. of DUs/people" row – Find number corresponding to total number of dwelling units
- "SELECT" row – number beneath total number of dwelling units is SELECTED DWELLING UNIT.
- RING ON GRID ABOVE.

ENTER DWELLING NO. OF SELECTED DWELLING UNIT:

RECORD FLAT OR ROOM NUMBER/DETAILS OF LOCATION OF SELECTED UNIT BELOW:

NOW GO TO C4

4. Establish number of eligible persons at (selected) DU

C4. CONTACT RESPONSIBLE ADULT AT DWELLING UNIT AND INTRODUCE SURVEY

Good afternoon/evening. My name is and I'm calling on behalf of BMRB Social Research. I'm carrying out the 'Taking Part' survey for the government. It's about the kinds of activities you choose to do in your own time and about how you feel about facilities in your local area.

You should have received a letter about this survey from the Department for Culture, Media and Sport explaining that we would be contacting you.

SHOW COPY OF ADVANCE LETTER AND MENTION £5 VOUCHER

For this survey we are only interviewing people aged 16 or over. Including yourself, how many people aged 16 or over live in this household?

WRITE IN: ENTER NUMBER OF PEOPLE AGED 16+ (e.g. TWO = 2)

INCLUDE

- People who normally live at address who are away for under 6 months
- Boarders and lodgers living as part of household

EXCLUDE

- People aged 16+ who live elsewhere to study or work but who come home for holidays
- Spouses who are separated and no longer resident
- People away continuously for 6 months or more

AND CODE: NO. OF PERSONS ELIGIBLE

1 only

A

GO TO C5b

2 or more

B

GO TO C5a

If no. of persons in household not obtained

C

CODE OUTCOME AT SECTION 6 ON PAGE 4 (Code 16 or 17)

5. Select one person for interview

C5a. ASK FOR FIRST NAME OF EACH PERSON AGED 16+. LIST IN ALPHABETICAL ORDER IN GRID BELOW

FIRST NAME	PERSON NUMBER
	1
	2
	3
	4
	5

FIRST NAME	PERSON NUMBER
	6
	7
	8
	9
	10

LOOK AT SELECTION BOX ON FRONT PAGE TO SELECT PERSON FOR INTERVIEW.

- "No. of DUs/people" row - Find number corresponding to total number of persons
- "SELECT" row - number beneath total number of dwelling units is SELECTED PERSON.
- RING ON GRID ABOVE.

ENTER "PERSON NUMBER" OF SELECTED PERSON

C5b. Is selected person aged 16 or 17 AND living with parents? (circle code)

Yes	1	GO TO C5c
No	2	GO TO C6

C5c. If yes, has parental permission been obtained? (circle code)

Yes	1	GO TO C6
No - parents/guardians not contacted	2	GO TO SECTION 6
No - parents/guardians refused	3	GO TO SECTION 6

C6. ENTER NAME OF SELECTED RESPONDENT AND, IF POSSIBLE, TELEPHONE NUMBER ON FRONT PAGE. ATTEMPT INTERVIEW OR RECORD APPOINTMENT TIME ON FRONT PAGE IF PARENTAL PERMISSION OBTAINED PUT THE NAME OF THE ADULT WHO GAVE PARENTAL PERMISSION IN BRACKETS AFTER THE RESPONDENT'S NAME.

- ### C7.
- If there are one or more 5-10 year olds in the household and the main interview is with their parent/guardian you will need to do an additional interview about the 5-10 year old - SEE SECTION 8
 - If there are one or more 11-15 year olds within the household you will be prompted at the end of the interview to enquire about obtaining a child interview with the 11-15 year old - SEE SECTION 10
 - If you are unable to establish this information during your visits, you should report an outcome code 84.

6. Final outcome for main adult interview

<i>(Ring relevant outcome codes)</i> <u>ADDRESS INELIGIBLE (DEADWOOD)</u> 1. Not yet built/under construction 2. Derelict / demolished 3. Vacant/empty housing unit 4. Non-residential address (e.g. business, school) – no private dwellings 5. Communal establishment / institution – no private dwellings 6. Address residential and occupied but not main residence (e.g. second home/holiday home) 10. Other ineligible (record details on notes page) 12. Inaccessible – OFFICE APPROVAL ONLY 13. Unable to locate address <u>NO CONTACT</u> 16. Residential address but no contact with anyone at address/DU (after 8+ calls) 33. Selected person needed parental permission but no contact with parent 35. Person selected but no contact with selected person (after 8+ calls) <u>REFUSAL (CODE HERE THEN COMPLETE SECTION 7 ON PAGE 5)</u> 17. Contact made at residential address but information about DU / occupants refused 31. Office refusal – OFFICE APPROVAL ONLY 34. Selected person needed parental permission but parental permission refused 36. Refusal by selected person before interview 37. Proxy refusal (other than by parent/guardian) <u>OTHER UNPRODUCTIVE (COMPLETE SECTION 14 ON PAGE 11)</u> 39. Broken appointment with selected person 40. Selected person ill at home during survey period 41. Selected person away or in hospital all survey period 42. Selected person physically or mentally unable to be interviewed 43. Selected person has inadequate English 44. Other unproductive 25. INTERIM CODE <u>PRODUCTIVE OUTCOME</u> 51. Full interview 52. Partial interview	Main Adult Interview Final Outcome – screen 0			
	Final Outcome	For Re-Issues <u>ONLY</u>		
		<u>1st</u>	<u>2nd</u>	<u>3rd</u>
1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	
5	5	5	5	
6	6	6	6	
10	10	10	10	
12	12	12	12	
13	13	13	13	
16	16	16	16	
33	33	33	33	
35	35	35	35	
17	17	17	17	
31	31	31	31	
34	34	34	34	
36	36	36	36	
37	37	37	37	
39	39	39	39	
40	40	40	40	
41	41	41	41	
42	42	42	42	
43	43	43	43	
44	44	44	44	
25	25	25	25	
51	51	51	51	
52	52	52	52	

Electronic Report sent

(Date box)

Original
1st re-issue
2nd re-issue
3rd re-issue

Main Screen Code 0

Please record any other details of non-contact, refusals or other unsuccessful outcomes on page 11 of the ACS. This will help with re-issues.

7. Reasons for refusal - main adult interview					
R1	Reason for refusal - <u>CODE ALL THAT APPLY</u> (CODE IF FINAL OUTCOME IS 17, 34, 36 OR 37)	Final outcome	For Re-Issues <u>ONLY</u>		
			1 st	2 nd	3 rd
	1. Bad timing (e.g. sick children), otherwise engaged (e.g. visit) 2. Not interested 3. Don't know enough / anything about the subject, too difficult for me 4. Waste of time 5. Waste of money 6. Interferes with my privacy / I give no personal information 7. Never do surveys 8. Co-operated too often 9. Do not trust surveys 10. Previous bad experience 11. Don't like subject 12. Survey not relevant - too old 13. Survey not relevant - don't do any activities 14. Refuses because partner / family / HH gives no approval to co-operate 15. Office Refusal (not informed by the office) 16. Other (WRITE REASON IN SECTION 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. Under 20 2. 20 - 39 3. 40 - 59 4. 60 or over 5. Don't know, never saw respondent , no selected respondent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLEASE WRITE FULL DETAILS OF REFUSALS IN SECTION 14 ON PAGE 11					

8. Screening for proxy interview with parent of child aged 5-10

PROXY 5-10 INTERVIEW SCREEN NUMBER

8

If you obtain an adult interview with a parent/guardian of a child aged 5-10 years, you will prompted at the end of the adult questionnaire to obtain an additional interview about the child. If anyone in the household mentions the 5-10 proxy interview before this stage you should conduct the screening at this point.

There are several situations when you will be unable to do the screening to identify whether there is a child aged 5-10 in the household:

- The main address is deadwood (codes 1-13)
- You have not made contact with anyone at the address (code 16)
- You have made contact, but all household information has been refused (code 17)
- An office refusal (code 31)

IN ALL THESE CASES YOU SHOULD REPORT AN OUTCOME CODE 84 FOR THE CHILD 5-10 SCREENING.

If you are reporting an unproductive outcome code (33-44) on the main survey and have been unable to establish a definite child 5-10 screening outcome (80, 81, 82), you should report outcome 84. Outcome code 83 should only be used if you have had a direct refusal to answer Y1.

P1 How many children aged 5-10 live in this household (include all 5-10 year olds)?

WRITE IN: NUMBER OF CHILDREN AGED 5-10
(e.g. TWO = 2)



IF 0 CODE 81 AT P3

IF ONE OR MORE - GO TO P2

P2 Is the main adult interview (screen 0) with the parent or guardian of the child aged 5-10?

YES

NO

		CODE 82 AT P3 AND ATTEMPT PARENT 5-10 PROXY INTERVIEW
		CODE 81 AT P3

P3 CHILD 5-10 SCREENING OUTCOME

No children aged 5-10 or adult respondent is NOT the parent/ guardian of child(ren) aged 5-10	81	NO EXTRA INTERVIEW	
One or more and main adult respondent is parent / guardian of child(ren) aged 5-10	82	IF ONE CHILD AGED 5-10, WRITE NAME OF CHILD AT P5 IF TWO OR MORE CHILDREN 5-10, GO TO P4 AND COMPLETE SELECTION GRID	
Information refused	83	NO EXTRA INTERVIEW	DO NOT REPORT A CODE 83 UNLESS YOU HAVE HAD A SPECIFIC REFUSAL TO P1.
No 5-10 proxy interview screening	84	IF YOU HAVE BEEN UNABLE TO COMPLETE THIS SCREENING YOU MUST REPORT THIS CODE. YOU DO NOT NEED TO REPORT AN 84 IF YOU ARE DOING A REISSUE AND CODE 81 IS CODED ABOVE.	

- In all cases the proxy 5-10 interview with the main adult respondent should be carried out directly after the main interview.

Electronic Report sent (Date box)	Original	Child 5-10 screening outcome (Screen 8)
	1 st re-issue	
	2 nd re-issue	
	3 rd re-issue	

9. Select one child aged 5-10 for the parent/guardian proxy interview

**P4. ASK FOR FIRST NAME OF EACH CHILD AGED 5-10.
LIST IN ALPHABETICAL ORDER IN GRID BELOW.**

FIRST NAME	CHILD 5-10 NUMBER	FIRST NAME	CHILD 5-10 NUMBER
	1		5
	2		6
	3		7
	4		8

LOOK AT SELECTION BOX ON FRONT PAGE TO SELECT PERSON FOR INTERVIEW

- "No. of children" row - Find number corresponding to total number of 5-10 year olds
- "SELECT" row - number beneath total number of children is SELECTED PERSON.
- RING ON GRID ABOVE.

ENTER "CHILD 5-10 NUMBER" OF SELECTED 5-10 YEAR OLD:

**P5. NAME OF SELECTED 5-10
YEAR OLD TO ASK ABOUT
(WRITE IN FULL NAME)**

****REMEMBER TO USE SCREEN CODE 8 AT THE BEGINNING OF THE PROXY INTERVIEW
WITH THE PARENT/GUARDIAN OF THE CHILD AGED 5-10****

10. Screening for interview with 11-15 year olds

CHILD 11-15 INTERVIEW SCREEN NUMBER

9

If you obtain an adult interview at the end of the questionnaire where one or more 11-15 year old has been identified as part of the household you will be prompted to enquire about obtaining a 11-15 child interview. If anyone in the household mentions the 11-15 child interview before this stage you should conduct the screening at this point.

There are several situations when you will be unable to do the child screening:

- The main address is deadwood (codes 1-13)
- You have not made contact with anyone at the address (code 16)
- You have made contact, but all household information has been refused (code 17)
- An office refusal (code 31)

IN ALL THESE CASES YOU SHOULD REPORT AN OUTCOME CODE 84 FOR THE CHILD SCREENING.

If you are reporting an unproductive outcome code (33-44) on the main survey and have been unable to establish a definite child screening outcome (80, 81, 82), you should report outcome 84. Outcome code 83 should only be used if you have had a direct refusal to answer Y1.

Y1 How many children aged 11-15 live in this household?

WRITE IN: NUMBER OF CHILDREN AGED 11-15 (e.g. TWO = 2)

AND CODE NUMBER OF CHILDREN AGED 11-15 BELOW:

None	81	NO EXTRA INTERVIEW
One or more	82	IF ONE CHILD AGED 11-15, WRITE NAME OF CHILD AT Y3 IF TWO OR MORE CHILDREN 11-15, GO TO Y2 AND COMPLETE SELECTION GRID
Information refused	83	NO EXTRA INTERVIEW DO NOT REPORT A CODE 83 UNLESS YOU HAVE HAD A SPECIFIC REFUSAL TO Y1.
No child screening	84	IF YOU HAVE BEEN UNABLE TO COMPLETE THE CHILD SCREENING YOU MUST REPORT THIS CODE. YOU DO NOT NEED TO REPORT AN 84 IF YOU ARE DOING A REISSUE AND CODE 81 IS CODED ABOVE.

- If you have recorded a code 82, you will need to go to section 12, ask for parental permission and then attempt an interview.
- In most cases you should only carry out a child interview after interviewing the main selected respondent. The only exception to this is if you have a firm appointment to interview the main respondent.

Electronic Report sent

(Date box)

Original
1st re-issue
2nd re-issue
3rd re-issue

11-15 child Screening (Screen 9)

11. Select one child aged 11-15 for interview

Y2. ASK FOR FIRST NAME OF EACH CHILD AGED 11-15.
LIST IN ALPHABETICAL ORDER IN GRID BELOW.

FIRST NAME	CHILD NUMBER	FIRST NAME	CHILD NUMBER
	1		5
	2		6
	3		7
	4		8

LOOK AT SELECTION BOX ON FRONT PAGE TO SELECT PERSON FOR INTERVIEW

- "No. of children" row - Find number corresponding to total number of 11-15 year olds
- "SELECT" row - number beneath total number of children is SELECTED PERSON.
- RING ON GRID ABOVE.

ENTER "CHILD NUMBER" OF SELECTED 11-15 YEAR OLD:

Y3. NAME OF SELECTED CHILD
(WRITE IN FULL NAME)

12. Parental/guardian permission

Y4a ASK PARENT/GUARDIAN FOR CONSENT AND ASK THEM TO SIGN IN THE BOX BELOW
BEFORE APPROACHING THE CHILD FOR INTERVIEW

SHOW PARENTAL PERMISSION CARD

The nature and purpose of the research has been explained to me and as the parent or guardian of
----- (enter name), I give permission for him/her to be approached to
take part in the survey.

Signature ----- Print Name -----

Relationship to child ----- Date -----

Y4b HAS PARENTAL PERMISSION BEEN OBTAINED?

Yes	A	APPROACH CHILD AND ATTEMPT INTERVIEW
No - parent(s) not contacted	B	CODE OUTCOME AT SECTION 13 (CODE 33)
No - parents(s) refused	C	CODE OUTCOME AT SECTION 13 (CODE 34)

****REMEMBER TO USE SCREEN CODE 9 AT THE BEGINNING
OF THE 11-15 CHILD INTERVIEW****

13. Final outcome for 5-10 parent proxy interview and 11-15 child interview

(Ring relevant outcome codes)	Parent interview about the child aged 5-10 Final Outcome - SCREEN 8			11-15 Child Interview Final Outcome - SCREEN 9				
	Final Outcome	For Re-Issues ONLY			Final Outcome	For Re-Issues ONLY		
		1st	2nd	3rd		1st	2nd	3rd
<u>NO CONTACT</u>								
33. Selected person needed parental permission but no contact with parent	-	-	-	-	33	33	33	
35. Person selected but no contact with selected person (after 8+ calls)	35	35	35	35	35	35	35	
<u>REFUSAL (CODE HERE THEN COMPLETE REASONS AT SECTION 14 ON PAGE 11)</u>								
17. Contact made at residential address but information about DU / occupants refused	17	17	17	17	17	17	17	
31. Office refusal - OFFICE APPROVAL ONLY	31	31	31	31	31	31	31	
34. Selected person needed parental permission but parental permission refused	-	-	-	-	34	34	34	
36. Refusal by selected person before interview	36	36	36	36	36	36	36	
37. Proxy refusal (other than by parent/guardian)	37	37	37	37	37	37	37	
<u>OTHER UNPRODUCTIVE (COMPLETE SECTION 14 ON PAGE 11)</u>								
39. Broken appointment with selected person	39	39	39	39	39	39	39	
40. Selected person ill at home during survey period	40	40	40	40	40	40	40	
41. Selected person away or in hospital all survey period	41	41	41	41	41	41	41	
42. Selected person physically or mentally unable to be interviewed	42	42	42	42	42	42	42	
43. Selected person has inadequate English	43	43	43	43	43	43	43	
44. Other unproductive	44	44	44	44	44	44	44	
25. INTERIM CODE								
<u>PRODUCTIVE OUTCOME</u>								
51. Full interview	51	51	51	51	51	51	51	
52. Partial interview	52	52	52	52	52	52	52	

Electronic Report sent
(Date box)

Original
1st re-issue
2nd re-issue
3rd re-issue

	Main Screen 8	Main Screen 9
Original		
1 st re-issue		
2 nd re-issue		
3 rd re-issue		

Please record any other details of non-contact, refusals or other unsuccessful outcomes on page 11 of the ACS. This will help with re-issues.



Leave blank

15. Re-issue Information

REISSUE 1	Interviewer Name <input style="width: 100%;" type="text"/>	Int. No. <input style="width: 100%;" type="text"/>	Total no. Calls <table border="1" style="width: 100%; text-align: center;"><tr><td style="width: 50%;">0</td><td style="width: 50%;">0</td></tr></table>	0	0	Date of final visit <table border="1" style="width: 100%; text-align: center;"><tr><td style="width: 50%;">D</td><td style="width: 50%;">D</td><td style="width: 50%;">M</td><td style="width: 50%;">M</td></tr><tr><td colspan="2" style="text-align: center;">(01-31)</td><td colspan="2" style="text-align: center;">(01-12)</td></tr></table>	D	D	M	M	(01-31)		(01-12)	
0	0													
D	D	M	M											
(01-31)		(01-12)												
REISSUE 2	Interviewer Name <input style="width: 100%;" type="text"/>	Int. No. <input style="width: 100%;" type="text"/>	Total no. Calls <table border="1" style="width: 100%; text-align: center;"><tr><td style="width: 50%;">0</td><td style="width: 50%;">0</td></tr></table>	0	0	Date of final visit <table border="1" style="width: 100%; text-align: center;"><tr><td style="width: 50%;">D</td><td style="width: 50%;">D</td><td style="width: 50%;">M</td><td style="width: 50%;">M</td></tr><tr><td colspan="2" style="text-align: center;">(01-31)</td><td colspan="2" style="text-align: center;">(01-12)</td></tr></table>	D	D	M	M	(01-31)		(01-12)	
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0	0													
D	D	M	M											
(01-31)		(01-12)												

16. Additional calls record

Note **all contacts and attempts to contact** household & respondent in person or by phone even if no reply)

CALL NO.	DAY	DATE (DD:MM)	TIME (24 HRS)	*Call Status (see below)	CALLS RECORD
9		/	:		
10		/	:		
11		/	:		
12		/	:		
13		/	:		
14		/	:		
15		/	:		
16		/	:		
17		/	:		
18		/	:		
19		/	:		

Call Status Codes: 1=No Reply, 2=Contact Made, 3=Appointment Made, 4=Any Interviewing Done, 5=Any Other Outcome (describe in calls record)

PARENTAL PERMISSION CARD

QUESTION TOPICS

The Department for Culture, Media and Sport and its partner organisations are also interested in the experiences and views of children aged 11-15. DCMS need to understand how much time children spend doing sports and cultural activities – both in and out of school – so that they can improve the opportunities available to them.

The interviewer will ask your child questions about the following:

- Taking part in arts activities and going to arts events
- Visiting the library and archives
- Visiting historical places
- Visiting museums
- Taking part in sports activities

The interview asks about doing these activities in the last 12 months (4 weeks for sport) and in the last 7 days (by completing a 7-day diary).

The interview will take around 20 minutes.

At your child's request, the interviewer will stop the interview at any time or skip any question they do not want to answer.

Everything your child says will be recorded in the strictest confidence.

Who are BMRB?

BMRB are an independent agency specialising in social research. Here are some examples of their work:

The British Crime Survey – this is a high profile survey on behalf of the Home Office. 51,000 interviews are completed per year asking people about their experiences of crime over the previous 12 months.

National Survey of Parents and Children – BMRB recently conducted a major survey on behalf of the Department for Children, Schools and Families to understand how to help parents and children engage more with the education system, in line with the recommendation of the Every Parent Matters publication. 2,500 parents and 1,150 10-19 year olds were interviewed.

For more information about BMRB and taking part in a BMRB survey, visit www.mybmrbsurvey.co.uk

How can I check that the interviewer is genuine?



All interviewers work for Kantar Operations on behalf of BMRB and carry the Market Research Society Interviewer Identity card (as shown).

You can also contact Kantar Operations or

BMRB directly to check that the interviewer is one of our interviewers working in your area.

If you would like to check the identity of an interviewer or get some further information on the survey, please call:

BMRB Survey Information Line:

Freephone 0800 015 2476

Kantar Operations:

Felina De Cruz, 020 8433 4133

Interviewer ID check (office hours):

020 8433 4214

DCMS partner organisations



department for
culture, media
and sport

2-4 Cockspur Street
London SW1Y 5DH
www.culture.gov.uk

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department for
culture, media
and sport

Taking Part

England's Survey of Culture, Leisure and Sport



improving
the quality
of life for all

Why have I been contacted?

Your household has been selected for the 2008/09 Taking Part survey. This important survey is being conducted by BMRB Social Research on behalf of the Department for Culture, Media and Sport (DCMS) and its partner organisations.

Its aim is to find out how people choose to spend their time, and their views on the leisure activities and facilities available to them.

This leaflet contains more information about the survey and why we are carrying it out. We hope that you will take part and find the survey interesting.

What is the Taking Part survey?

DCMS is the Government department which aims to improve the quality of life for all through sporting and cultural activities.

We have asked BMRB Social Research to talk to you to find out what you do in your own time and what you think of local facilities.

The results of the survey will help DCMS and its partners understand what helps or hinders people taking part in these activities.

The survey covers a variety of topics such as:

- Sport and active recreation
- Visits to museums, galleries and heritage sites
- Use of libraries and archives
- Arts events and activities

Everyone's views and experiences are valuable. It is important to interview you even if you don't participate in any activities or you don't think your views are relevant. The results need to be representative of everyone in England.

Nearly 14,000 adults and 3,000 children will be interviewed for the 2008/09 survey. Further information about the survey is available at:

http://www.culture.gov.uk/reference_library/research_and_statistics/4828.aspx

Why has my address been chosen?

Your address has been randomly selected from the Post Office's list of addresses in England. It is important to have a strictly random selection, so that the results reflect the experiences and views of the whole population.

Who will be interviewed?

The interviewer does not know anything in advance about you or your household but he/she will need to randomly select one adult (aged 16 or over) from each address. Once selected, the interviewer is not allowed to interview another adult.

As part of this survey we are also talking to children. We need to understand how much time they spend doing sports and cultural activities – both in and out of school – so that we can improve the opportunities available to them.

If the selected adult is the parent or guardian of a child aged 5-10, we would like to ask them about their child's

interests. If there is a child aged 11-15 at the address, we would like them to take part in their own short interview. The interviewer will ask for written permission from the parent or guardian before conducting the interview.

What happens next?

An interviewer will call at your home within the next couple of weeks. He/she will show you an identification card and will be able to answer any questions you have.

If the selected person is unable to do the interview at the time, the interviewer will be happy to arrange a more convenient time.

Is the information I give confidential?

It is **entirely confidential**:

- Your name and address details are kept separate from your answers and will not be passed to any other organisation, including DCMS and its partner organisations, without your expressed permission.
- No individual will be identifiable from the results. Your answers will be combined with others who take part in the survey.

Will I be contacted again?

A small proportion of interviews are checked to ensure that the interviewer acted in a professional manner and that the information you gave was recorded accurately. You may receive a phone call or letter to confirm this.

taking part

England's Survey of Leisure, Culture and Sport

Interviewer Instructions Year 4 Q1B

45107421

RECENT CHANGES:

- New survey of children aged 11-15 years
- New survey of children aged 5-10 years conducted by proxy with parent/guardian (if main adult respondent)

Full details are included in your work pack.

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Taking Part

Interviewer Instructions

45107421

1. BACKGROUND

This survey is being carried out for the Department for Culture, Media and Sport and its partner organisations – Sport England, English Heritage, Arts Council England and the Museums, Libraries and Archives Council (MLA). One of the government's aims is to improve the quality of life for everyone, by providing people with the chance to get involved with a variety of sports, arts and cultural activities.

DCMS commissioned BMRB to do this survey in 2005 and re-commissioned the survey for a further 3 years in May 2008. The aim of the survey is to deliver robust quantitative data to measure progress towards DCMS targets (set out in the 2007 Comprehensive Spending Review) and to help understand the users and non-users of its services by finding out what encourages or discourages the public to engage in its sectors.

In the next 3 years the survey will measure:

1. The percentage of the adult (16+) population who have recently been involved in at least two different cultural or sporting sectors. This forms part of the **Building Cohesive, Empowered and Active Communities** PSA (Public Service Agreement) which is owned by Communities and Local Government.

2. Departmental Strategic Objectives (DSOs)

The new Departmental Strategic Objectives (DSOs) which are:

- Opportunity – encourage more widespread enjoyment of culture, media and sport
- Excellence – support talent and excellence in culture, media and sport
- Economic impact – realise the economic benefits of the Department's sectors
- Olympics – deliver a successful and inspirational Olympic and Paralympic Games with a sustainable legacy

Success on these will be measured by a number of indicators, such as:

- Increasing adult engagement in culture and sport.

- Increasing child engagement in culture and sport.
- Measuring excellence of the cultural and sporting offer defined as the quality of experience had, number of repeat visits or similar.

3. The **five-hour-a-week ‘cultural offer’** which is being developed by DCMS and its partners – DCSF, Museums, Libraries and Archives Council, Arts Council England, UK Film Council, Specialist Schools and Academies Trust and Creative Partnerships. The ‘cultural offer’ encompasses opportunities for young people aged 0-19. Taking Part will be a key tool in measuring the number of hours children aged 5-15 spend doing cultural activities which are part of the offer. The 0-4 and 16-19 age groups will be measured using other means. The child survey will also collect information about participation in sport on behalf of DCMS and Sport England.

This survey aims to interview at a representative sample of households chosen from the Post Office’s national list of addresses. In 2008-2009 we aim to achieve 14,000 interviews with adults, approx. 1,800 interviews by proxy with parents of children aged 5-10 and approx. 1,300 interviews with children aged 11-15 from the sampled addresses.

Throughout these instructions, we have noted where elements and rules of the survey are similar to the British Crime Survey. In these cases, we have referred you to the relevant section of the BCS manual, rather than repeating the same information here. However, **there are some key differences where the survey is different to the BCS:**

- Incentive - each household receives an unconditional book of stamps and conditional £5 voucher if takes part in the interview
- 8 minimum calls at all non-contacts – 2 in the evening and 1 at the weekend.
- Child survey – additional interview if address contains a child aged 11-15 years.
- Survey of children aged 5-10 conducted by the adult on behalf of the child - additional interview if address contains a child aged 5-10 years.

2. EXECUTIVES AT HEAD OFFICE

The Executives at Head Office are Angela Charlton, Jonathan Cooper and Stephen McGinigal. However, if problems arise please contact the Manchester Office in the usual way.

3. KIT LIST

Along with these instructions you should also receive the following:

* New from Y4 Q1a
** New from Y4 Q1b

ALL ASSIGNMENTS WILL RECEIVE ALL DOCUMENTS:

*Update Memo - Changes to the Taking Part in Year 4 Q1

** Update Memo – Taking Part Child Surveys (Sept 2008)

Results Summary Sheet

*Advance letter pack containing 1 pre-printed address per address, 1 book of stamps per addresses, OHMS envelopes, and *Taking Part* survey leaflets (V6 September 2008)

Assignment sheet

Map of assignment area

*Set of pre-printed Address Contact Sheets for sample

*Advance Letters – “Q1 – September 2008”

**DCMS Survey leaflets – “V6 September 2008” (spares)

*DCMS ‘About Us’ leaflet

**Definitions show card A-C (use for adult and child surveys)

Adult interview documents:

*Set of Show Cards (1-10)

*White sort board

*Set of white shuffles (A-E)

*Set of green shuffles (A-D)

*Set of yellow shuffles (A-F)

*Set of blue shuffles (A-F)

Proxy 5-10 interview documents:

**Set of Showcards (P1-P12)

**Weekly grid

11-15 interview documents:

**Set of Showcards (C1-C13)

**Child sports activities prompt pack (yellow)

**Diary to use for the interviews with children aged 11-15

**Parental permission card

**CD – containing child survey video briefing

Social Research Leaflets

Police Forms

Set of Calling Cards

Set of Appointments Cards

**Pay Chart

Pre-paid envelopes (addressed to Spa Park)

Return Slips & Final Sheet

Incentives - £5 High Street Vouchers + 1 book of 6 x 1st class stamps per address

Confirmation of Vouchers Received Book *

Copies of General Advanced Letter

MASTER General Advanced Letter Laminated

*Calendar

Also available on request – Tips on Countering Respondent Objections (feedback from previous interviewer briefings)

If anything is missing from your work pack or you need additional documents to use on reissues, please call your Field Coordinator IMMEDIATELY. Whilst doing this check it is important that you check the serial numbers of the addresses against the list on your assignment sheet to ensure the correct number of contact sheets are included in your pack.

Please note that the number of copies of leaflets, letters and other documents you are provided with is based on a standard assignment. Since there is a lot of variation in the types of areas we cover, it is impossible to provide a standard number of copies that will meet everyone's requirements. If during your assignment you run out of leaflets or letters or any other documents please call your Field Coordinator and we will arrange to send you more supplies.

4. SUMMARY OF YOUR ASSIGNMENT

The following is a brief summary of your assignment:

- You will be assigned 30 addresses, or 42 addresses if you are working in London. You will be expected to get a minimum of 16 adult interviews from your assignment. The number of proxy interviews with parents of children aged 5-10 and interviews with children aged 11-15 will differ in each assignment.
- Before starting your assignment you will need to post an advance letter, survey leaflet and 1 book of stamps to each address in the OHMS envelopes provided.
- You **must** account for every address that is issued to you, whether you achieve an interview or not. Accounting for an address means giving a full record of all calls made, the final outcome achieved on each **Address Contact Sheet** (ACS). Some of the information you collect on the ACS will have to be reported back to us electronically on a regular basis. Having a complete account of every address that is issued to you is vital for us in terms of tracking the progress of the survey over the whole country. Details of how to use the Address Contact Sheet can be found in Section 8.
- At every address that you establish as being eligible for the survey, you will aim to interview only ONE adult (aged 16 or over) in the household. Where there are two or more adults in the household, you will have to randomly select one for interview using standardised selection procedures. Once you have selected someone in a household for interview this is the only adult you can interview – no substitution is allowed under any circumstances.
- At all addresses you will need to carry out screening to identify any children in the household aged 5 – 10 years and any aged 11-15 years.
- **Children aged 5-10** - This screening should take place after the adult interview. The screening will identify whether the adult respondent is the parent/guardian of any children in the household aged 5-10. If so, where two or more children aged 5-10 years have been identified, you will need to randomly select one for interview using standardised selection procedures. Once you have selected the 5-10 year old for interview this is the only child you can refer to when doing the child interview by proxy – no substitution is allowed under any circumstances. This interview by proxy must follow on straight after you have conducted the adult interview with the parent. This process is explained in more detail in section 9.
- **Children aged 11-15** - This screening should take place after the adult interview. Where two or more children aged 11-15 years have been identified in the household, you will need to randomly select one for interview using standardised selection procedures. Once you have selected the 11-15 year old for interview this is the only child you can interview – no substitution is allowed under any circumstances. Ideally the interview with the child must take place after you have conducted an adult interview in the household. This process is also explained in more detail in section 9.

- From the addresses (those with screen 0) we expect a **minimum response rate of 58%**, which means that for a typical assignment of 30 addresses we expect you to carry out a minimum of **16 adult interviews** (assuming c.2-3 addresses are ‘deadwood’). The number of 5-10 child by proxy interviews and 11-15 interviews will vary by assignment. We expect almost all parents who have already been interviewed as part of the adult survey to do the 5-10 child by proxy interview and a minimum response rate of 70% for the 11-15 child survey.

5. PLANNING YOUR ASSIGNMENT

5.1 The Sample

The addresses in your assignment have been selected from within one or more postcode sectors. Assignments outside of London consist of 30 addresses, and in London of 42 addresses.

Postcode sectors vary enormously in size. As a general rule, sectors in inner city and urban areas tend to be fairly compact, while sectors in rural areas can cover large geographical areas. Your addresses will have been randomly selected from across the whole sector(s). Therefore you may have to travel a considerable distance between addresses. However, this can vary a lot from assignment to assignment. When we select the addresses from PAF we cannot tell how the addresses actually appear on the ground. Therefore, you may find that they are fairly spread out across the whole area, or you may find that they occur in small clusters. Whatever area they cover, you should not assume that the addresses you receive will be in a logical geographical order that you can follow around (i.e. from address 1, to address 2, to address 3, etc.)

It is absolutely essential that, before you set out on your first day, you spend some time organising and planning your addresses into a logical route and into manageable groups. To help you do this we have provided a map in your work pack highlighting each address. Providing a map like this will hopefully make planning your assignment easier and will help to reduce the amount of work you have to do before the start of an assignment. The map should help give you some idea of your assignment area, how your addresses are spread throughout it, and how the addresses are clustered together. It should help you to plan and prepare your assignment and may also help you to find some addresses more easily in the field.

5.2 Fieldwork dates

Fieldwork starts on **Monday 1st September 2008**. Please see the Request to Work email sent by your Field Coordinator for the final end of fieldwork date.

Your assignment will take 6.5 or 7.5 days (see your Request to Work email). You should NOT expect to work **full** days. Instead, your workload is likely to be spread over several weeks and your assignment

may be made up of some full (6 hour) days, some half days, and some days when you only spend a couple of hours in the field. As a general rule we would expect you to work longer days at the start of your assignment and to spend shorter periods of time towards the end of your assignment.

5.3 When to Interview

All fieldwork should take place during the hours 12.30 – 9.00pm on weekdays, unless it is your first day (10am start – see later) or a respondent requests an earlier or later appointment. These times have been found to be the most productive in terms of making contact and achieving interviews. However, all areas are different and we would not stop you from working in the morning if you felt this would be a productive use of your time. Examples of different types of area include those with a high elderly population, commuter areas where people are not home until relatively late in the evening, areas where a lot of people work shifts, and high unemployment areas where many people are at home during the day. In each of these areas your working pattern is likely to be very different. Apart from the first day, if you are planning to work in the morning please let your Field Coordinator know.

To help maximise contact with households we would also expect you to spread your working days over the full fieldwork period or a minimum of 3 weeks and vary your calling pattern in terms of the days and times you call at particular addresses.

5.4 Number of calls

A **MINIMUM** of 8 calls must be made at all addresses before regarding it as a non-contact and a minimum of 2 calls must be after 7pm and 1 call on a weekend. Even once you have called at an address 8 times, you should continue to make calls if you happen to be in the area and are passing close to an address on your way to another address.

Any addresses which are returned to Spa Park non-contact but which do not meet the criteria of eight calls, at least two of which are on a weekday evening and one at a weekend, will be returned to you so you can complete the assignment.

Please note you should only make a maximum of 10 visits to the area you are working to complete your assignment - if you need to make further visits please contact the Manchester Office.

5.5 Your 1st Working Day

As on most random probability surveys your first working day is crucial to the success of your assignment. We recommend the following on this survey:

- Try to make your 1st day as early as possible in the fieldwork period. You should try to send the advance letters 2-3 days before you plan to start work.
- We recommend that you start as early as 10am and try to work a longer day on your 1st day.
- Try to get around as many of your addresses as possible. If you are unfamiliar with the area it is always useful to get your bearings and actually find all your addresses early on. If you have any difficulty finding an address you should make full notes of where it is so you don't have any problems on subsequent visits. Finding addresses in the dark is much more difficult than finding them in the daylight. This is a good reason (especially in winter) for making an early start on your first day.
- Try to identify ineligible or deadwood addresses as early as possible in your assignment. Once you have done this you will not need to visit these addresses again.
- Try to make contact with someone at as many addresses as possible and complete the person selection.
- If the selected person is not in, try to establish the best day and time to catch them. If the selected person cannot do the interview straight away, arrange an appointment to call back.
- If possible, do some interviews!

If you have got around all (or most) of your addresses, made contact with people at some addresses, and perhaps made a few appointments, it would be a highly successful first day.

You should not necessarily judge the success of your first day in terms of the number of interviews you achieve. If you do manage to get a few interviews on your first day this would be a good start. However, you can still have an extremely successful first day even if you don't actually achieve any interviews.

5.6 Notifying the Police

If you are working on an original issue assignment you must notify the police before you start working in your area. Hand in a copy of the Police Form and a copy of the survey advance letter. You should make a note of the name and number of the person you spoke to and ask them, if possible, to rubber-stamp your copy of the Police Form and sign it with their name. This will give you some proof of having notified the police.

You should write the name of police station you have registered with on the front page of the Address Contact Sheet.

NB. It is not essential to notify the police if you are working on a reissue assignment.

If the police would like further information about the survey, they may contact any of the BMRB research team or Kantar Operations (see numbers on the leaflet).

6. RESPONSE RATE

Overall, we expect to achieve a **58%** response rate for the survey. However, this is the **minimum** response rate and we would expect you to make every effort to achieve the highest response rate and maximum number of interviews possible. The number of interviews depends on the number of addresses in your assignment:

Assignments:

- Outside London = 30 addresses to achieve 16 interviews
- London = 42 addresses to achieve a minimum of 16 interviews

We have issued a higher number of addresses in London as experience from other surveys suggests that a lower response rate will be achieved in London.

Procedures and Tips for achieving a high response rate can be found in the BCS Manual – chapter 2.6 and 2.7 and appendix A.

7. INTRODUCING THE SURVEY

As with other Government surveys there is no obligation to take part. However, it is very important, and you should use every technique to get respondents to take part.

The suggested introduction on page 3 of the contact sheet is:

Good afternoon/evening. My name is and I'm calling on behalf of BMRB Social Research. I'm carrying out the 'Taking Part' survey for the government. It's about the kinds of activities you choose to do in your own time and about how you feel about facilities in your local area.

You should have received a letter about this survey from the Department for Culture, Media and Sport explaining that we would be contacting you.

It is important that you are flexible and adaptable, as the introduction will be critical on this survey. Please adapt your introduction depending on the situation on the doorstep. For example there will be times when you may need to stress that activities such as just walking the dog or walking to the shops are of interest.

Stress to respondents that this is social research. The leaflet explains that BMRB specialise in social research.

Introducing the survey and the selection procedure is covered in more detail in chapter 8.

7.1 Advance letter, Survey Leaflet and Unconditional Incentives

Since April 2006 you have been responsible for sending the advance letter to all addresses in your assignment.

In your workpack you should find a pre-addressed letter for each address, a copy of the Taking Part survey leaflet for each address, a book of stamps for each address and a batch of OHMS envelopes. The letters, leaflets and stamps need to be put into the envelopes and posted before starting your assignment. Please try to stagger the posting of the advance letters to fit your pattern of visits. You should allow 2-3 days between sending the letters and calling round in person. You should avoid as far as possible lengthy gaps between sending the letters and first calling at the address.

The letter explains the reasons for the survey, its importance and its confidentiality, and the leaflet contains additional information about the survey and contact details for the DCMS (and its partner organisations), BMRB and Kantar Operations. Letters must be sent in OHMS (On Her Majesty's Service) envelopes.

Make sure that you are fully aware of the content of the letter and leaflet and have spare copies in case some households do not remember receiving them. In some cases (e.g. the elderly) you may want to leave a copy of the letter and leaflet and suggest you will call back at a later time. The advance letter does not mention the child surveys, in case this deters respondents to answer the adult survey, although the survey leaflet does mention the child surveys.

7.2 Incentives

Findings from the most recent incentive experiment suggest that the best incentive (in terms of response rate) is the conditional £5 voucher + unconditional stamps. So from Year 3 fieldwork (July 2007 onwards), we have been using this incentive type.

Summary of incentives

- All households should be sent a book of 6 x 1st class stamps with the advance letter
- All respondents aged 16+ that take part in the survey should receive a £5 High Street voucher at the end of the interview. There is no separate incentive for the child interview.

You may mention the £5 voucher incentive when introducing the survey, however do not refer to the stamps on the doorstep or to the respondent, unless they mention them first.

7.3 When to give the £5 voucher incentive

This should be given to the respondent only **after** they have completed the interview. There will be a reminder on screen at the very end of the interview. Note that you will need to get the respondent to **acknowledge receipt of the incentive in the Confirmation of Vouchers Received Book**. A written signature must be obtained.

If the respondent does not complete the entire interview, use your judgement as to whether it would be appropriate to still give them the incentive. If they have given you at least 20 minutes of their time, then it would probably be appropriate to still give them the incentive. This would be regardless of whether they reached the point in the interview which we define as the cut-off for a useable partial interview).

For details on the administration of the incentives, see chapter 10.

7.4 Conducting the interview in privacy

Ideally the whole interview should be conducted in privacy, without others present. However, we do realise that this is often unavoidable, and therefore you should still complete the interview even if others are present. There are no 'sensitive' questions in the survey.

7.5 Timing Appointments

We would suggest allowing at least **90 minutes** for appointments. The adult questionnaire should, on average, last approximately 45 minutes, the 5-10 interview by proxy should, on average, last approximately 10 minutes and the 11-15 child interview should, on average, last approximately 20 minutes. However, these timings will vary depending on the respondent's individual experiences.

Do not start any interviews after 8pm in the evening, unless the respondent has indicated that they are happy to continue beyond 9pm if necessary.

7.6 Respondents with Limited English

If the selected respondent does not have a sufficiently good command of English to conduct the interview, please note that you can use another person as an interpreter for the interview, provided that the interpreter is aged 12 or over.

If you have got as far as selecting a respondent, but this person has insufficient English to continue with the interview, and an interpreter is not available, code final outcome code 43 “*Selected person has inadequate English*”.

8. ADDRESS CONTACT SHEET

There is only one type of contact sheet used on this survey. The contact sheet includes the contact procedure, interview process and outcome record for the adult survey and both child surveys.

8.1 Address Details and calls record (page 1)

- **Address:** The first page of the contact sheet provides you with the sampled address you have to visit.
- **Serial Number:** there are several components here:
 - Area code – 4 digits
 - Serial number - 6 digits
 - Check number - 2 digits
 - Screen number – always 0 for the adult interview

All of these need to be keyed into your CAPI machine at the start of the interview..

- **Selection Box:** there is a selection box that you will use if you need to select a dwelling unit or respondent for the survey. The ‘select row’ of digits in the selection box is a randomly generated set of numbers and will vary between different addresses, to ensure that the selection is random.
- **Police Station Box:** Just under the selection box there is a box for the original interviewer to write the name of the police station they registered at before starting the assignment. If the contact sheet is reissued at a later stage in fieldwork, this information will be needed by the interviewer working on the reissues to pass on to respondents if necessary.
- **Selected Respondent name:** There is a space for you to write in the name and phone number of the selected respondent once you have managed to established this information. If you are conducting an interview with a 16 or 17 year old please also write in the name of the person you have obtained parental permission from.

- **Telephone number:** Wherever possible try to get a telephone number for the respondent as soon as possible after making contact. Ideally you should try to get a telephone number at your first contact and after you have done the person selection. **DO NOT WAIT UNTIL** after you have actually conducted an interview to get a number, if at all possible. You may get a landline number or a mobile number.

- **Interviewer Details:** On the front page of the ACS you should also write in your name and interviewer code, if this is not already printed onto the form. If you are doing a reissue assignment you should record these details on page 13 of the contact sheet.

- **Calls Record:** Please record all contacts or attempts to contact the address in the calls record box. If you run out of space, there are additional boxes to make note of calls on page 13 of the contact sheet.

- Once you have finished with an address, please write in at the bottom of page 1 of the contact sheet the total number of calls made, and also the date of the final visit. These are two important bits of information that you will need to report back electronically. If you are doing a re-issue assignment the total number of calls you have made (at that reissue) and the date of last visit should be recorded on page 13. If you have managed to make contact with someone at the issued address please also record the date of the first contact on the front of the ACS.

Once you have finished your assignment please copy over the adult final outcome code from page 4 onto the box on the front of the ACS. If you are doing a re-issue assignment you will also need to copy over the final outcome at each re-issue.

If there is a strong reason why you think an address should not be re-issued to another interviewer please tick the 'do not re-issue' box on the front of the ACS and state in detail your reasons why the address should not be re-issued on the notes page. This box should only be used in a small number of cases, as a different interviewer might be more successful in gaining a respondents co-operation.

8.2 Establishing address eligibility and selecting the dwelling (page 2)

The list of addresses you have been given has been randomly selected from the Post Office Address File (PAF) which is the Post Office's list of all delivery points in England. Most of these addresses will be private, residential addresses, but some of them may be small businesses or institutions such as shops, schools or hotels. Also, some of the addresses may cover two dwellings as the address may have recently been converted into 2 flats for example. Therefore at each address, you will need to establish whether the address is traceable, residential and occupied and whether the address covers more than one dwelling unit.

Section 1-3 of the contact sheet will take you through this procedure step by step.

➤ Is the address traceable, residential and occupied? (Section 1)

At C1 you are asked whether the address is traceable, residential and occupied as a main residence. Some addresses may be difficult to find. Before you code the address as 'no' for not traced you must do all you can do to track it down. You could try:

- asking local people;
- asking at a Post Office or a Sorting Office, or asking a postman;
- asking the police; or
- asking at an estate agents or a newsagents

Before coding as non-residential – check that no one lives on the property e.g. is there a flat above the shop that has the same postal address, is there a caretaker that lives in a school, etc.

Addresses should not be classed as empty just because you can never get hold of anyone or because you have been told that the occupiers are away for the whole of the fieldwork period. The property must be obviously empty or vacant (e.g. boarded up council flats, properties with no furniture or no sign of occupation) or you must have been told it is unoccupied by a close neighbour.

If after such efforts you find it is definitely not residential, traceable or a main address code 'no' and record the appropriate deadwood final outcome in section 6 on page 4 .

Reference to BCS – see section 3.3 of the BCS Manual for additional guidance on establishing eligibility

➤ **Dwelling Unit Selection (Section 2 and 3)**

A dwelling unit is a structurally separate accommodation unit, for example a bedsit, flat or a house. In most cases there will only be one dwelling unit at an address. However, sometimes an address can conceal a number of dwelling units. For instance, 1 Shirley Road may look from the outside like a large detached house, but it may have been converted into three flats. In such a case, you will need to do a selection.

Reference to BCS – The details of how to select dwelling units in these cases are identical to BCS, so please refer to section 3.4 of the BCS Manual

8.3 Establish number of eligible persons at Dwelling Unit and respondent selection (page 3)

Once you are able to make contact with a responsible adult at the selected dwelling unit, introduce the survey following the introduction at the top of page 3. As mentioned in chapter 7, the introduction provided in the contact sheet is only a guide and it should be adapted depending on the person who opens the door. Once you have introduced the survey you may need to randomly select one adult aged 16+ to take part in the interview. The only situation where you would not have to do a person selection is where there is only one adult living in the household. The person selection is done in a very similar way to the dwelling unit selection.

Firstly, at C5a list all the first names of all people aged 16+ in the household in alphabetical order (the contact sheet outlines who to include and exclude from the list). Then using the selection grid on the front page, you should randomly select one of these individuals to interview.

Reference to BCS – refer to chapter 3.5 of the BCS manual for detailed instructions on selection of the respondent

- **Parental permission** - Anyone over the age of 16 is eligible to take part in the survey. However, should you select a 16 or 17 year old who still lives with their parents, you **MUST** obtain parental/guardian permission to speak to them about taking part in the survey. Permission just needs to be given verbally, but you need to code C5c on the contact sheet (page 3) to show that parental/guardian permission has been given and you need to record the name of the adult who gave permission on the front page of the contact sheet.

8.4 Final outcome codes (page 4)

On page 4 of the Address Contact Sheet you must record the Final Outcome Code for the address. Remember you must report a Final Outcome Code for each of the addresses that have been issued to you – whether or not you have actually achieved an interview. Please ensure you circle the correct outcome in the correct column. The final outcomes for addresses must be circled in the column ‘Adult Interview – Final Outcome – Screen 0’.

Reference to BCS - the final outcome codes are the same as BCS. They have been grouped into deadwood, non-contacts, refusals, other unproductive codes and productive codes. See BCS manual chapter 3.8 for further details.

- **Interim Code 25** - This code is to be used once you have made **8** or more calls to an address, but decide to continue to make calls at the address rather than coding a final outcome at this stage.

This code will highlight that you are actively working a particular contact despite not having reported a final outcome and will allow us to gain a more accurate view of coverage levels. It should also ensure that you get chased less for a final outcome by your Field Coordinator, however you will need to keep them informed of your work progress/dates. Particularly as there is obviously a limit to how long you can keep hold of your contact sheets, so it is imperative that you regularly communicate with your Field Coordinator.

For example the interim code (code 25) should be used....

- If you feel that you have a good chance of gaining an interview if you make additional calls, having completed the standard 8 calls.
 - If you make an appointment after several attempts to contact a particular respondent
 - If you know the respondent is away during the normal survey period
- **Definition of full / partial interviews**
 - Definition of a full interview – Up to and including the ethnicity question (qethnic)
 - Definition of a partial interview – Full completion of the screeners and frequency section and levers and barriers (**up to beginning of internet section**)

8.5 Reason for Refusal (page 5)

If you achieve a final outcome 17, 34, 36 or 37 for the issued address, code the reason for refusal in section 10 of the contact sheet. This section will help the office prioritise refusals for reissue.

There is also a question that asks you to code the age of the respondent (best guess as we don't want you to ask the age on the doorstep) and this, along with the reason for refusal, may help those interviewers working on reissues.

Once you have coded this page, write full details of refusal on the notes page (see below).

8.6 Notes Page (page 11)

If you do not manage to get an interview, we want as much information as possible about why. Therefore, if you get a refusal, please also give as much information as possible on reasons for refusal on the Notes page of the ACS, as this is extremely useful for those working on re-issues. If you are working on a re-issued address that you really think should not have been re-issued and you think it would be inappropriate to return, call your Field Coordinator to discuss it.

Please also enter further details of the reason for other types of non-response, such as non-contact. For example, if you are unable to get an interview because the selected respondent is away in hospital or on business, enter the date they are expected to return. We may re-issue a certain number of unproductive addresses, and therefore it is important that the interviewer who is sent back to these addresses has as much information as possible about what happened when you made contact.

9. CHILD SURVEYS

The aims of the child surveys are outlined in the introduction. In 2008/2009 we are aiming to achieve approximately 1,800 interviews with parents/guardians about their 5-10 year old and approximately 1,300 interviews with children aged 11-15 from the sampled addresses. The contact procedure (screening, interview and final outcome) for the child surveys are included on the contact sheets.

We have also provided a video briefing which outlined the child survey procedures and questionnaire . This should be viewed before starting work on your assignment.

9.1 Child Screening Process

The child screening is carried out at all addresses in the sample. Where an eligible 5-10 year old and an eligible 11-15 year old are identified we want you to try and carry out both extra interviews (a “child interview by proxy” for 5-10 year olds and a “child interview” for 11-15 year olds) at that household. This means that at some addresses you will be carrying out interviews with TWO people in the same household (this could be three interviews, if the adult has done both the adult and child by proxy interviews).

Because you are carrying out the child screening at the same address as the sample address (see later) it is important to understand how the two parts fit together. **The most important thing to remember about child screening is that the adult interview always takes priority. Conducting the child screening should never jeopardise the adult interview.**

9.2 General Rules for doing Child Screening

In households that you visit, whether or not you have to do the child screening will depend upon the outcome code that you achieve for the adult interview. The procedures for doing child screening are on pages 6, 7, 8 and 9 of the contact sheet.

As we don't want to jeopardise the adult interview, we would like you to leave the child screening for both child surveys until the end of the adult interview. If someone at the address mentions the child interviews before the completion of the adult interview (the child interviews are mentioned in the survey leaflet), you may do the child screening at that point.

There are some clear situations where it will be impossible to do any child screening. Even if this is the case we still want you to report the child screening outcomes. This is important because we need to keep track of the number of addresses where child screening has been done in order to ensure that we meet our target number of interviews.

Situations where no child screening is possible are as follows:

- Where the sample address is a deadwood outcome (i.e. outcome codes 1-13)
- Where you have never made contact with anyone at the address across all your calls (outcome code 16)

- Where you have made contact with someone at the address, but all information has been refused (outcome code 17)
- Where it is an office refusal (code 31)

In all these situations if you are reporting one of the above outcomes on the sample, you should report a code 84 for the child screening.

An outcome 84 also needs to be reported if you do contact someone at the address, you are unable to do the adult interview, and the person contacted does not (unprompted) tell you about the presence of children in the household.

IN SUMMARY, IF YOU ACHIEVE AN OUTCOME CODE 1-31 AT THE ADDRESS, YOU WILL NOT BE ABLE TO CARRY OUT THE CHILD SCREENING PROCEDURES. IN ALL SUCH CASES YOU SIMPLY NEED TO REPORT CODE 84 (NO CHILD SCREENING REQUIRED).

Remember that if you are doing a reissue assignment you may need to do the child screening if the interviewer has not done it for legitimate reasons at the original issue.

Screen code 8 should be used for reporting the 5-10 'child by proxy' screening and screen code 9 for the 11-15 child screening.

9.3 Identification and Selection

The child screening should be done after the adult interview and noted on pages 6, 7, 8 and 9 of the contact sheet. If there is a child aged 5-10 or a child aged 11-15 in the household, the adult questionnaire will prompt you to do the child screening. We ask you to do the screening after the adult interview as some respondents may be less inclined to participate in the survey if they know in advance that you wish to interview more than one person in the household. As the child interview is mentioned in the survey leaflet, the child survey may be mentioned by the respondent (or someone else in the household) before the interview takes place. If this happens you should do the child screening at this point. Most households will not contain anyone aged 5-10 or anyone aged 11-15 and that is all you will need to establish. **The key consideration is that you do not jeopardise the adult interview.**

Child aged 5 – 10

You should ask the person you have made contact with how many children aged 5-10 live in the household and whether the main adult selected to take part in the interview is the parent/guardian of

the 5-10 year old (in most cases you will know this information from the interview). Record these details on page 6 of the contact sheet in the box provided and code as appropriate:

- If you establish that there is no-one in the household aged 5-10 OR the adult respondent is not the parent/guardian of the child(ren) aged 5-10 then you should use code 81;
- If you establish that there is one or more 5-10 year olds AND the adult respondent is the parent/guardian of the child(ren) then you should use code 82 and complete the 5-10 child selection at section 9 on the contact sheet.
- If the person you have made contact with refuses to give you the information about the children who live in the household you should use code 83. Please note that code 83 should ONLY be used if you have received a direct refusal to Y1 from an otherwise co-operating household. It should not be used for a more general refusal to take part in the survey. As a rule of thumb, we would not expect a code 83 to be reporting in conjunction with an outcome code of 36 or 37 (i.e. a refusal). If you are reporting a refusal outcome on the survey and have not been able to definitely establish an 5-10 child screening outcome at the same time (that is a code 81 or 83), you should report an 5-10 child screening outcome of 84. This means that if the address is reissued, the interviewer doing the reissue will also have the opportunity to establish a definite 5-10 child screening outcome.
- The same rule of thumb should be applied to all other unproductive outcomes for the same reason. This means that if you are returning an outcome code of 39-44, you should only return a code 83 if you have had a direct refusal to Y1. If you are unable to establish a definite 5-10 child screening outcome (81 or 83) then you should report an outcome of 84.
- If you have already established that you do not need to do the 5-10 child screening as outlined above you should use code 84. Please note that you do **not** need to record code 84 on the Address Contact Sheet, but you will need to report this electronically. You should not record code 84 on the paper ACS because at a reissue stage, the sample outcome may change, in which case the interviewer doing the reissue will need to record a different screening outcome (81-83).

Child aged 11 – 15

You should ask the person you have made contact with how many children aged 11-15 live in the household (in most cases you will know this information from the interview). Record the number of 11-15 year olds in the box provided and code as appropriate:

- If you establish that there is no-one in the household aged 11-15 then you should use code 81;

- If you establish that there is one or more 11-15 year old then you should use code 82 and complete the 11-15 child selection at section 11 on the contact sheet.
- If the person you have made contact with refuses to give you the information about the children who live in the household you should use code 83. Please note that code 83 should ONLY be used if you have received a direct refusal to Y1 from an otherwise co-operating household. It should not be used for a more general refusal to take part in the survey. As a rule of thumb, we would not expect a code 83 to be reporting in conjunction with an outcome code of 34, 36 or 37 (i.e. a refusal). If you are reporting a refusal outcome on the survey and have not been able to definitely establish an 11-15 child screening outcome at the same time (that is a code 81 or 83), you should report an 11-15 child screening outcome of 84. This means that if the address is reissued, the interviewer doing the reissue will also have the opportunity to establish a definite 11-15 child screening outcome.
- The same rule of thumb should be applied to all other unproductive outcomes for the same reason. This means that if you are returning an outcome code of 39-44, you should only return a code 83 if you have had a direct refusal to Y1. If you are unable to establish a definite 11-15 child screening outcome (81 or 83) then you should report an outcome of 84.
- If you have already established that you do not need to do the 11-15 child screening as outlined above you should use code 84. Please note that you do **not** need to record code 84 on the Address Contact Sheet, but you will need to report this electronically. You should not record code 84 on the paper ACS because at a reissue stage, the sample outcome may change, in which case the interviewer doing the reissue will need to record a different screening outcome (81-83).

9.4 Completing the Contact Sheet

Unlike the youth boost on BCS, the contacting procedures for the child survey are included in the adult contact sheet. There is no separate contact sheet for the child survey.

Child aged 5 – 10

- For every address where you have identified a child aged 5-10 and the adult respondent is the parent/guardian you will need to complete section 8 and 9. If there is more than one child aged 5-10 living in the household, you will need to select one of them at random for interview. This is done in exactly the same way as on the adult sample. The first names of those children aged 5-10 are listed in alphabetical order in the grid at P4. The selection box on the front page of the contact sheet is then used to select one. As with the adult selection, once a child has been selected, there is

no substitution allowed. You will need to write the name of the selected 5-10 year old in the box at P5.

- Record the outcome of the parent/guardian interview about the child on page 10 of the contact sheet, ensuring it is circled in the correct column (Child Interview - Final Outcome Screen 8).

Child aged 11 – 15

- For every address where you have identified a child aged 11-15 you will need to complete section 11 and 12. If there is more than one child aged 11-15 living in the household, you will need to select one of them at random for interview. Again, this is done in exactly the same way as on the adult sample. The first names of those people aged 11-15 are listed in alphabetical order in the grid at Y2. The selection box on the front page of the contact sheet is then used to select one. As with the adult selection, once a child has been selected, there is no substitution allowed. You will need to write the name of the selected 11-15 year old in the box at Y3.
- Before approaching the selected child, you must get parental/guardian permission. To ensure they give informed consent you must show them the parental permission card and ask them to sign the parental permission section of the contact sheet at Y4a. **You may need to reassure the parent that the questionnaire is much shorter for the child and it only asks about the activities on the parental permission card – it does not ask about the licensing laws or any sensitive demographic information such as income.** You must only go ahead and do the 11-15 child interview if the child wants to do the interview (we don't want the child to feel coerced into taking part in the survey by their parent).
- Record the outcome of the child interview on page 10 of the contact sheet, ensuring it is circled in the correct column (Child Interview - Final Outcome Screen 9).

9.5 Conducting the child interviews

In the majority of cases the child screening processes will establish that there is no 5-10 or 11-15 year old in the household and you will therefore not need to conduct a 5-10 proxy interview or an interview with a 11-15 year old.

Ideally you will conduct the adult interview (followed by the child by proxy interview) and then the 11-15 child interview during the same visit. However, if you end up conducting three interviews at a household **on separate visits**, you should always try to carry out the adult interview followed by the

child by proxy interview on your first visit, and the 11-15 child interview at a later visit. Although it is possible to return to the house to do the child by proxy interview, this should be avoided if possible.

Child aged 5 – 10

The 5-10 proxy interview with the parent/guardian should not be done before the adult interview under any circumstances, as it should follow directly after the adult interview.

Child aged 11 – 15

The 11-15 child interview should be done after the adult interview because we do not want to jeopardise the main interview. We do not want the main respondent to feel that because one interview has already been carried out in their home, their interview is thus less important. Nor do we want the main respondent to be put off by the fact that the “shorter” interview lasted a long time. Clearly, if the respondent insists on doing the 11-15 child interview before the adult interview you should fit in with their wishes, but you should try to avoid this situation.

The only exception to interviewing the adult interview before the 11-15 child interview is where the main respondent seems happy to do the interview but makes a firm appointment to do the interview at a later date. If the selected 11-15 year old child respondent is available and willing to do the interview on your current visit it is all right to carry out the child interview there and then and to return to do the adult interview and the adult interview by proxy at a later visit.

It is important that we conduct both the adult interview and 11-15 child interview as the child interview only collects a small amount of household information at the beginning of the interview. This is the minimum amount of information required to use the interview. Ideally we also need to use the classification information from the adult interview in the analysis of the 11-15 child interviews.

9.6 Administration of the child surveys

Child aged 5 – 10

You must complete the child screening, selection and final outcome page of the contact sheet as instructed. If you achieve a final outcome for the child by proxy interview, ensure the outcome is circled in the correct column on page 10 of the contact sheet (Parent Interview about the child aged 5-10 – Final Outcome – screen 8).

You must remember that each serial number MUST have an electronically reported final screening and/or outcome for its screen code 8. So even if you do not need to attempt an interview with the parent of a child aged 5-10 years, you must still do an electronic report e.g. if no eligible 5 – 10yr old in

household, you would need to report an outcome 81. The ONLY interim outcome code for the child screening is 82 – these should be treated in the same way and be followed by a final outcome once achieved.

Child aged of 11-15

You must complete the child screening, selection, parental permission and final outcome page of the contact sheet as instructed. If you achieve a final outcome for the child interview, ensure the outcome is circled in the correct column on page 10 of the contact sheet (11-15 Child Interview – Final Outcome – screen 9).

You must remember that each serial number MUST have an electronically reported final screening and/or outcome for its screen code 9. So even if you do not need to attempt an interview with a child aged 11-15 years, you must still do an electronic report e.g. if no eligible 11 – 15yr old in household, you would need to report an outcome 81. The ONLY interim outcome code for the child screening is 82 – these should be treated in the same way and be followed by a final outcome once achieved.

10. QUESTIONNAIRE

10.1 Getting the questionnaire

The questionnaire should be available after 6pm on Friday 29th August. The questionnaire for September fieldwork is called DCMSQ1B.

If you have problems getting the questionnaire, wait 10 minutes and try again - try this a couple of times. Standard instructions on using CAPI are contained in your Interviewer Manual. If problems persist, please call the CAPI Helpline.

10.2 Practice Interviews

It is vital that you conduct a minimum of 2 practice interviews on the adult survey (use screen code 0), a minimum of one 5-10 interview by proxy (use screen code 8) and one 11-15 child interview (use screen code 9) before beginning your assignment – taking note of the questionnaire instructions below.

To do the practice interviews, you can enter the serial numbers and check digits from any of your contact sheets, however make sure you code that you are completing a practice interview, not a real one.

10.3 Conducting the Interview

The adult questionnaire should take on average 45 minutes to complete (+ additional 10 minutes for the 5-10 interview by proxy) and the 11-15 child interview should take approximately 20 minutes, however as usual the timings will depend on the answers given and the respondent.

It is crucial that the correct serial number, check sum and screen number is entered into the questionnaire at the beginning of the interview (0 for an adult interview, 8 for 5-10 interview by proxy and 9 for a 11-15 child interview).

Once you have entered the serial number and screen number the sampled address will appear in the questionnaire. If the address is incorrect you must go back and change the serial number and/or screen number.

The relationship you build up with the respondent and the manner in which you conduct the interview will be crucial to the quality of data we get back. Through much of the interview you will be required to **show your screen** to the respondent. This is because the survey is about uptake of certain activities and you will be required to show respondents lists of these activities.

Some of the people you speak to may have trouble reading, and so in these instances, please read out the show screen lists to them.

Throughout the adult and child questionnaires some of the ‘other specify’ responses have been split into 3 separate responses, allowing you to type in up to 3 ‘Other’ answers on 3 separate screens. Please note that you should never type more than 1 response per screen (examples of this are in sports frequency questions in the interview).

There is **no** geographic restriction on where the respondent could have taken part in an activity.

10.4 Overview of the Adult Questionnaire

The following sections are covered in the questionnaire:

- **Household**

Questions about household members i.e. names, sex, ages, relationship to respondent.

- **Introductory Questions**

This section contains two sets of questions, ‘**Social Capital**’ and ‘**Growing Up**’.

The ‘Social Capital’ questions ask the respondent for their views on their local area and the ‘Growing Up’ questions ask respondents about activities they did when they were aged 11-15.

- **Screeners and Frequency**

This section is where we establish what activities respondents have taken part in over the last twelve months. DCMS has a wide range of activities they want to measure and these activities have been grouped together to form a number of “show screen” questions. The activities are grouped as follows: arts participation; arts visits; visiting libraries; attending archives; sites of historic interest; museums and galleries and sports/physical recreation.

There is **no** geographic restriction on where the respondent could have taken part in an activity.

For all activities except sport, respondents are asked whether they participated in the activity or attended the event/place in the **last twelve months**. There are no exclusions at this question (which is a change from the 2005 to 2008 survey). Of the things the respondent has done we ask whether they did it in their own-time, for paid work, for academic study, as part of voluntary work or for some other reason.

If they have done an activity in their own time they are asked how often they have done the activity and reminded **not to include** times when they may have done it as part of their **paid work, voluntary work, academic study or as part of a school organised activity** (except for Heritage as academic study and school organised activities should be included in follow up questions). If the respondent is unsure whether or not to include an activity - for example, they get paid on a casual basis to play in a band, but don't know if they should count this as paid work or not - please show them the **definitions card** which offers definitions of 'own time', 'paid work', 'academic study', 'school organised activities' and 'voluntary work'.

For the sports/physical recreation questions, respondents will be asked if they have done such activities in the last **4 weeks**, and how many days in the last four weeks they have done it. We have added a calendar so that you can show the respondent what period is covered in the last 4 weeks. We have also added guidance at these questions as follows:

If the respondent says 'every day', input 28 days

Every weekday = 20 days

Every other day = 14 days

Every day at the weekend = 8 days

For the sports activities, respondents are asked to state (unprompted) what sports they have done, this question is then asked as a prompted (show card) question. The code list for this question comprises 61-63 sport codes. It will appear in alphabetical order on your screen, making it easier to code, for example, if a person says they played badminton, you'll know to look near the top of the code list! For the prompted question (ScSpMB1) you will need to show the respondent SHOWCARD 1. This shows the list of sports in the order they have been shown in previous surveys. This is not alphabetical.

Despite the long sports code list, respondents could well mention sports that aren't listed. We have added 3 separate 'other specify' codes at the sports activities questions. Please enter no more than one sport at each 'other specify' option.

Please see Appendix 1 for further definitions of the activities listed at SCAAN (Arts Attendance Activities) and SCAPN (Arts Participation). Appendix 1 also provides some extra guidance about WalkRec and CycleRec – where the respondent is asked to say how many days they have walked/cycled in the last month for health or recreation (excluding just for getting from place to place).

➤ **Details of Participation**

Respondents will be asked some follow up questions about one randomly selected activity they have done in each of the following sectors - arts participation; arts visits; visiting libraries; visiting archives; museums and galleries, and sports/physical recreation. For sites of historic interest, respondents will be asked follow up questions about the last place they visited. Respondents will be asked to think back to the last time they did the activity.

The follow up questions aim to find out how much value, in terms of time, they give the activity and also identify the reason for doing it. The respondent is asked about the time spent getting to/from the selected activity and the time spent doing it, how much they enjoyed doing it, what's the best and worst thing about it (both open-ended questions), how likely is it that they'll do the activity again and whether they have recommended it to family or friends. Obviously if respondents haven't done any of the activities listed, they won't be asked any follow up questions about it.

For archives and libraries the enjoyment questions are replaced with questions about the respondents satisfaction with the service provided during their last visit.

➤ **Barriers to Participation**

If the respondent hasn't done any of the activities in one or more of the groups (arts participation; arts visits; visiting libraries; visiting archives; sites of historic interest; museums and galleries, and sports/physical recreation) they will be asked whether they would like to do any of the activities. If the answer is yes, all activities they would like to do should be coded. This is followed by an unprompted question (code to list, including other specify) to ask what is stopping them from doing the activities. **Please probe fully!**

Showcards are provided for the sectors with long lists of activities (arts participation, arts visits, sites of historic interest). You will be prompted to show the relevant card when asking about non-participation.

➤ **Arts attitudinal questions**

One in four respondents will receive a set of attitudinal questions about the arts. If these questions are asked in the interview the respondent will get a set of general attitudinal questions (white shuffles) and then depending on their involvement with the arts, one or two further sets of questions. Please follow the instructions in the questionnaire to ensure the correct shuffle cards are handed to the respondent.

➤ **Heritage attitudinal questions**

Like the arts attitudinal questions, one in four respondents will get a set of heritage attitudinal questions. During this section it is important that SHOWCARD 2 is used when prompted and the respondent answers using a number from the card. This will hopefully minimise the chances of the respondent providing a socially desirable response to the statement 'it is important to me that heritage buildings and places are well looked after'.

➤ **Internet Use**

This section is about using the internet to look at websites in relation to the areas of activity covered in this survey - arts participation; arts visits; visiting libraries; visiting archives; sites of historic interest; museums and galleries, and sports/physical recreation

➤ **Community Participation**

Questions about type of voluntary work (if any) undertaken

➤ **Public Participation**

This section asks questions about the local area, including questions about whether the respondent feels they have any influence over the quality and variety of local sporting/cultural facilities and the quality of the local environment.

➤ **Broadcasting**

Questions about TV viewing, radio and newspaper readership.

➤ **Licensing Laws**

The questions in this section are about the changes to the licensing laws in 2005, asking whether or not they support them and their reasons for this. In this section please turn the screen away from the respondent and read out the short list of reasons why they may support or not support the laws.

➤ **Classification**

This is the last section and includes more questions about the respondent and their household.

This comprises standard questioning about: car ownership; internet access; general health; education; employment; ethnicity and religion.

10.5 Overview of the 5-10 child by proxy questionnaire

This questionnaire should directly follow the adult survey.

The questionnaire asks the parent of the 5-10 year old about the activities the child participates in **outside of school**. We will not record anything that they did whilst at school. Activities organised by the school but done outside the 'usual' school hours should be included.

The introduction to the child by proxy interview is very important. You will need to make it clear to the parent/guardian that we are collecting information to get accurate data on what children do so that the government can improve provision and facilities for certain activities. It therefore does not matter if their child has not been very active – most parents in the pilot seemed to be embarrassed if their child did not do many of the activities and would therefore try to add in activities that were outside of the timeframe.

For example, for the questions that ask about the 7 days before the interview, we do not want parents to add in activities which their child did 8 or 9 days ago. It is very important that we are strict with the timescales for the last 7 days so that we can get accurate data. You can also remind the parents that even if the last 7 days were not a typical week for their child, across the country and across the year, we will get an average 7 days for children of this age.

The following sections are covered in the questionnaire:

➤ **Household**

Questions about the household i.e. dwelling units, number of adults and number of children aged 11-15 and the name, sex and age of the 5-10 year old we're asking about. These questions are 'ask or record'. You may already know the answer from the contact sheet or the adult interview. If not then you will need to ask the respondent.

➤ **Questions about the last 12 months**

The questionnaire starts by asking the parent what the child has done or places that the child may have visited in the last 12 months. The activities asked about are all cultural activities as sport is asked about later in the questionnaire in its own section.

For each activity, there is a showcard that must be shown to the respondents for them to see what we are including (and excluding) in the each activity. On the showcards you will see that we are including ‘helping with’ activities as taking part in an activity – as DCMS are interested to know whether people have helped out with activities within each of the cultural sectors, so this should not be excluded. If the respondent needs to know what we mean by ‘helping out’, please show them DEFINITIONS SHOWCARD C which lists the types of activities we are interested in.

The list of activities we ask about is slightly shorter than for the children aged 11-15, and the examples of activities included on the showcards are more appropriate for 5-10 year olds. Here is the list of cultural activities:

<i>Activity Group</i>	<i>Showcard</i>
Dance activities	White showcard P1
Music activities	White showcard P2
Theatre and drama activities	White showcard P3
Reading and writing activities	White showcard P4
Arts, crafts and design	White showcard P5
Street arts, circus, carnival or festival activities	White showcard P6
Film and video activities	White showcard P7
Other Media activities (Radio and computer activities)	White showcard P8
Visited a library	Blue showcard P10
Visited a museum	Blue showcard P11
Visited any historic or important modern places, buildings or public spaces	Green showcard P12

If a parent (particularly those of 5-7 year olds) comments that some of the activities on the cards are age-inappropriate, explain that we are interviewing about children aged 5-10 and the types of activities we cover need to be suitable for this wide age range.

The activities are grouped into 3 categories:

- Arts
- Libraries and museums
- Heritage

The 3 groups of activities are rotated in the questionnaire – the showcards have been colour coded so you are able to quickly find the relevant set of showcards when required.

➤ **Questions about the last 7 days**

After each activity has been asked about for 12 months, the parent/guardian is then given a list of all of the activities that their child has done in the 12 months, and asked which ones they have done in the last 7 days.

The parent is also asked to only include activities that the child has done for at least 30 minutes, but there is no maximum time.

For some but not all of the activities, there will then be a question which is being asked to find out whether the child participates or attends the activities which they have said they have done (or whether they do both). The reason for asking this is that DCMS have found that children learn more by participating in activities rather than attending activities. Therefore DCMS want to know how much, over time, people are taking part in more (or less) activities and how much they are just watching/ attending more (or less) activities.

➤ **Questions about sport**

The questionnaire then focuses on what sport the child has done, and starts by asking about the last 4 weeks instead of the last 12 months – this is because, on average, sport is done more frequently than the cultural activities.

The list of sports is shorter than the adult survey and shorter than the 11-15 year old child survey, although it is still a long list. In case respondents mention sports that aren't listed, we have 3

separate ‘other specify’ codes at this question. Please enter no more than one sport at each ‘other specify’ option.

As the child aged 5-10 years questionnaire is conducted by their parent or guardian, the questionnaire does not have to be as simple as the 11-15 year old questionnaire. For this reason, the sports section will be carried out using a list of sports on one showcard instead of a pack of sports cards where the sports appear over 3 cards (which will be the case for the 11-15 year old child survey).

The respondent will then be asked which of the sports they have done in the last 4 weeks were done in the last 7 days.

➤ **Diary/weekly grid section**

Also because we are interviewing parents instead of the child, we will not use the same paper diary document that we will be for the 11-15 year olds. We will instead use a weekly grid, which can be filled in if you think it will help the parent remember the activities their child has done in the last 7 days.

The parents or guardians will be asked about the amount of time (in hours and minutes) that their child has spent on the activities that they have said they have done in the last 7 days. This is collected using the weekly grid as an aid.

Here is a summary of the process:

- You will need to tick which activities the respondent has said that they have done on the weekly grid (this list of activities will show on your screen). You will also need to write the day of the week, for each of the 7 days before the interview, at the top row of the grid.
- You will then need to ask the parent how long their child spent doing the activity outside of school. (Outside of school is before school and after school during weekdays, at weekends and during holidays. Activities organised by the school but outside of the ‘usual’ school hours should be included.)
- If an activity is done more than once during a day, all sessions should be noted.

- As in the previous questions, please ask the parents to only include activities that their child has done for at least 30 minutes. The time they have spent on the activity should be recorded to the nearest minute. If they had to travel somewhere to do the activity, we do not want to include this travel time.
- The questionnaire will ask you which activities were done on each day, and then to record the amount of time that the child did the activity for out of school. The weekly grid has been provided as an aid to help the respondent focus on the last 7 days. You can use the grid to note the hours spent doing each activity during the 7 days prior to the interview before typing this into the computer, but this may not be necessary if the parent is able to remember clearly the last 7 days.
- The respondent is also asked who they did the activity with. We have 3 separate ‘someone else’ codes at this question, in case respondents mention someone or an organisation that is not listed. Please enter no more than one type of person or organisation at each ‘someone else’ option.
- At the end of this section there is a final soft check to ensure all activities coded as done in the last 7 days (at the earlier frequency section) have been included.

➤ **Classification**

This is the last section and includes just a few standard questioning about the general health and ethnicity of the child.

10.6 Overview of the 11-15 questionnaire

The structure of the 11-15 child questionnaire is very similar to the 5-10 proxy questionnaire. The key part of the questionnaire focuses on a 7-day diary to collect information on the amount of time the child has spent on various cultural activities and on sport in the 7 days prior to the interview.

A key difference between this questionnaire and the proxy 5-10 questionnaire is that we want to know about activities which the respondent did both **in school lessons and in their spare time**. We are therefore including activities that have been done at any time – this could be in school including during breaks and lunchtimes, before or after school on weekdays, at weekends or during the holidays. We are also including any activities which they did whilst on holiday.

The following sections are covered in the questionnaire:

➤ **Household**

Questions about the household i.e. dwelling units, number of adults and number of children aged 11-15, sex and age of respondent. These questions are ‘ask or record’. You may already know the answer from the contact sheet or the adult interview. If not then you will need to ask the respondent.

➤ **Questions about the last 12 months**

The questionnaire starts by asking the child about things that they may have done or places that they may have visited in the last 12 months. The activities asked about are all cultural activities as sport is asked about later in the questionnaire in its own section.

For each activity, there is a showcard that must be shown to the respondents for them to see what we are including (and excluding) in the each activity. On the showcards you will see that we are including volunteering (‘or helping with’) as taking part in each activity – as DCMS are interested to know whether people have taken part in any volunteering activities within each of the cultural sectors, so this should not be excluded. If the respondent needs to know what we mean by volunteering, please show them DEFINITIONS SHOWCARD C which lists the types of activities we are interested in.

Below is the list of cultural activities we ask about in the 11-15 questionnaire, along with the associated showcard:

<i>Activity Group</i>	<i>Showcard</i>
Dance activities	White showcard C1
Music activities	White showcard C2
Theatre and drama activities	White showcard C3
Reading and writing activities	White showcard C4
Arts, crafts and design	White showcard C5
Street arts, circus, carnival or festival activities	White showcard C6
Film and video activities	White showcard C7
Radio activities	White showcard C8
Computer based activities	White showcard C9
Visited a library	Blue showcard C10

Visited an archive	Blue showcard C11
Visited a museum	Blue showcard C11
Visited any historic or important modern places, buildings or public spaces	Green showcard C12

The activities are grouped into 3 categories:

- Arts
- Libraries, archives and museums
- Heritage

The 3 groups of activities are rotated in the questionnaire – the showcards have been colour coded so you are able to quickly find the relevant set of showcards when required.

➤ **Questions about the last 7 days**

After each activity has been asked about for 12 months, the respondent is then given a list of all of the activities that they have done in the 12 months, and asked which ones they have done in the last 7 days.

The child is also asked to only include activities they have done for at least 30 minutes, but there is no maximum time.

For some but not all of the activities, there will then be a question which is being asked to find out whether the respondent participates or attends the activities which they have said they have done (or whether they do both). The reason for asking this is that DCMS have found that children learn more by participating in activities rather than attending activities. Therefore DCMS want to know how much, over time, people are taking part in more (or less) activities and how much they are just watching/ attending more (or less) activities.

➤ **Questions about sport**

The questionnaire then focuses on what sport the child has done, and starts by asking about the last 4 weeks instead of the last 12 months – this is because, on average, sport is done more frequently than the cultural activities. There is a yellow sports prompt pack which should be used for this question – the respondent should read through the 3 cards listing the activities, reading out the number next to each sport they have done.

The list of sports is shorter than the adult survey, although it is still a long list. In case respondents mention sports that aren't listed, we have 3 separate 'other specify' codes at this question. Please enter no more than one sport at each 'other specify' option.

The respondent will then be asked which of the sports they have done in the last 4 weeks were done in the last 7 days.

➤ **Diary section**

The respondent will then be asked about the amount of time (in hours and minutes) that they have spent on the activities that they have said they have done in the last 7 days. This is collected using a diary.

The questionnaire and diary should guide you through the administration of the diary. Here is a summary:

- You will need to tick which activities the respondent has said that they have done on the inside of the front cover of the paper diary (this list of activities will show on your screen). You will also need to write the day of the week, for each of the 7 days before the interview, at the top of each page in the diary.
- You will then need to ask the respondent how long they spent doing the activity during school lessons and in their spare time (spare time includes school breaks and lunchtimes, before or after school on weekdays, at weekends or during the holidays) and this should be written in the diary.
- If an activity is done more than once during a day, all sessions should be noted.
- As in the previous questions, please ask the respondents to only include activities that have been done for at least 30 minutes. The time they have spent on the activity should be recorded to the nearest minute. If they had to travel somewhere to do the activity, we do not want to include this travel time.
- After recording time spent on activities in the paper diary for a particular day, the questionnaire will ask you which activities were done on that day, and then to record whether each activity

was done during school lessons or in their spare time. The script will then ask you the amount of time that the child did the activity for separately for in-school and spare time.

- If the activity was done in their spare time, the respondent is asked who they did the activity with. In case respondents mention someone or an organisation that is not listed, we have 3 separate 'someone else' codes at this question. Please enter no more than one type of person or organisation at each 'someone else' option.
- Although the respondents have been provided with definitions of the activities on showcards in the first section of the questionnaire, some may forget what is included. If this is the case, you can show the necessary show cards that describe each type of activity to them again – but this should only be done if it is necessary as it will add time to the questionnaire.
- At the end of the diary section there is a final soft check to ensure all activities coded as done in the last 7 days (at the earlier frequency section) have been included.

➤ **Classification**

This is the last section and includes just a few standard questioning about the general health and ethnicity of the respondent.

11. REPORTING, RETURN OF WORK AND PAYMENT

11.1 Results Summary Sheet

In your workpack you should find a Results Summary Sheet. This document is for you to record the final outcome that you achieve at each address and the date these were reported electronically, and the date you completed and sent the observation questions for each address. You should also record the date the Address Contact Sheet was posted to the Spa Park Office. It can also be used to make note of any comments you may have about each address.

We need you to keep this form at home in a safe place as a Field Co-ordinator may need to ask you for information about your addresses. **It is not a form to be sent to Ealing Head Office/Spa Park/Manchester Office.**

11.2 Electronic Reporting and Reporting to the Manchester Office

Electronic reporting is a process that must be done whenever a final outcome for an address has been achieved (this will probably be at the end of every day you work on this survey) and **MUST** be done for **EVERY** address visited.

All entered information will then be returned to Kantar Operations electronically once you connect with your modem.

It is important to report **ALL** final outcomes – this includes the outcomes of the child screening. For every contact sheet you will need to electronically report **3 final outcomes**....1 for the adult contact , 1 for the 5-10 by proxy survey and 1 for the 11-15 child survey.

You will also be asked to confirm that you have completed a Youth Diary if you are reporting an interview outcome on Screen 9.

Full instructions on using the electronic system can be found in BCS Manual.

If this is the first time that you are working on a pre-selected job please check with your Field Coordinator after you have electronically reported your 1st set of final outcomes, to make sure that everything is being sent correctly.

If you are having any problems with your assignment or have 3 refusals, please call your Field Coordinator IMMEDIATELY for advice.

11.3 Return of Work

- All CAPI questionnaires should be returned as usual via your modem, overnight. **It is VITAL that you also complete a dayrec**, including how many hours you have worked that day. A dayrec should be completed each time you work on the survey, even if you have not completed any interviews but spent all your day trying to make contact at the addresses (this is also true if you have been working on re-issues).

If you have any incomplete interviews which you are planning to go back and finish, do NOT log in until you have done so, as this will automatically send back the incomplete interview as well. Let your Field Coordinator know what is happening.

- Each time you achieve a final outcome at an address, you must send back an electronic report of that final outcome (and any respondent details for any interviews completed) for that address.
- Please return the paper Address Contact Sheets when a final outcome has been achieved. The Address Contact Sheets, along with a return slip need to be returned to Spa Park in Leamington Spa in the prepaid envelopes provided. **Before returning contact sheets, please check the final outcome details have been noted on your Results Summary Sheet (NB. This document should not be returned to Ealing/Spa Park/Manchester Office).**

When you return your final contact sheets, please include the final sheet to indicate that you have returned all your contact sheets and your assignment is completed.

- **Please return all completed child 11-15 diaries, in the pre-paid envelopes provided. (Your workpack will contain a strong polylope envelope for the return of the diaries). A percentage of diaries will be quality checked against the interview CAPI data.**

PLEASE KEEP HOLD OF ALL FIELDWORK DOCUMENTS, AS YOU MAY NEED TO USE THEM ON FUTURE WAVES OR REISSUES.

11.4 Incentive Administration

Your work pack will contain 20 x £5 High Street Vouchers. If you require any additional vouchers please contact your point of contact in the Manchester Office in the normal way. On the other hand please return any unused vouchers to the Spa Park Office, using the *Confirmation of Vouchers Received Book* provided as soon as you have completed your assignment.

Appendix 1

SCREENERS & FREQUENCY IN ADULT QUESTIONNAIRE

SCAPN1-25
(taking part in
arts activity)

Reading for pleasure

Reading for relaxation and leisure is of interest but reading newspapers, magazines and comics are excluded, as is reading education text books or reading conducted as part of job.

Include: literature in all languages, it does not have to be in English.

Sang to an audience

Include: performing rap.

Exclude: karaoke

Play musical instrument

Include: all kinds of musical instruments, including instruments played for South Asian music. Indian classical music instruments can be grouped into five categories

- Ghan non-membranous percussion instruments, specifically those with solid resonators
- Sushir blown air instruments
- Tat plucked stringed instruments
- Vitat bowed stringed instruments
- Avanaddh membranous percussion instruments

The instruments most commonly taught in England are

- Sitar plucked, stringed, with frets
- Sarod plucked, stringed, with a fretless fingerboard
- Santoor stringed, plucked with wooden hammers
- Tabla percussion, a pair of drums
- Mridangam one piece drum, South Indian
- Veena plucked, stringed (South Indian) or Saraswati Veena
- Violin

Textile crafts

Include: activities such as embroidery, crocheting or knitting but not sewing to 'mend.'

Wood crafts

Include: activities such as wood turning, carving, furniture making but not DIY.

Other crafts

Include: activities such as calligraphy, pottery or jewellery making.

SCAAN1-21**Film at the cinema or other venue****(attending activity)**

arts Films or videos watched at home are not of interest.
Examples of 'other venues' are arts centres, film societies or outdoor screenings in parks.

Exhibition or collection of art, photography or sculpture

Interest is not only in exhibition and collections in art galleries but also other venues such as community halls, theatre foyers, arts centres etc.

Events including video or electronic art

This covers art that is based on, or which uses, electronic images or video.

Include: video installations at art galleries, club venue projections, internet-based art and outdoors events with video or projected images.

Exclude: outdoor screenings of films (which would be categorised under film at cinema or other venue).

Event connected with books or writing

This includes events such as book and poetry readings, performance poetry, story tellers.

Include: attendance at mushairas (Urdu poetry readings popular within some Pakistani communities), performance poetry (popular in Black Caribbean communities).

Exclude: readings of religious texts.

Carnival

The Arts Council provides funding for a range of carnival activities.

Carnival arts combine music, literature, drama, dance, performance, live and visual arts in a participatory event that usually occurs in the street.

'Carnival' involves live performance, calypso, masquerade, soca, steel pan and sound systems as well as costume design

Include: all types of carnival.

Circus

Circus refers to a 'people' circus, and can involve acrobatics, magical illusions, clowning, physical comedy, dance, music, aerial and balancing skills. It does not necessarily have to take place in a tent.

Include: for example, performances by Cirque du Soleil.

Exclude: circuses using animals.

Street arts

Street Arts include dance, music, circus, pyrotechnics, theatre, comedy and spectacle which take place out of doors, often in sites not traditionally associated with performance, such as squares, streets, shopping centres and parks.

Culturally specific festival

The Arts Council is particularly interested in activities organised by Black and Minority Ethnic groups. Interest is in cultural festivals that include an element of performance such as music or dance. These may be primarily religious events, but include considerable artistic content. Events of interest would include:

Mela – An Asian-based open air fair.

Baisakhi – North Indian spring festival

Navratri – North Indian autumn festival preceding Dussehra. It is a festival of 9 days and nights remembering the war of Rama and Ravana. Navaratri is a very big festival for Leicester's Gujarati community.

Dussehra – Festival commemorating Rama's victory over Ravana in the battle at Lanka and the rescue of his abducted wife Sita. It is celebrated in India with terrifying fireworks and huge effigies of Ravana and his brother that are burned. All houses are outlined in pinpricks of tiny oil lamps. It takes place shortly before Diwali.

Chinese Moon festival

Chinese New Year – celebrations start on the first day of the lunar new year and end on the full moon 15 days later when people celebrate the Lantern Festival

Diwali – A Hindu festival of light marking the beginning of the Hindu New Year.

Classical music concert

Include: All types of classical music, including music from other cultures, such as classical Indian, Persian or Turkish music.

Other live music event

Include: contemporary Black and Asian music.

**WalkRec
CycleRec**

/ WalkRec ...how many days you walked for the purpose of health or recreation (not to get to place to place)? INTERVIEWER NOTE: EXCLUDE WALKING TO WORK, SHOPS ETC.

CycleRec ... how many days did you cycle for the purpose of health or recreation (not to get to place to place)? INTERVIEWER NOTE: EXCLUDE CYCLING TO WORK, SHOPS ETC.

For walking and cycling we are keen to get accurate measures of how much activity was done for recreation and how much was for utility purposes. Recreational walking/ cycling would be done for health or enjoyment reasons. Whereas walking round the shops or walking/ cycling to work would be classed as utility.

TAKING PART: ENGLAND'S SURVEY OF LEISURE, CULTURE AND SPORT 2008-09

Year 4 code frames – adult survey

Livlik

What do you like most about your area?

1. Close to friends/ family
2. Friendliness of the area / good neighbours / community spirit
3. Familiar with (used to) the area / 'homely' feel
4. Respondent's own house/flat
5. Convenient for work
6. Good transport links / easy to get to other places
7. Close to shops / good shops in the area
8. Good schools, colleges etc.
9. Any mention of local libraries, museums, galleries, cinemas, theatres etc.
10. Attractive buildings
11. Peace and quiet / not much traffic
12. Plenty of green spaces / fresh air / attractive countryside
13. Advantages of both country and town/city
14. Other [specify]
15. Nothing / Don't know
20. Closer to the seaside
21. Close to a good hospital / doctor
22. It is a safe / relatively safe area

23. Any mention of sport/leisure facilities
24. Clean

Livbet

What one thing would most improve the quality of your local area?

1. Cleaner streets
2. More green spaces
3. Less traffic
4. Less crime
5. More / better shops
6. Better schools, colleges etc.
7. More / better libraries, museums, galleries, cinemas, theatres etc.
8. More leisure centres or sports facilities
9. Better transport links
10. More parking spaces
11. Better designed buildings
12. More money for the renovation of old buildings
13. Something else (specify)
14. Nothing
15. Don't know
20. A larger police presence
21. More affordable housing
22. More activities / facilities / play areas to keep young people off streets

23. Improvement to roads, pavements, and/or paths

ftimot1 / ftimot2 / ftimot3

I would now like to ask you about the things you do in any free time you have. Please look at this list and tell me the number next to each of the things you do in your free time.

1. Spend time with friends/family
2. Read
3. Listen to music
4. Watch TV
5. Days out or visits to places
6. Eat out at restaurants
7. Go to pubs/bars/clubs
8. DIY
9. Gardening
10. Shopping
11. Sport/exercise
12. Arts and crafts
13. Play a musical instrument
14. Go to cinema
15. Visit museums/galleries
16. Theatre/music concerts
17. Play computer games
18. Internet/emailing
19. Visits to historic sites
20. Other 1 (specify)
21. Other 2 (specify)
22. Other 3 (specify)

30. Academic Study
31. Puzzles and games
32. Attend/member of a society/club
33. Gambling
34. Religious activities, going to place of worship, prayer
35. Voluntary work/charity work

ARTAMU2

Can you tell me what sort of music you have been to see?

1. Rock/ pop music (include indie / heavy metal)
2. Soul, R&B or hip-hop music
3. Folk or country and western music
4. Reggae/ Calypso/ Caribbean music
5. African music
6. South Asian music
7. Spanish or Latin American music
8. Other

20. Scottish/Irish music
21. Brass band music
22. Gospel
23. Dance / trance / techno
24. Classical
25. Choral / choir music

ARTAVN2

And in what kinds of venue have you watched this music?

1. Pub / bar
2. Hotel
3. Restaurant / café
4. Small club
5. Medium to large live music venue (include stadium / arena)
6. Clubs and associations [private]
7. Student union
8. Church halls / community centres
9. Park / field
10. Other, specify

20. Theatre
21. Stately home / cathedral
22. School/school hall

ScspoN1 / ScspotN12 / ScspoN13/ ScspoN2/ ScspoN22/ ScspoN23

Which ones have you done?

1. Swimming or diving [INDOORS]
2. Swimming or diving [OUTDOORS]
3. BMX, cyclo-cross, mountain biking
4. Cycling [HEALTH, RECREATION, TRAINING, COMPETITION] [SOFT CHECK]
5. Cycling [TO GET TO PLACES I.E WORK, SHOPS] [SOFT CHECK]
6. Bowls [INDOORS]
7. Bowls (lawn) [OUTDOORS]
8. Tenpin bowling
9. Health, fitness, gym or conditioning activities
10. Keepfit, aerobics, dance exercise (include exercise bike)
11. Judo
12. Karate
13. Taekwando
14. Other Martial Arts (include self defence, tai chi)
15. Weight training (include body building)
16. Weightlifting
17. Gymnastics
18. Snooker, pool, billiards (exclude bar billiards)
19. Darts
20. Rugby League
21. Rugby Union
22. American football
23. Football (include 5-a-side and 6-a-side) [INDOORS]
24. Football (include 5-a-side and 6-a-side) [OUTDOORS]
25. Gaelic sports (e.g. camogie, Gaelic football, hurling, Irish handball and shinty)
26. Cricket
27. Hockey (exclude ice, roller and street hockey, but include in 'other')
28. Archery
29. Baseball/softball
30. Netball
31. Tennis
32. Badminton

33. Squash
 34. Basketball
 35. Table tennis
 36. Track and field athletics
 37. Jogging, cross-country, road running
 38. Angling or fishing
 39. Yachting or dingy sailing
 40. Canoeing
 41. Windsurfing or boardsailing
 42. Ice skating
 43. Curling
 44. Golf, pitch and putt, putting
 45. Skiing (on snow or an artificial surface; on slopes or grass)
 46. Horse riding
 47. Climbing/mountaineering (include indoor climbing)
 48. Hill trekking or backpacking
 49. Motor sports
 50. Shooting
 51. Volleyball
 52. Orienteering
 53. Rounders
 54. Rowing
 55. Triathlon
 56. Boxing
 57. Waterskiing
 58. Lacrosse
 59. Yoga
 60. Fencing
 61. Pilates
 62. Croquet
 63. Other type of sport for example roller-blading, street hockey, skateboarding, water polo, surfing, scuba diving, gliding, hang/ paragliding, parachuting or parascending
-
80. Frisbee
 81. Trampolining
 82. Rambling / walking for pleasure/recreation
 83. Any other water sports (i.e. not including yachting/sailing/canoeing/windsurfing/board sailing/rowing)
 84. Skittles
 99. Miscellaneous hobbies that involve some physical effort (e.g. playing musical instrument, gardening, bird watching, metal detecting, photography)

ARTVEN

Still thinking about the last time you went to this type of event in your own time....

What kind of venue was the event held in?

Amendments None

Response codes

1. Medium to large arts or music venue
2. Small arts or music venue
3. Town or village hall
4. Church or other religious centre
5. Community centre
6. On a university campus
7. Outdoors, for example in a park
8. Club, bar, hotel or restaurant
9. Other (specify)

ARTPBST

What was the best thing about it?

- 1 Atmosphere/environment
- 2 Being with others / socialising (include meeting people)
- 3 Enjoyment / fun (include references to 'entertainment')
- 4 Interesting
- 5 Educational
- 6 It was free
- 7 Good day out
- 8 There was a good range/choice
- 9 Helpful/friendly staff
- 10 The location
- 11 It was something different (include references to 'something new')

- 20 Making things for others (e.g. children/family) or for self
- 21 Relaxing/relieves stress
- 22 Sense of achievement/satisfaction (include references to 'to create something', 'end product' or 'result', 'feel good factor',
- 23 Creativity (General - e.g. 'I'm creative', 'to be creative', I like being creative')
- 24 I'm good at it
- 25 The music
- 26 Everything about it
- 27 The exercise/keeping or getting fit
- 28 Expressing my feelings/opinions
- 29 Improving my abilities
- 30 Participating with children

ARTPWRS

What was the worst thing about it?

- 1 The location (e.g. 'not a nice location', 'too far away', 'don't like the town/area' or 'inaccessible location')
- 2 Transport issues (e.g. 'not enough transport', 'can't park', 'public transport' 'no way of getting there')
- 3 It was boring
- 4 (In)accessibility to building (e.g. 'lack of disabled access', 'too many steps')
- 5 Didn't have what I wanted
- 6 Other attendees
- 7 Atmosphere/environment
- 8 Too busy / had to queue
- 9 Problems with building (e.g. too small / hot)
- 10 Not 'my kind of thing'

- 20 The weather
- 21 It's difficult/hard work
- 22 Takes up too much time
- 23 It was expensive
- 24 Not good at it / bad result
- 25 Mess, having to clean up afterwards
- 26 Physical problems, including tiredness
- 27 Problems/issues with equipment, including lack of equipment and computer problems
- 28 Nothing
- 29 Nerves/Stress

ARTABST

What was the best thing about it?

- 1 Atmosphere/environment
- 2 Being with others / socialising (include meeting people)
- 3 Enjoyment / fun (include references to 'entertainment')
- 4 Interesting
- 5 Educational
- 6 It was free
- 7 Good day out
- 8 There was a good range/choice
- 9 Helpful/friendly staff
- 10 The location
- 11 It was something different (include references to 'something new')

- 20 Helping/supporting others (including children / family)
- 21 Funny/humour/comedy
- 22 Relaxing/relieves stress
- 23 The weather
- 24 Everything about it
- 25 I like that particular display/performance/event
- 26 Professionalism/quality/excellence

ARTAWRS

What was the worst thing about it?

- 1 The location (e.g. 'not a nice location', 'too far away', 'don't like the town/area' or 'inaccessibe location')
- 2 Transport issues (e.g. 'not enough transport', 'can't park', 'public transport' 'no way of getting there')
- 3 It was boring
- 4 (In)accessibility to building (e.g. 'lack of disabled access', 'too many steps')
- 5 Didn't have what I wanted
- 6 Other attendees
- 7 Atmosphere/environment
- 8 Too busy / had to queue
- 9 Problems with building (e.g. too small / hot)
- 10 Not 'my kind of thing'

- 20 The weather/temperature
- 21 The performers
- 22 The storyline
- 23 Noisy
- 24 It was expensive
- 25 Problems with facilities

LIBSAT1

What were you dissatisfied with?

1. Choice and physical condition of resources (books, music cds, dvds, talking books etc)
2. Staff assistance (friendly, helpful)
3. Information services

4. Condition of buildings
5. Computer facilities
6. Other (please specify)
- 1. Don't know

ARCSAT1

What were you dissatisfied with?

1. Choice and physical condition of resources
2. Staff assistance (friendly, helpful)
3. Information services (catalogues, indexes, finding aids etc)
4. Condition of buildings
5. Computer facilities
6. Microfilm & copying facilities
7. Opening hours
8. Other (please specify)
- 1. Don't know

MUSBEST

What was the best thing about it?

- 1 Atmosphere/environment
- 2 Being with others / socialising (include meeting people)
- 3 Enjoyment / fun (include references to 'entertainment')
- 4 Interesting
- 5 Educational
- 6 It was free
- 7 Good day out
- 8 There was a good range/choice
- 9 Helpful/friendly staff
- 10 The location
- 11 It was something different

- 20 Relaxing/relieves stress
- 21 Architecture
- 22 The children like it
- 23 Everything about it
- 24 I like that particular display/performance/event
- 25 History/historical interest
- 26 Good facilities
- 27 Good exhibits

MUSWRS

What was the worst thing about it?

- 1 The location (e.g. 'not a nice location', 'too far away', 'don't like the town/area' or 'inaccessibe location')
- 2 Transport issues (e.g. 'not enough transport', 'can't park', 'public transport' 'no way of getting there')
- 3 It was boring
- 4 (In)accessibility to building (e.g. 'lack of disabled access', 'too many steps')
- 5 Didn't have what I wanted
- 6 Other attendees
- 7 Atmosphere/environment

- 8 Too busy / had to queue
- 9 Problems with building (e.g. too small / hot)
- 10 Not 'my kind of thing'

- 20 Not much to do/see
- 21 Not enough exhibits/broken exhibits
- 22 Unhelpful/unfriendly/not enough staff
- 23 It was expensive
- 24 Nothing
- 25 Didn't like or approve of (some of) the art/exhibition
- 26 Problems with facilities

HERBEST

What was the best thing about it?

- 1 Atmosphere/environment
- 2 Being with others / socialising (include meeting people)
- 3 Enjoyment / fun (include references to 'entertainment')
- 4 Interesting
- 5 Educational
- 6 It was free
- 7 Good day out
- 8 There was a good range/choice
- 9 Helpful/friendly staff
- 10 The location
- 11 It was something different (include references to 'something new')

- 20 The buildings/architecture
- 21 The beauty / scenery
- 22 The history
- 23 The gardens/walks
- 24 Relaxing/relieves stress
- 25 The weather
- 26 Everything about it
- 27 I like that particular display/performance/event
- 28 Shops/shopping

HERWRS

What was the worst thing about it?

- 1 The location (e.g. 'not a nice location', 'too far away', 'don't like the town/area' or 'inaccessible location')
- 2 Transport issues (e.g. 'not enough transport', 'can't park', 'public transport' 'no way of getting there')
- 3 It was boring
- 4 (In)accessibility to building (e.g. 'lack of disabled access', 'too many steps')
- 5 Didn't have what I wanted
- 6 Other attendees
- 7 Atmosphere/environment
- 8 Too busy / had to queue
- 9 Problems with building (e.g. too small / hot)
- 10 Not 'my kind of thing'

- 20 The weather

- 21 It was expensive
- 22 Facilities, including lack of facilities and toilets
- 23 Nothing
- 24 Problems with facilities
- 25. Poor quality / lack of content

SPOBESN

What was the best thing about it?

- 1 Atmosphere/environment
- 2 Being with others / socialising (include meeting people)
- 3 Enjoyment / fun(include references to 'entertainment', but we can't put 'Feeling you get afterwards/ feel good factor' into enjoyment/fun because we've included it as part of 'sense of achievement/satisfaction', on another question – and we need to be consistent across questions.)
- 4 Interesting
- 5 Educational
- 6 It was free
- 7 Good day out
- 8 There was a good range/choice
- 9 Helpful/friendly staff
- 10 The location
- 11 It was something different (include references to 'something new')

- 20 Children enjoy it
- 21 Health / exercise / fitness
- 22 Competitive/competition
- 23 Fresh air
- 24 Relaxing/relieves stress
- 25 Everything about it
- 26 Winning/doing well/good result
- 27 Feeling good afterwards
- 28 The freedom

SPOWRSN

What was the worst thing about it?

- 1 The location (e.g. 'not a nice location', 'too far away', 'don't like the town/area' or 'inaccessible location')
- 2 Transport issues (e.g. 'not enough transport', 'can't park', 'public transport' 'no way of getting there')
- 3 It was boring
- 4 (In)accessibility to building (e.g. 'lack of disabled access', 'too many steps')
- 5 Didn't have what I wanted
- 6 Other attendees
- 7 Atmosphere/environment
- 8 Too busy / had to queue
- 9 Problems with building (e.g. too small / hot)
- 10 Not 'my kind of thing'
- 20 It's difficult/hard work
- 21 The weather
- 22 Losing
- 23 The facilities/equipment (e.g. changing rooms, swimming pool, gym equipment)

- 24 The pain/injuries

- 25 It was expensive
- 26 Not good at it / bad result
- 27 Tiring/tired/lack of energy
- 28 Nothing
- 29 Motivation

OLYMAGN AND OLYMAG2 (against winning the bid)

- 1. Costs too much
- 2. Money better used elsewhere
- 3. Should be elsewhere in the country / London gets too much attention
- 4. Waste of money
- 5. Security fears
- 6. Do not think UK will do a good job / cannot cope
- 7. Do not like sports or athletics
- 8. It will only benefit London
- 9. Other

OLYMSUN AND OLYMSU2 (for winning the bid)

- 1. Good for London
- 2. Good for the country in general
- 3. Promotes sport / fitness
- 4. Good for children / youth
- 5. I want to go and see it
- 6. National pride / patriotism
- 7. Regeneration of the area (East end of London)
- 8. I like athletics / sport
- 9. Good for tourism
- 10. Good for the economy e.g. extra revenue for businesses, creates jobs
- 11. Good for athletes (UK or Other)
- 12. Other

NOAPR

What is stopping you from doing activities like this/these?

- 1. It's difficult to find the time
- 2. I don't know enough about it
- 3. It costs too much
- 4. Not really interested
- 5. I don't have anyone to do it with
- 6. Never occurred to me
- 7. Health isn't good enough
- 8. Against my religion/ beliefs
- 9. Lack of transport/ I can't easily get to it
- 10. Not enough information on what is available
- 11. I wouldn't enjoy it
- 12. Not enough facilities close to where I live
- 13. Other reason 1
- 14. Other reason 2
- 15. Other reason 3
- 1. Don't know
- 20. Lack of confidence / belief in ability
- 21. I don't have the equipment

NOAAR

What is stopping you from going to events like these/this?

1. It's difficult to find the time
2. It costs too much
3. I don't know enough about it
4. Never occurred to me
5. Not really interested
6. I don't have anyone to go with
7. I wouldn't enjoy it
8. Not enough facilities close to where I live
9. Health isn't good enough
10. I might feel uncomfortable or out of place
11. Against my religion/ beliefs
12. Lack of transport/ I can't easily get to it
13. Not enough information on what is available
14. Other reason 1
15. Other reason 2
16. Other reason 3
- 1. Don't know

21. Reference to looking after children

NOLIBR

What is stopping you from going to the library?

1. It's difficult to find the time
2. It costs too much
3. I might feel uncomfortable or out of place
4. Never occurred to me
5. Not really interested
6. I wouldn't enjoy it
7. No need to go
8. Against my religion/ beliefs
9. Health isn't good enough
10. Lack of transport/ I can't easily get to it
11. Not enough information on what is available
12. Other reason 1
13. Other reason 2
14. Other reason

20. Opening hours don't suit me

NOMUSR

What is stopping you from going to museums or galleries?

1. It's difficult to find the time
2. It costs too much
3. Never occurred to me
4. Not really interested
5. I might feel uncomfortable or out of place
6. I wouldn't enjoy it
7. No need to go
8. Against my religion/ beliefs

9. Health isn't good enough
 10. Lack of transport/ I can't easily get to it
 11. Not enough information on what is available
 12. Other reason 1
 13. Other reason 2
 14. Other reason 3
 - 1. Don't know
-
20. Issues relating to childcare
 21. Nobody to go with

NOHERR

What is stopping you from visiting these places?

1. It's difficult to find the time
 2. It costs too much
 3. Never occurred to me
 4. Places like that are not welcoming to people like me
 5. Not really interested
 6. I wouldn't enjoy it
 7. Lack of appropriate facilities there
 8. Against my religion/ beliefs
 9. I might feel uncomfortable or out of place
 10. Health isn't good enough
 11. Lack of transport/ I can't easily get to it
 12. Not enough information on what is available
 13. Other reason 1
 14. Other reason 2
 15. Other reason 3
 - 1. Don't know
-
20. Issues relating to childcare
 21. Nobody to go with

NOARCR

What is stopping you from going to an archive / record office?

1. It's difficult to find the time
 2. Never occurred to me
 3. Not really interested
 4. I wouldn't enjoy it
 5. Health isn't good enough
 6. No need to go
 7. I might feel uncomfortable or out of place
 8. Lack of transport/ I can't easily get to it
 9. Not enough information on what is available
 10. Other reason 1
 11. Other reason 2
 12. Other reason 3
 - 1. Don't know
-
20. I haven't had the opportunity yet / I'm going soon
 21. Nobody to go with

NOSPR

What is stopping you from taking part in sport or recreational physical activities?

1. It's difficult to find the time
2. It costs too much
3. No one to do it with
4. Never occurred to me
5. Not really interested
6. Fear of injury
7. Against my religion/ beliefs
8. I wouldn't enjoy it
9. Health isn't good enough
10. I might feel uncomfortable or out of place
11. Changing facilities are not good enough
12. Lack of transport/ I can't easily get to it
13. Not enough information on what is available
14. Other reason 1
15. Other reason 2
16. Other reason 3
- 1. Don't know
20. Weather

Volty

And what kinds of things have you done?

1. Raising or handling money / taking part in sponsored events
2. Leading a group
3. Member of a committee
4. Organising or helping to run an activity or event
5. Visiting people
6. Befriending / mentoring people
7. Coaching or tuition
8. Giving advice/ information/ counselling
9. Secretarial, administrative or clerical work
10. Providing transport or driving
11. Representing – e.g. addressing meetings, leading a delegation
12. Campaigning – e.g. lobbying, canvassing, letter writing
13. Conservation/restoration
14. Officiating – e.g. judging, umpiring or refereeing
15. Other practical help - for example helping out a school, religious group, with shopping/refreshments
16. Other (please specify)
17. No answer
- 1. Don't know
19. Work in a charity shop

Act2oth

If you wanted to get something done about the sporting or cultural facilities in your local area, what would you do first?

1. Contact a local radio station, television station or newspaper
2. Talk to / write to a sporting or cultural facility directly
3. Contact the council

4. Contact a local councillor or MP
5. Join a local residents' group or attended a neighbourhood forum
6. Attend a protest meeting or join a campaign/action group
7. Help organise a petition
8. Something else? [specify]
9. Nothing
10. Don't know

20. Do some internet research
21. Go to the library for information
22. Citizens Advice Bureau
23. Go to a family member/friend for help

LICNAG

We are interested in hearing why people are against the 2005 licensing laws. I am now going to read out some reasons why people are against them. Which of the following apply to you...

1. I have had bad/negative experiences of the laws personally
2. I have heard about bad/negative experiences of the laws through friends or relatives
3. I have heard about bad/negative experiences of the laws through the media
4. (DO NOT READ OUT) - Other specify...
- 1. Don't know

LSUPPORT

We are interested in hearing why people support the 2005 licensing laws. I am now going to read out some reasons why people support them. Which of the following apply to you...

1. I have had good/positive experiences of the laws personally
2. I have heard about good/positive experiences of the laws through friends or relatives
3. I have heard about good/positive experiences of the laws through the media
4. (DO NOT READ OUT) - Other specify...
- 1. Don't know

ETHNIC

Please look at this list and choose one letter to indicate your cultural background

1. A White – British
2. B White - Irish
3. C White – Other White Background
4. D Mixed – White and Black Caribbean
5. E Mixed – White and Black African
6. F Mixed – White and Asian
7. G Mixed – Any Other Mixed Background
8. H Asian or Asian British – Indian
9. I Asian or Asian British – Pakistani
10. J Asian or Asian British – Bangladeshi
11. K Asian or Asian British – Other Asian Background
12. L Black or Black British – Caribbean
13. M Black or Black British – African
14. N Black or Black British – Other Black Background
15. O Chinese
16. P Other
17. U Other – please specify

18. V Refused

Religion

What is your religion, if any?

1. No religion
2. Christian (including Church of England, Catholic, Protestant, and all other Christian denominations)
3. Buddhist
4. Hindu
5. Judaism
6. Muslim
7. Sikh
8. Any other religion (Please specify)
9. SPONTANEOUS: Atheist/Agnostic
10. Don't know
11. Refused

Taking Part: The National Survey of Culture, Leisure and Sport

Pilot of proxy interview with parents of children aged 5-10 Findings and recommendations from cognitive interviews

July 2008

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Introduction

This report presents the findings from cognitive paired depth interviews with 10 parents and their children aged 5-10. In most interviews both the child and parent were present, with the parent taking the lead in answering the questions and the child mentioning at the end of each section whether any of the activities were missed or included incorrectly. In some interviews the parent was asked the questions alone with the child being called to participate at key points.

Fieldwork ran from the 2nd - 8th July 2008 in Leeds, London and Coventry.

Overall, the aim of the interviews was to pilot the new Taking Part survey for children aged 5-10 which is to be undertaken with parents who have children within this age range. The interviews had a number of specific objectives in relation to the piloting of the survey. One objective was to ascertain whether parents could act as a proxy respondent for their child by being able to answer regarding activities that their child did in their spare time and at school. An additional objective was to establish the 'readability' of the survey in terms of the language used and the age appropriateness of options available. All respondents were therefore asked to give details regarding their understanding of each section of the survey and give reasons for their answers.

The results from the interviews appear in text boxes below the relevant question with a general summary at the end of each section and at the end of the report. The final section outlines the recommendations for the final 5-10 proxy questionnaire.

SCREENERS

I would like to start by asking you about the activities [child's name] has done in the last 12 months. Please could you include activities done both at school and outside of school. Activities done whilst on holiday, including holidays abroad should also be included.

Respondents tended not to question these initial instructions and the definition of what to include appears fairly straight forward. Later in the interview some respondents admitted that while they understood these instructions they found it easier to think in terms of an academic year and had used this or a six month period rather than the 12 month timescale.

ASK ALL

1. Since July last year has [child's name] done any of these activities?

INTERVIEWER: READ OUT AND USE SHOW CARD A

CODE ALL THAT APPLY

Dance

1. Took part in a dance club
2. Taken part in a dance performance
3. Created a piece of original choreography
4. Attended a dance event
5. Danced at a disco, party or event

Music

- a. Sang to an audience or rehearsed for a performance
- b. Practiced and rehearsed a musical instrument
- c. Played a musical instrument to an audience
- d. Written music
- e. Attended classical music concert or other live music event

Overall this question was well received due to parents' familiarity with the activities listed. Respondents recalled specific events such as birthday parties but also mentioned activities undertaken at school, home and on day trips.

Respondents were sometimes unsure about how to classify activities where overlap occurred. In particular, for some activities that contained more than one element, respondents hesitated before selecting the option they felt most appropriate e.g. singing and dancing as part of a play were three separate activities on the survey but could take place together. Parents of younger children often commented that their children dance or sing at home but were not sure how they could include this under the current options.

"I think we just mess around dancing, I think it's still dancing. I don't know what it would come under really. I suppose it's similar to just dancing at a disco".

A respondent was unsure whether to classify a visit to see "High School Musical" as a 'live music event' as this option was interpreted as an event which involved sitting and watching music whereas the musical was participatory and the audience were encouraged to stand and dance.

Respondents understanding of the word 'choreography' was specifically probed; this was generally well understood with respondents able to provide a working definition involving their child coming up with an original dance routine:

"Where they've kind of set up a routine on their own that they repeat to the same music."

However, some defined choreography as designing a performance for someone else to do or assumed it meant being taught a routine by someone else.

ASK ALL

2. And since July last year has [child's name] done any of these activities?

INTERVIEWER: READ OUT AND USE SHOW CARD B

CODE ALL THAT APPLY

Arts/ Craft

- a. Painting, drawing, printmaking, sculpture or model making
- b. Photography
- c. Crafts such as pottery, jewellery making, woodwork, metal work
- d. Attended exhibition of arts, photography or other craft work

Drama and Literature

- a. Rehearsed/ performed in a play/drama or drama club
- b. Attended theatre performances (including plays, pantomime and opera)
- c. Creative writing (stories, plays or poetry)

- d. Taken part in a reading group or listened to authors talk about their work

This question proved more problematic in terms of recall due to parents' uncertainty about activities within school. Parents were better able to recollect craft/creative activities as children had brought evidence of this home with them but struggled with activities such as drama which had no visible evidence. Respondent awareness was linked to their individual knowledge of the school curriculum. An active member of the parent teacher association at their child's school knew a lot about the curriculum, whereas the majority of parents said they were unsure what the child did unless they brought home work after school.

In the 5-10 age group arts and crafts activities tended to be more limited towards painting, drawing, printmaking, sculpture or model making. Some children had used craft kits such as jewellery making at home with parental supervision but woodwork and metalwork were often mentioned as age-inappropriate:

"I think he's too little [aged 5] to be using tools and stuff."

„Photography' yielded a range of responses; the confusion appears to stem from whether to include less formal examples such as taking pictures with their parent's mobile phone as this was not seen as a formal class.

„Creative writing' was also problematic in terms of whether to include less formal activities and the age of the child was an influential factor for parents when considering their answer. For example, compare the reactions of two parents with young children. The first parent felt that while her son would tell her stories he was still only learning to write and therefore this couldn't be counted as creative writing; conversely, the other parent included their daughter telling stories and having them written down for her by someone else.

Drama and theatre proved somewhat less complicated and respondents included drama clubs and performances both in and outside of school. The definition of theatre performances appears to be broad and inclusive with respondents flagging up pantomime, plays, musicals and performance arts such as Cirque de Soleil.

„Exhibitions of arts, crafts, photography or other craft work' sometimes proved confusing for parents looking to include visits to museums; there were examples of respondents reaching a future question (question 6, which asks specifically about museums) and then revising their answers to this question. For example, attending a Tutankhamen exhibition as an art exhibition was included here initially as was a museum in the Hard Rock café.

„Reading groups' caused some uncertainty and there were respondents who included general reading done at school. It may be helpful to separate reading groups from authors talking about their own work as these are two distinct activities.

ASK ALL

3. And since July last year has [child's name] done any of these activities?

INTERVIEWER: READ OUT AND USE SHOW CARD C

CODE ALL THAT APPLY

Media Art/ Moving Image

- a. Made films or videos
- b. Made radio broadcasts or programmes
- c. Made, revised or wrote their own blog, website, podcasts or social networking sites (e.g. Bebo, Myspace, Facebook, Second Life)
- d. Made or revised their own computer game, or adapted an existing game (e.g. by writing an emulator, re-skinning a game, adding a new level, making a new in-game asset)
- e. Used a computer to create original artworks or animation
- f. Attended film performances at a cinema or other venue

This was a problematic question, options A-E were considered to be too technically advanced and hence age-inappropriate. In particular, option D caused difficulty due to parents having not heard of the options presented. Some respondents expressed surprise that the list did not include an option for just playing computer games/consoles. Parents also perceived these activities to be inappropriate for the age group.

"I don't think he's got the patience or the capacity yet to do those things...He wouldn't have grasped that kind of knowledge or the understanding of how to go about it as yet."

Parents were cautious around activities which involve computers and talked of restricting their children's access to the internet or supervising it heavily. Social networking sites in particular were seen as more suitable for teenagers. We also found limited understanding of online technical terminology such as 'blogs' and 'podcasts'. Additionally some struggled to differentiate social networking sites from chat rooms.

Under option A, one parent included their son being filmed in a school play while another included their child using the family camcorder on holiday. There was occasionally some confusion between the child making their own film as opposed to being filmed doing some other activity.

For option E, one respondent included an MS PowerPoint presentation their child had created involving pictures as an example of artwork and animation. Another included using an 'art pad' programme on the computer at home.

The wording of option F, 'Attended film performances at a cinema or other venue', caused some confusion and several respondents suggested that the language be simplified. Some respondents excluded going to see a film at the cinema as they interpreted 'film performances' as some kind of special event:

"I'd have put 'been to the cinema' [...] It makes you feel like it's got to be something special like a premiere or something."

ASK ALL

4. And still thinking about the last 12 months, that is since July last year, has [child's name] done any of the following activities....

INTERVIEWER: READ OUT AND CODE ON SHOW CARD D

- a. Attended or taken part in street arts (art in everyday surroundings like parks, streets or shopping centres)
- b. Attended or taken part in the Circus
- c. Attended or taken part in a Carnival or culturally specific festival (for example Mela, Baisakhi, Navratri)

This question was problematic as respondents struggled to define both „Street Arts’ and a “Carnival or culturally specific festival”.

„Street arts’ produced a variety of definitions including watching someone busking/playing music and break dancing. When probed parents were not confident that they could really define what was meant and therefore what to include or exclude.

Option C, „Attended or took part in a Carnival or culturally specific festival (for example Mela, Baisakhi, Navratri)’, proved particularly difficult and again respondents lacked confidence when asked to define the question. One respondent of Asian ethnicity commented that the festival examples given were all “very Asian”. Another participant excluded a music festival which she considered to be a cultural event as she interpreted the question as being related to religion. St Patrick’s Day and nativity plays at school were also mentioned and then rejected although the respondents could not give a specific explanation for this other than finding the question confusing.

“It’s sort of a music festival rather than something that’s whatever these festivals are, I presume they’re sort of related to a specific culture or religion or something.”

With regards to other aspects of the question, there were respondents who had taken their children to the circus and the type of circus varied, some included an assortment of animals, some just horses and others with purely human performers such the Chinese State Circus.

Overall, respondents suggested that more examples would enable them to answer this question more accurately.

ASK ALL

5. And since July last year has [child’s name].....

INTERVIEWER: READ OUT AND CODE ON SHOW CARD D

- a. Used or attended an event in a library?
- b. Helped out as a librarian or chose stock for a library?

Respondents recalled being members of their local library and mentioned that their children also brought books home from the school library. One respondent recalled filling in a consent form to allow the child to use the local library in school time. Another respondent could confirm that the family were members of the local library but not if they had used the facilities in the previous twelve months.

Libraries were used for a variety of activities:

- Extra-curricular reading for pleasure.
- Research for school work and projects.
- Access to IT facilities and the internet.
- Borrowing multimedia entertainment such as music on CD or movies on DVD.

“He uses the school library all the time, and outside as well, and that would be just to get you know, a book that he likes, or maybe research a project that he is doing or just to go on the computer.”

The second subcategory, „Helped out as a librarian or chose stock for a library?’ was generally seen as age-inappropriate. However some parents said their child may well have helped in the school library but they were not sure.

ASK ALL

6. Since July last year has [child’s name].....

INTERVIEWER: READ OUT AND CODE ON SHOW CARD D

- Visited or attended an event in a museum?
- Helped to curate, design or hang exhibitions and events in a museum

Generally respondents appeared to have little difficulty in giving specific examples of museums they had visited. Interestingly one parent said that they hadn’t taken their child to museums as they personally don’t “have a passion for it”.

Option B, *„Helped to curate, design or hang exhibitions and events in a museum’*, was seen as being age-inappropriate, one mother explained that she felt it was unlikely for such young children to be involved in these activities. Additionally interpretation varied regarding the meaning of the question. One respondent interpreted the word *„design’* to relate to the creation of a piece of artwork itself, rather than the design of the exhibition space and how the pieces are displayed and labelled.

Some respondents had included museum visits when answering question one, therefore it may be less confusing to merge questions one and six or alternatively, add a note to question one explicitly excluding museums.

ASK ALL

7. Since July last year has [child’s name] done any of these activities?

INTERVIEWER: READ OUT AND CODE ON SHOW CARD E

CODE ALL THAT APPLY

- Visited a historic building, garden or landscape open to the public
- Volunteered on a heritage project focused on a historic building, garden or landscape (inc. industrial heritage)
- Visited historical monuments or sites of archaeological interest
- Volunteered on an archaeological project related to the built environment (inc. industrial heritage)

- e. Visited a city or town with historic character
- f. Visited significant contemporary buildings or public spaces

Some responses to this question were somewhat muddled and confused; this confusion generally stemmed from trying to differentiate between options, for instance some respondents were unsure of the difference between an “historic building” and an “historic monument”:

“I don’t know, is York Minster a monument? I don’t know. I don’t know. It’s not archaeological that’s for sure. [...] I suppose I’d think like standing stones were a monument [...] a monument would be a war memorial or something.”

However there were respondents who had less difficulty with this question, for instance, one mother immediately mentioned that they had a family membership for Harewood House (giving access to the house itself as well as the gardens) and was confident in including this as a historic building.

Terms that respondents sometimes found hard to define contained unfamiliar vocabulary and/or were seen as somewhat vaguely defined and in need of examples:

“Archaeological project” resulted in a wide variety of definitions that included: museums with displays of mummified remains or similar, ruins from a hundred to millions of years old, and someone digging things up from the past and putting them back together. Respondents also mentioned the Channel 4 series Time Team to illustrate what they understood by an archaeological dig. This may require some examples to clarify exactly what is meant.

“The built environment” was unfamiliar to respondents and they struggled to give their own definition when probed. Some suggested this meant ‘buildings’ while others guessed it may mean things that are man-made. Additionally, respondents had difficulty defining the term “significant contemporary” as they were unsure as to whether this would include older buildings that had been restored. Some questioned exactly what would be included in terms of both age and architectural style. Again respondents suggested that being given examples would have been helpful. The word modern was suggested as an alternative to contemporary.

Option B, ‘Volunteered on a heritage project focused on a historic building, garden or landscape (inc. industrial heritage)’ and option D, ‘Volunteered on an archaeological project related to the built environment (inc. industrial heritage)’ were generally seen as age-inappropriate for such a young age group. One explanation given for this was that they both involve volunteering in what are seen as adult environments that may not be safe for young children.

ASK ALL

8. Since July last year has [child's name] done any of these activities?

INTERVIEWER: READ OUT AND CODE ON SHOW CARD E

CODE ALL THAT APPLY

- a. Taken part in a dance lesson
- b. Taken part in a music lesson
- c. Taken part in a drama lesson or English literature lesson
- d. Taken part in an art, crafts, design or photography lesson
- e. Watched and discussed film or videos in a lesson or film society (to know more about how films are made as well as the stories they tell)

This question was seen as repetitive to some as they felt the activities asked about had already been covered in previous questions with respondents having already included activities done in lessons. Parents drew on knowledge of the school curriculum to answer questions and included English literature, music and drama done in school lessons. There was significant confusion as to what counted as a lesson with some parents interpreting this as an extra lesson outside of school, while others excluded anything other than timetabled lessons in normal school hours. Some parents were directly involved in these activities through helping out in class which aided their recall significantly:

One parent included a visit to Disney World as „*Watched and discussed film or videos in a lesson or film society (to know more about how films are made as well as the stories they tell)*’.

Reflections on first section:

Parents gave a variety of responses to being asked to think back over a twelve month period. Some claimed to have no trouble with the timescale while others felt it to be somewhat unrealistic to expect accurate recall of a whole year, suggesting shortening this to a six month period. As mentioned at the start of the survey, there were respondents who admitted to not using the twelve month period specified and instead thought in terms of the last school year:

"It's not too bad because I've just thought of it as the school year actually. I know you said last July, but I've just, he started school in September so I've just gone with that"

Generally respondents were 'highly confident' in the accuracy of their responses however this is impossible to quantify from the interviews and the level of confusion and range of answers on certain questions would certainly suggest otherwise. In addition, it is important to consider that children are often supervised by a range of people over the course of the day and no one individual is likely to know every detail:

"I think the things we've done together are easy to answer, you know what you've done with your child, I think it's the stuff that he might have done at school or he might have done with [...] dad or the childminder."

Responses were also mixed when parents were asked if it would help to consult their child during the interview. Some parents found it helpful to have the child present to confirm details and fill in gaps in recall; others felt that the child was seeking attention, by inventing activities they had not undertaken for instance. Younger children were often somewhat distracted and struggled to engage with the interviewer's questions. This is a difficult point to generalise on as the exact input from the child and its perceived usefulness vary on a case by case basis.

There were variations between children's input and articulacy, this particularly hindered the youngest children who were sometimes shy and struggled to express themselves or clarify their parent's mistakes. Parents pointed out that they often have trouble finding out from the child exactly what has been done at school that day or for example, while at a friend's house.

ASK IF Q1 – Q8 = YES

9. Thinking about the activities [child's name] has done in the last 12 months, which ones, if any, has he/she done in the last 7 days that is since [date 7 days prior to the interview]?

SHOW RESPONSES ON SHOWCARDS A to E

INTERVIEWER: CODE ON SHOWCARDS AND THEN WRITE EACH ACTIVITY DONE IN THE LAST 7 DAYS INTO THE DIARY

Some respondents appeared slightly surprised when asked to switch from thinking back over twelve months to just the last seven days. Some caution is advised since if parents adapted their definition of the last twelve months then it is possible that they were not strictly adhering to the last seven days. Respondent's reasons for not adhering strictly to time scales vary; they can range from simply recalling events inaccurately, to feeling social desirability pressure to include activities that were in fact undertaken outside of the specified period.

I would now like to ask you about any sports activities [child's name] may have done. This time I would like you to think about the last four weeks. As before, please include all sports done at school and out of school and any done whilst away on holiday.

ASK ALL

10. During the last four weeks, that is since [DATE - 4 WEEKS PRIOR TO INTERVIEW], has [child's name] done any sports activities?

1. Yes
2. No
3. Don't know

ASK Q11 IF Q10 =YES

Q11. Which ones has he / she done?

CODE ALL MENTIONS.

PROMPT: is there anything else?

Again this jump in time scales did cause some confusion and there were parents who asked several times when recalling sport if this was over the last four weeks or seven days.

Q12. Can I just check, since [DATE - 4 WEEKS PRIOR TO INTERVIEW] [child's name] done any of the activities on this card?

INTERVIEWER NOTE: DO NOT INCLUDE HOBBIES SUCH AS CAMPING, DANCING, GARDENING, BIRDWATCHING, PHOTOGRAPHY ETC AT THIS QUESTION.

1. Swimming or diving
2. BMX or mountain biking

3. Other cycling or bike riding
4. Tenpin bowling
5. Health, fitness, gym or conditioning activities
6. Keep fit, aerobics, dance exercise (include exercise bike)
7. Martial Arts – Judo, Karate, Taekwando, & other Martial Arts
8. Weight training (include body building)
9. Gymnastics
10. Snooker, pool, billiards (exclude bar billiards)
11. Darts
12. Rugby League
13. Rugby Union
14. American football
15. Football
16. Cricket
17. Hockey (but not ice, roller and street hockey)
18. Baseball/softball
19. Netball
20. Tennis
21. Badminton
22. Squash
23. Basketball
24. Table tennis
25. Track and field athletics
26. Jogging, cross-country/road running
27. Fishing
28. Canoeing
29. Windsurfing or boardsailing
30. Ice skating
31. Golf, pitch and putt, putting
32. Skiing (on snow or an artificial surface; on slopes or grass)
33. Horse riding
34. Climbing/mountaineering (include indoor climbing)
35. Karting
36. Volleyball
37. Orienteering
38. Rounders
39. Rowing
40. Boxing
41. Waterskiing
42. Yoga
43. Fencing
44. Walking or hiking
45. Sailing
46. Lacrosse
47. Skateboarding
48. Other 1 type of sport for example roller-blading, street hockey, water polo, surfing, scuba diving, Gaelic sports.
49. Other 2
50. Other 3

Once prompted, respondents generally recalled additional sports activities their child had undertaken. Inclusions and exclusions were fairly unpredictable and inconsistent between respondents. For example, some parents were unsure whether to include sports played on the Nintendo Wii games console, such as golf, skiing and boxing, as these involve movements that mimic the real sport. In addition, there was indecision over whether to include activities that were part of the child's play either on their own or with friends such as bike riding on their street. Similarly a respondent excluded dancing during leisure or play time as they did not feel it fitted a definition of formal exercise for health.

A number of parents were unsure of what orienteering was and cycling may need simplification as it can currently be included under options 2,3 or 6 and this caused some confusion and hesitancy:

"BMX or mountain biking, I thought yes, but then it's got cycling or bike riding which is more appropriate, that's why."

There were respondents who were unsure of what to include as track and field athletics, for instance, they debated whether running up and down the school playing field in PE lessons or having races with friends in the playground counted. Similarly, it was also queried whether „running around' more generally should be included under jogging. Gymnastics was problematic for similar reasons; in general respondents varied in the level of organisation, structure and supervision deemed necessary for them to count an activity as sport rather than merely play.

"Is this like organised? Yes, I guess it has to be organised, no, she has been like playing around, trying to do handstands but I wouldn't say it is a lesson, I think it was with her friends. I don't know."

Overall respondents indicated that while they knew their child had PE lessons at school, they had little or no idea of the specific activities undertaken and tended to hazard a guess at these.

The list of sports is fairly long and it appears that parents tended to assume that it was considered an exhaustive list of the sports the survey was interested in recording; it may be helpful to add a note to respondents that while the list is extensive it is intended only as an indicative prompt and they should also mention anything their child had done despite its not being explicitly listed. It may also be helpful to reassure parents that it is not expected for children to have done a particular number of activities and not to feel embarrassed if their child has taken part in relatively few of the sports listed.

Q13. This is a list of all of the sports [child's name] has done since [<INSERT DATE – 4 WEEKS PRIOR TO THE INTERVIEW>], which ones has he/she done in the last 7 days?

SHOW RESPONSES ON SHOWCARDS F1 AND F2

INTERVIEWER: WRITE EACH ACTIVITY DONE IN THE LAST 7 DAYS INTO THE DIARY

Again the jump in time scales did cause some confusion and some parents had to ask several times when recalling sport if this were over the last four weeks or one. It is difficult to ascertain how strictly respondents stuck to the last seven days as a time frame.

DIARY SECTION – VERSION 1 and VERSION 2 ROTATED (RESPONDENTS ONLY ASKED ONE OF THE TWO VERSIONS)

DIARY COMPLETION (DAY BY DAY) - VERSION 1

INTERVIEWER: SHOW RESPONDENT DIARY

Q15. This is a list of all of the activities and sports [child's name] has done in the last 7 days.

I would now like to go through each of the last 7 days to find out when [child's name] did the activity, how long they did the activity for and who they did the activity with.

So thinking about yesterday, did [child's name] do any of the following activities?

1. Yes – **GO TO Q15a**
2. No – **GO TO Q16 (NEXT DAY)**
3. Don't know – **GO TO Q16 (NEXT DAY)**

ASK Q15a IF CODE 1 AT Q15

INTERVIEWER: FOR EACH ACTIVITY ASK THE FOLLOWING QUESTIONS AND CODE IN THE DIARY

Q15a. At what time did [child's name] start the activity?

Q15b. How long did they do the activity for?

Q15c. Did they do the activity in their spare time or during school lessons? By spare time I mean all time out of normal school lessons. This includes break times, lunchtime, after school, weekend and school holidays. This also includes any activities organised by the school but that are done outside of school lessons.

1. During spare time
2. During schools lessons
3. Not sure

ASK Q15d IF CODE 1 AT Q15c

Q15d. Who did they do the activity with?

CODE ALL THAT APPLY – PROBE FOR FULL ANSWER

1. Alone (SINGLE CODE)
2. Youth Club
3. Scouts, Guides or other similar organisations
4. Parent/carer or other relative

5. After school club
6. Friends
7. Holiday club/scheme
8. School trip
9. Other – please specify
10. Don't know

DIARY COMPLETION (ACTIVITY BY ACTIVITY) – VERSION 2

INTERVIEWER: SHOW RESPONDENT DIARY

Q15. This is a list of all of the activities and sports [child's name] has done in the last 7 days.

I would now like to go through each activity to find out when [child's name] did the activity, how long they did the activity for and who they did the activity with.

So thinking about [first activity]....

On what days in the last week did [child's name] do the activity?

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday
8. Don't know – **GO TO Q16**

INTERVIEWER: FOR EACH DAY CODED AT Q15 ASK THE FOLLOWING QUESTIONS ABOUT FIRST ACTIVITY AND CODE ON THE RELEVANT PAGE IN THE DIARY

Q15a. So when [child's name] did [first activity] on [day of week], at what time did [child's name] start the activity?

Q15b. How long did they do the activity for?

Q15c. Did they do the activity in their spare time or during school lessons? By spare time I mean all time out of normal school lessons. This includes break times, lunchtime, after school, weekend and school holidays. This also includes any activities organised by the school but that are done outside of school lessons.

1. During spare time
2. During schools lessons
3. Not sure

ASK Q15d IF CODE 1 AT Q15c

Q15d. Who did they do the activity with?

CODE ALL THAT APPLY – PROBE FOR FULL ANSWER

1. Alone (SINGLE CODE)

2. Youth Club
3. Scouts, Guides or other similar organisations
4. Parent/carer or other relative
5. After school club
6. Friends
7. Holiday club/scheme
8. School trip
9. Other – please specify
10. **Don't know**

Q16. Now thinking about the [2nd activity],,,,,,

The diary exercise was particularly challenging as respondents had enormous difficulty recalling the level of detail requested. A key difficulty was recalling and providing information about activities undertaken during the school day. Specifically, parents and children had little knowledge of exact times of activities. In this situation parents admitted to feeling frustrated by their lack of detailed awareness of school hours. Additionally parents pointed out that there are times in the school day when a choice of activities is offered rather than a firmly scheduled single activity; this choice makes recording in the diary more complicated and relies on the recall of the individual child. More generally parents felt it unrealistic to ask for an hour by hour breakdown of a whole week; they felt broadly aware of the school activities their child was involved in but not the details such as exact timings or who else was involved.

Parents appeared to easily recall specific one-off events and regular weekly extracurricular activities which were a part of an established routine. However, activities undertaken at home were also tricky as parents did not always know what their children were doing when playing with friends or alone in another room. The diary cannot accurately record overlapping or mixed activities. To illustrate the point, consider a child at play in the garden at home; in the garden is a trampoline, a football, a slide etc. Over the course of say 3 hours at play in the garden the child could play with any or all of the above, regularly chopping and changing between each activity with no set structure or agenda other than play. This would be impossible to accurately record in the diary in its current format.

Understanding of what constituted spare time varied despite the definition provided; some respondents simply rejected the definition offered by the questionnaire and provided their own, variations included „anything outside of school hours’, „anything outside of school premises’ and „anything that doesn't involve school’:

These difficulties resulted in some respondents appearing somewhat embarrassed and or frustrated by the diary exercise and criticised it for having unrealistic expectations:

“Unless there's an after school activity and I can specifically say well I know [my son] does this, but if you are talking about in school and in his playtimes, spare time, I am not going to know, unless he comes home...He's nine years old, he comes in. Have you had a good day? Yesterday? And he doesn't tell me everything he does [...] So I find it quite draining and daunting and I really don't know.”

In addition, it was apparent that the week recorded in the diary may not be representative of an average week for the child. One parent pointed out that his

daughter had been doing a lot of activities but that this was because it was heading up to the summer holidays and not a normal academic week:

“It was a really unusual week, it wasn’t..... Unfortunately for us that was far more onerous than if you’d have come in a normal week because you wouldn’t have as many activities as that.”

It is worth noting that „unusual weeks’ can mean mis-categorisation of the respondent as ‚active’ when they are not generally but the overall aggregate measure of activity should be fairly solid because unusually active and inactive weeks should balance each other out.

With regards to best method of diary completion, respondents had mixed preference. Some advocated filling it in day by day while others preferred filling it by activity. Further there were respondents who felt the method of completing the diary (i.e. day by day or activity by activity) made no significant difference to the ease of filling in the document itself.

There appeared to be some confusion as to what the diary exercise was intended to record and the motivations behind this; one respondent for instance criticised the diary exercise for not being realistic about the other demands on children’s time. Homework, meals, baths etc fill a lot of younger children’s time after school and the diary does not record these.

Overall, the findings from the pilot interviews would suggest that the diary may not be the best method of collating the information required.

Q15e. INTERVIEWER: ONCE THE ACTIVITIES ARE MARKED IN THE DIARY – CHECK EACH DAY TO IDENTIFY ANY ACTIVITIES THAT ARE COMPLETED AT THE SAME TIME/IN SAME PERIOD.

INTERVIEWER CODE: ARE THERE ANY ACTIVITIES DONE AT THE SAME TIME OR IN THE SAME PERIOD?

1. Yes
2. No
3. Don’t know

ASK Q15f IF CODE 1 AT Q15e (i.e. if there are 2 or more overlapping activities)

OTHERWISE GO TO Q16 (NEXT DAY)

Q15f. Please can I check, did [child’s name] do the following activities at the same time. Is this correct?

1. Yes
2. No
3. DK

ASK Q15g IF CODE 2 AT Q15f

Q15g. INTERVIEWER: PLEASE GO BACK AND AMEND DIARY AND QUESTIONNAIRE.

ASK Q15h IF CODE 1 AT Q15f

Q15h. You have said that [child's name] did more than 1 activity between <INSERT START AND END TIME FROM DIARY>. Please could you tell me about these activities?

INTERVIEWER NOTE: PROBE FULLY TO FIND OUT WHY THEY HAVE DONE DIFFERENT ACTIVITIES AT THE SAME TIME AND THE CIRCUMSTANCES AROUND THIS

And now the **last few questions...**

ASK ALL

Q22. Does [child's name] have a long-standing illness, disability or infirmity? By longstanding I mean anything that has troubled him/her over a long period of time or that is likely to affect them over a period of time.

This does not include colds/flu or other temporary illnesses.

1. Yes
2. No
3. **Don't know**

ASK IF Q22 = YES

Q23. Does this illness or disability limit [child's name] activities in any way?

1. Yes
2. No
3. **Don't know**

ASK ALL

Q24. What is [child's name] ethnic group?

1. White – British
2. White - Irish
3. White – Other White Background
4. Mixed – White and Black Caribbean
5. Mixed – White and Black African
6. Mixed – White and Asian
7. Mixed – Any Other Mixed Background
8. Asian or Asian British – Indian
9. Asian or Asian British – Pakistani
10. Asian or Asian British – Bangladeshi
11. Asian or Asian British – Other Asian Background
12. Black or Black British – Caribbean
13. Black or Black British – African
14. Black or Black British – Other Black Background
15. Chinese
16. Other – please specify
17. **Don't know**
18. Refused

General Summary

The text boxes after each question sought to highlight particular issues with individual wordings and interpretations; this summary brings together the key findings and presents the more broad trends across the whole survey.

Awareness of activities inside school

It was apparent from the pilot interviews that parents' awareness of activities undertaken at school was limited and that the level of awareness is linked to:

- The extent of communication between parent and child.
- Level of communication between parents and school/teachers.

When parents could recall activities their children had undertaken at school they could not always recall details such as when, where and with whom. In addition, when parents were aware of activities done at school it was generally impossible to tell - even when probed further - if this was undertaken in a lesson, during a school break, or as an extra-curricular/after school activity on school grounds.

The interviews demonstrated that it is not ideal having the child present during the interviews to help with activities done at school. Some of the children were disruptive, over-reported participation (admitting to this later in the interview) and some of the younger children tended to be shy with researchers compared to children at the top of the age bracket.

Awareness of activities outside of school

Outside of school, parents tended to have a greater awareness of the details; this appeared to be pragmatically linked to the fact that these activities generally required a greater level of direct parental involvement and interest. This involvement could range from enrolling the child in the team or activity, dropping off/picking them up at the venue, spectating, coaching, fundraising etc. Another simple explanation for greater awareness was that these events were undertaken at regular times and venues and therefore easily recalled.

Understanding of activities to include or exclude

It was apparent that there was some uncertainty amongst parents with regards to which activities to include or exclude for specific questions. As a result some parents would include certain activities while others would exclude the activity. This was a particular concern around less formal activities; an uncertainty that runs across the survey involves the concept of formality and structured activity as opposed to casual unsupervised play when considering whether to include an activity. Consider the following example; while some parents included their child using the camera on a parent's mobile phone as photography while others would only include what they saw as structured activity involving a photography club or more formal lessons.

In addition, it was apparent that parents of younger children on occasions may have had a broader understanding of what an activity could include. For example, there is a subtle difference between playing the guitar and playing *with* the guitar. One parent felt they should include playing *with*, whereas this may not have been the case with other parents.

b. Practiced and rehearsed a musical instrument – *“I’m going to tick that because he’s got like a little guitar that he plays around the house, he’s got no idea really what he’s doing but he’s still doing it [...] I suppose he plays what he wants to play, so he’s kind of making up his own stuff but I’m not sure that’s writing music.”*

It is difficult to predict where a parent will define an activity as simply age-inappropriate and where the parent will select what they consider to be an age appropriate equivalent and include this.

Social desirability

It is important to highlight the potential problem of social desirability bias. The survey asks parents about their children and how active they are, as such it is important to bear in mind that having highly active children engaged in a wide variety of activities is seen as socially desirable and thus parents may well decide to include an activity if they are uncertain rather than exclude it.

Conclusion

Overall, the survey pilot has highlighted the need to ensure that the various activities are appropriate to the age group being surveyed and that vocabulary used is clear and accessible to all. The pilot has also indicated that the diary exercise is particularly challenging in terms of accurate recall and limited in what it can accurately record. Respondents may also benefit from being given more detail on the context of the research, why this data is being gathered and what it will be used for.

Recommendations for proxy interview with parents of children aged 5-10

The 2008 BOP report prepared for Creative Partnerships and the Cultural Offer Stakeholder Group (COSG) identified the Taking Part child survey as being the best mechanism for measuring the new five-hour cultural offer which is aimed at the 0-19 age group. BMRB has agreed with DCMS that Taking Part will be utilised as one of the measurement vehicles for this new offer and from September 2008 the age range for the child survey will be extended to cover 5-15 year olds. The data for 5-10 year olds will be collected via a proxy interview with parents and the 11-15 data will continue to be collected directly from the child.

This report summarised the key findings from the qualitative testing of the proxy interview with parents of 5-10 year olds. There were two key objectives of the qualitative testing:

- To identify whether parents are able to act as a proxy respondent for their child
- To test the understanding of activities and the age-appropriateness of the activities

It should be noted that the questionnaire and diary used during the piloting exercise were based on the 11-15 questionnaire and the list of activities was taken directly from the list proposed in the BOP Consulting report. The final questionnaire will need to be much shorter (a maximum of 10 minutes) and it will need to be adapted so it is appropriate for collecting data about 5-10 year olds.

Recommendations:

1. The pilot has demonstrated that reliable and accurate data about in-school activities (including breaks and lunchtimes) cannot be collected from the parents or guardians. Parents or guardians had very limited knowledge of which activities their 5-10 year old child had done during the school day – even if they asked their child directly, the child would not tell them everything that they had done. It was also apparent that it was not practical or beneficial to have the child present during the interview to help with in-school activities. We therefore recommend only asking parents about out-of-school activities. Data about in-school activities should be collected by other means.
2. The list of activities should be reviewed:
 - a) Activities should be grouped – although this loses the detail collected about individual activities it will help to minimise the confusion caused by over-lapping activities (e.g. singing and dancing in a play, doing arts as part of a lesson and so on). Remembering about whether a broader (less detailed) type of activity was done will also be easier for the respondent. Showcards could be used to demonstrate the types of activities (along with examples) that are included in each group.
 - b) The language used to describe the activity should be simplified so they are easy to understand (e.g. dancing, arts and crafts, attended the cinema) and to ensure participation is accurately reported. For example the misunderstanding about the

definition of choreography may lead to the under-reporting of this activity.

- c) All activities should be appropriate for the age group. Activities such as volunteering, making computer games and choosing stock for a library should be removed.
- d) Interviewers (via interviewer instructions and a video briefing) should be given clear guidance on definitions of activities and the type of activities that should be included or excluded. It is essential to clear up the uncertainty around the concept of formality and structured activity as opposed to casual unsupervised play (e.g. would making up a dance routine to perform in front of parents or bike riding with friends in the street be eligible?).

3. Ideally we would recommend that the proxy interview asks about the last 7 days only. However, we need to acknowledge the potential respondent mis-classification and the telescoping effects of a 7-day version unsupported by longer period data.

The questionnaire should have some rough measure for the longer time periods as otherwise we won't be able to counter the potential for mis-classification or telescoping. There is very little time within a 10 minute interview (set-up in the current structure) to ask about a 12 month period (4 weeks for sport) so we need to revise a quicker method for finding out this information. We could, for example, ask respondents to tag each activity as „in last 7 days' or „not in last 7 days but in last 12 months' and then tell them we are going to focus on the activities in the last 7 days because it's easier to remember the details. This would be enough of a link to make sense to a parent.

To try to focus the respondent on the last 7 days we also recommend always including the date 7 days before the interview in the question text and providing a one page weekly diary sheet (similar to the weekly grid used for sport in the current child survey) which would demonstrate the period we were asking about.

4. Respondents will not have time within a 10 minute interview to complete a full paper diary (as they did in this pilot). We recommend that the interviewer asks about each of the last 7 days and inputs the activity done, how long was spent doing it (in hours and minutes) and who the child did the activity with (if this is required) directly into the CAPI questionnaire. Again, the one page weekly diary sheet could help with this.
5. The Taking Part survey leaflet should be updated to include the child survey, particularly to explain why the data is being gathered and what it will be used for. Interviewers should also be briefed about this so that they are able to answer any questions from the respondents on the background to this survey.

These recommendations are based on a final interview of 10 minutes. If necessary BMRB would be happy to discuss the implications of increasing the interview length to 20 minutes (costs were provided for this option in the letter to DCMS dated 12/6/08).

Taking Part: The National Survey of Culture, Leisure and Sport

Pilot report for the year four survey of children aged 11-15

July 2008

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Introduction and background

The aim of the Taking Part child survey questionnaire is to collect accurate and reliable data to measure engagement with culture and sport amongst children aged 11-15 years. In year 4 of Taking Part, the child survey is being modified to also capture data to measure the five hour a week cultural offer which is part of the Government's 'Find your Talent' programme.

This report outlines the findings and recommendations from the face-to-face pilot which tested a revised version of the questionnaire which included the completion of a diary during the interview.

The key objectives of the face to face pilot were:

1. To test the length of the questionnaire, including key sections
2. To check whether the respondent has any difficulty thinking about the time frames used in the interview – 12 months, 4 weeks and 7 days
3. To test whether the respondent understands the terms used to describe activities
4. To test the process of completing a 7 day paper diary, including interviewer/respondent interaction and the input of the information from the diary into the CAPI questionnaire

The pilot fieldwork was conducted between the 14th and 23rd July in Newcastle, Birmingham, Banbury, Ruislip and Croydon.

The pilot consisted of 19 pre-arranged in-home CAPI interviews with children aged 11-15. Of the 19 interviews, 9 were observed by a BMRB researcher. All respondents received a £10 high street voucher as a token of appreciation for participating in the interview.

The report is organised into sections on the following: questionnaire timings, time frames of questions, activities asked about, the diary and any other observations on the questionnaires.

The recommendations for the final questionnaire are noted in each section.

Structure of pilot questionnaire

The questionnaire was structured as follows:

1. Basic household details
2. Spare time activities
3. Activities - grouped as follows:
 - Group 1 – Dance, Music, Drama and Literature
 - Group 2 – Arts and Crafts, Media Art and Moving Image, Other Arts Events
 - Group 3 – Arts Lessons
 - Group 4 - Libraries
 - Group 5 – Museums
 - Group 6 – Heritage sites
 - Group 7 - Sport
4. For each group, questions were asked for:
 - Last 12 months (except sport – last 4 weeks)
 - Last 7 days
 - If done in last 7 days, whether recommend (groups 1 and 2) or enjoyed (groups 3 to 7) each activity

- If not done at all in last 12 months - barriers were asked

5. Diary introduction

6. Completion of diary by day

- Activities done each day (type of activity – inputted into CAPI in groups above)
- Whether done in and/or out of school
- If done in spare time – how long spent doing the activity (total in hours and minutes) and who they did it with
- If done at school – how long spent doing activity (total in hours and minutes)

7. Demographics

2. Questionnaire length

Objective:

To test the length of the questionnaire, including key sections.

Method:

- The interview length was expected to be at least 30 minutes long as all potential questions (including non-priority sections such as the general spare time activities questions and barriers to participation) were included. The aim was to recommend to DCMS how to reduce the length of the questionnaire to 20 minutes without losing the required detail for measuring the five hour a week cultural offer and to continue collecting sports participation data.
- To get an accurate length of the questionnaire interviewers were briefed to administer the questionnaire as they would in a normal interview situation following on-screen instructions and question wording.
- The questionnaire was programmed to take timings around key sub-sections – cultural (activity groups 1 to 6 – see structure of questionnaire), sport and the diary section (diary completion and diary input). Thus respondents were asked about their understanding of questions, activities etc, at the end of the interview.

Observations:

- The average interview length was 42 minutes and 46 seconds. The shortest interview was 23 minutes and 38 seconds and the longest was 61 minutes and 11 seconds.
- Key section timings were as follows:

	Average timing of section
Beginning of questionnaire to end of spare time section (DWELL to CSPMORE)	3 minutes 29 seconds
Culture section (CSCRND to CART5BST), including explanation of the life events calendar	11 minutes 2 seconds
Sport section (CSCSPM to CART7BST)	5 minutes 10 seconds
Beginning of questionnaire to start of diary section (DWELL to DIARY1A)	19 minutes 41 seconds
Diary section – administering the diary on paper and entering data into CAPI questionnaire (DIARY1A to CSCHLTM7)	20 minutes 2 seconds
Demographics (ILLNESS – END OF INTERVIEW)	3 minutes 3 seconds

- Two ways of testing the diary were piloted:
 1. During 13 of the 19 interviews the interviewer completed the full paper diary with the child and then entered the data into the questionnaire.

Using this method the average time for completing the diary section was 22 minutes and 19 seconds. On average, the completion of the diary on paper took

14 minutes and 18 seconds and a further 8 minutes and 1 second to enter the information into the computer.

2. During 6 of the 19 interviews the interviewer entered the information into the computer straight after completing the diary for each day.

This method was a quicker alternative to completing the paper diary and inputting the information as a separate exercise. The average time for the diary section for these interviews was 15 minutes and 5 seconds.

- A key driver of interview length is the number of activities per day the child participated in during the 7 days prior to the interview. This is because all activity groups (see questionnaire structure) were noted in the diary and then entered into the computer along with the time spent doing the activity, whether it was done in or out of school and if out of school, who did they do the activity with. During the pilot the average number of activity groups asked about per day was 1.95.
- When probed many respondents commented that they enjoyed taking part in the interview. They also commented that they were surprised at how long the interview had taken.

Recommendations:

- Specific recommendations for reducing interview time will be mentioned later in this report. These involve:
 - a.* Removing any non-priority questions – particularly those which do not feed into measuring the cultural offer of at least five hours of high quality culture a week (eg. barriers to participation, spare time activities, enjoyment and recommend questions).
 - b.* Reducing the number of activities asked about (eg. grouping some of the similar cultural activities together, reducing the list of sports activities)
 - c.* Administering the diary differently using a variation of the quicker alternative method of completing the diary (method 2 – see above).
 - d.* Reducing the amount of detail asked for in the diary section – revising the diary so only hours and minutes are recorded, potentially dropping in-school activities and who the child did the activity with.

2. Time frames

Objective:

To check whether the respondent has any difficulty thinking about the time frames used in the interview – 12 months, 4 weeks and 7 days

Method:

- Respondents were asked about the last 12 months (4 weeks for sport) and about the last 7 days. The detailed information collected about the activities the child has done in the last 7 days was necessary to measure the five hour a week cultural offer. Collecting the 12 months data was not a priority; however, it was included to provide an insight into the types of activities the child had done over a longer period. Also, restricting the interview to just the last 7 days may have left the child frustrated, particularly if they felt **the last 7 days was not a 'typical week'**¹. The different time frame for sport (last 4 weeks) was the same as the 2006-2008 11-15 questionnaire.
- A 'Life Events Calendar' was shown to each respondent to help them remember what they had done in the last 12 months. The calendar included key dates such as Christmas and Easter and the interviewer also wrote on the calendar any significant dates for the respondent (e.g. their birthday, family holiday). The calendar was completed with the respondent after the set of questions about spare time and before the first set of screener questions (either arts participation or sport – depending on the rotation of the sections).
- In an attempt to find out if any of the time frames were causing difficult, the interviewer **asked the respondent to 'think out loud' when thinking about last 12 months, 4 weeks or 7 days.**

Observations:

- Respondents admitted that while they understood the instructions they found it easier to think in terms of an academic year rather than the 12 month timescale that they were asked about.
- As a result of the above point, the accuracy of the answers from the 12 months questions asked of children aged 11 to 15 is questionable, with respondents possibly answering on the basis of a shorter period, or even a longer period, than 12 months. For example, respondents often forgot to think about the summer of 2007, instead focussing on the school year since September 2007.
- Completing the 'Life Events Calendar' was time consuming and it did not seem to help prompt respondents during the 12 month questions. Some interviewers actually completed the calendar and then put it to one side, not referring to it at all throughout the rest of the interview. Unsurprisingly, it also caused some confusion when the sports activities screener section appeared directly after the completion of the calendar as the interviewer switched immediately from talking about the last 12 months to the last 4 weeks.
- The jump in time scales from 12 months to 7 days, then to 4 weeks and back to 7 days did cause some confusion and there were several respondents who asked, especially when recalling sport, whether we wanted to know about the 4 weeks or the last 7 days.

¹ It is worth noting that 'unusual weeks' can mean mis-categorisation of the respondent as 'active' when they are not generally but the overall aggregate measure of activity should be fairly solid because unusually active and inactive weeks should balance each other out.

Recommendations:

- If the '12 months' and '4 weeks' (for sport) time frames are dropped and only the last 7 days are asked about, a significant amount of time could be saved and it would make the interview less confusing for respondents. However we do need to acknowledge the potential respondent mis-classification and the telescoping effects of a 7-day version unsupported by longer period data. We would recommend that we continue to have **some rough measure for the longer time periods as otherwise we won't be able to** counter the potential for mis-classification or telescoping. We would therefore recommend continuing to collect data about the last 12 months (or 4 weeks for sport) but in the quickest way possible.
- The questionnaire should be structured so it doesn't keep switching between different time frames.
- Where possible, the question text in the questionnaire should always include the month for last 12 months, the date for last 4 weeks or the day for last 7 days. This will make the period in question much clearer.
- The life events calendar may be useful for some respondents so it could be kept as the back page of the diary, with a note stating to only use it if necessary or if the interviewer thinks it will help. The explanation about the calendar should always precede the cultural activities questions.

Activities

Objectives:

- To test whether the respondent understands the terms used to describe activities, including the terms used to group the activities
- As the five hour a week cultural offer needs to be accurately measured, it is important that respondents know which activities they should include / exclude when answering each question.

Method:

- At the time of piloting the final list of activities included in the five hour a week offer had not been confirmed so the questionnaire listed all activities² which were being discussed and reviewed at the time. The questionnaire listed all activities individually – however it was recognised that the list would need to be reduced as there would not be time to ask about every individual activity in the final 20 minute interview. The pilot needed to ascertain which activities could be grouped together (with examples of individual activities provided) or removed completely.
- Interviewers were asked to show the respondent the lists of activities on the screen but to point out any that they did not understand or were unsure about.
- **Again, the respondents were asked to 'think out loud' when thinking about whether they have done the activities.**

General observations:

- Some of the descriptions of activities in the questionnaire caused confusion and will need re-wording, clarifying, excluding or grouping. Clarification is critical as the **five hour a week cultural offer is referring to 'high quality cultural experiences'** and many respondents included less formal types of activity (e.g taking photographs on a mobile phone) which may not necessarily be an eligible activity.
- Respondents were sometimes unsure about how to classify activities where overlap occurred. This happened within some of the activity groups (e.g. dance activities) but **also across different groups of activities ('attended an exhibition of arts' and 'visited a museum or attended an event at one')**.
- The observations and recommendations on each activity group are detailed below.

² The list was recommended in the BOP Consulting report prepared for Creative Partnerships and the Cultural Offer Stakeholder Group in 'Scoping what we know about existing Cultural Provision for Young Children and Young People'.

Activity	Observations	Recommendations
<p>Dance activities</p> <ul style="list-style-type: none"> ▪ Took part in a dance club ▪ Taken part in a dance performance ▪ Created a piece of original choreography ▪ Attended a dance event ▪ Danced at a disco, party or event (it was agreed that this activity was to be removed from the list on the first day of the pilot) 	<ul style="list-style-type: none"> ▪ There was confusion about whether dance classes and dance tuition on a one-to-one basis counted as taking part in a dance club, taking part in a dance performance or neither? ▪ The term 'choreography' was problematic. Some respondents defined it as designing a performance for someone else, some as being taught a routine by someone else and some as creating a dance for themselves. Some respondents did not understand the term choreography at all. ▪ There was double counting of activities within this group as it is possible to take part in a dance performance and at the same time attend a dance event, or similarly create an original piece of original choreography at a dance club. 	<ul style="list-style-type: none"> ▪ Include 'taken part in a dance lesson' into this group of activities as many of these activities could form part of a lesson. ▪ 'Created a piece of original choreography' could be simplified to 'create a new dance routine'. ▪ To try to minimise double-counting, the term 'dance activities' could be used as the main activity group with respondents being shown the list of activities which are eligible within the group. If further detail is required, the group could be split into attendance or participation activities with the respondent defining which group to include the activity in based on the main purpose of the activity. For example, if someone performed at a dance event, the main purpose would be performing rather than attending.
<p>Music activities</p> <ul style="list-style-type: none"> ▪ Sang to an audience or rehearsed for a performance ▪ Practiced and rehearsed a musical instrument ▪ Played a musical instrument to an audience ▪ Written music ▪ Attended classical music concert or other live music event 	<ul style="list-style-type: none"> ▪ There was confusion as to whether 'written music' was referring to making up some lyrics, or writing the musical notes to a piece of music. ▪ There was confusion as to whether 'other live music event' referred to classical music only or any type of music. 	<ul style="list-style-type: none"> ▪ Provide definitions of 'written music' and 'other live music event' to interviewers so they are able to clarify this, if necessary, with respondents. ▪ Include 'taken part in a music lesson' into this group of activities as many of these activities could form part of a lesson ▪ 'Music activities' could be the main activity group with the respondent being shown the list of activities which are eligible within the group. If further detail is required, the group could be split into attendance or participation activities.

<p>Drama and literature activities</p> <ul style="list-style-type: none"> ▪ Rehearsed/ performed in a play/drama or drama club ▪ Attended theatre performances (including plays, pantomime and opera) ▪ Creative writing (stories, plays or poetry) ▪ Taken part in a reading group or listened to authors talk about their work 	<ul style="list-style-type: none"> ▪ It was unclear whether or not 'Attended theatre performances (including plays, pantomime and opera)' also included attending musicals or comedy performances. ▪ 'Creative writing' was problematic in terms of children understanding exactly what this wording means (rather than there being a problem with the suitability of the activity). ▪ 'Reading groups' caused some uncertainty with respondents not sure whether to include general reading done at school. ▪ 'Drama and literature activities' as a description for this group in the dairy section was very confusing as 'drama' and 'literature' are two different types of activities. 	<ul style="list-style-type: none"> ▪ Create two separate groups 'drama activities' and 'literature activities' as these could be very different types of experiences. ▪ Clarify and provide an example of what is to be included in 'Attended theatre performances'. ▪ Replace 'creative writing (stories, plays or poetry)' with 'writing stories, plays or poetry' to simplify it. ▪ The definition of 'reading groups' should be clarified and perhaps 'reading groups' should be separated from 'listening to authors talk about their own work'. ▪ Include the relevant 'lessons' activity in the group.
<p>Arts and Crafts</p> <ul style="list-style-type: none"> ▪ Painting, drawing, printmaking, sculpture or model making ▪ Photography ▪ Crafts such as pottery, jewellery making, woodwork, metal work ▪ Attended exhibition of arts, photography or other craft work 	<ul style="list-style-type: none"> ▪ 'Exhibitions of arts, crafts, photography or other craft work' caused confusion when respondents included visits to museums and then were later asked a question specifically about museums – this caused some double-counting of activities. ▪ It was unclear whether to include all types of 'photography', for example whether 'photography' included any pictures taken whatsoever, with a phone camera or another type of camera, or whether it only included a more formal or serious type of photography. 	<ul style="list-style-type: none"> ▪ Clarify the definition of 'photography' for the interviewer and respondent. ▪ Include 'taken part in an arts, crafts, design or photography lesson' into this group of activities, as many of these activities could form part of a lesson. ▪ May need to accept, when it occurs, the double counting of one visit when it is included both as attending a museum and attending an arts exhibition. It may also happen across other sectors or activity groups. E.g. a respondent may go running in a place of historical importance. It would be difficult to account for every possible scenario.

<p>Media Art and Moving Image</p> <ul style="list-style-type: none"> ▪ Made films or videos ▪ Made radio broadcasts or programmes ▪ Made, revised or wrote your own blog, website, podcasts or social networking sites (e.g. Bebo, Myspace, Facebook, Second Life) ▪ Made or revised your own computer game, or adapted an existing game (e.g. by writing an emulator, re-skinning a game, adding a new level, making a new in-game asset) ▪ Used a computer to create original artworks or animation ▪ Attended film performances at a cinema or other venue 	<ul style="list-style-type: none"> ▪ Respondents were not sure whether 'made films or videos' was asking whether they had recorded films themselves or whether they had been recorded in films. Some included recording video's of friends on their mobile phone. ▪ If children did the computer based activities then they knew what we were asking about, whereas the list sounded obscure to those who did not do the activities. ▪ The phrase 'Media Art and Moving Image' was not always understood by respondents. In the diary section it was nearly always necessary to refer to the individual activities the respondent had done to describe this activity group. 	<ul style="list-style-type: none"> ▪ Create 3 separate groups to cover these activities: 'Media activities', 'Computer-based activities' and 'Attended the cinema' ▪ Include 'Watched and discussed film or videos in a lesson or film society' into the 'Media activities' group. ▪ 'Attended film performances at a cinema or other venue' seemed unnecessarily long and perhaps 'Attended a cinema' would be a better way to put this. ▪ To clarify the definition of 'Made films or videos' by providing examples of what they should include.
<p>Other arts events</p> <ul style="list-style-type: none"> ▪ Attended or took part in street arts (art in everyday surroundings like parks, streets or shopping centres) ▪ Attended or took part in the Circus ▪ Attended or took part in a Carnival or culturally specific festival (for example Mela, Baisakhi, Navratri) 	<ul style="list-style-type: none"> ▪ There was ambiguity over what was meant by 'street art' and 'carnival or culturally specific festival'. For example, whether or not legalised graffiti and watching someone busking/playing music should be included. ▪ There was a query of whether or not doing tricks in your own home counts as taken part in a circus. ▪ Using the phrase 'Other arts events' to describe this set of activities in the diary section was ambiguous. The interviewer always had to refer back to the actual activity the respondent had done to describe this activity group. 	<ul style="list-style-type: none"> ▪ Clarify what we are including in this group of activities and give examples of what we would and would not include. ▪ Clarify whether the definitions of 'carnival' and 'culturally specific festival' are the same as in the Taking Part adult questionnaire. ▪ Activities should be asked about as three separate activities.

<p>Arts lessons</p> <ul style="list-style-type: none"> ▪ Taken part in a dance lesson ▪ Taken part in a music lesson ▪ Taken part in a drama lesson or English literature lesson ▪ Taken part in an art, crafts, design or photography lesson ▪ Watched and discussed film or videos in a lesson or film society (to know more about how films are made as well as the stories they tell) 	<ul style="list-style-type: none"> ▪ These activities were seen as repetitive to some respondents as they felt the activities asked about had already been covered in previous questions, with respondents having already included activities done in lessons. 	<ul style="list-style-type: none"> ▪ Avoid double-counting by merging all 'Arts lessons' codes into relevant arts activity group (see above).
<p>Library</p> <ul style="list-style-type: none"> ▪ Used a library or attended an event at one ▪ Helped out as a librarian or chose stock for a library 	<ul style="list-style-type: none"> ▪ It was suggested by some respondents that 'Been to a library' may read better than 'Used a library'. ▪ 'Helped out as a librarian or chose stock for a library?' was only selected by 1 out of 19 respondents. Perhaps this is not worth keeping as an activity due to questionnaire length constraints. The 11-15 year old who had done it commented that it was a punishment by their teacher, as opposed to it being their choice to do this! 	<ul style="list-style-type: none"> ▪ Unless the detail of whether the child helped out as a librarian or chose stock for a library is vital, these two codes could be replaced with simply 'been to a library' with examples of what is meant by this.
<p>Museums</p> <ul style="list-style-type: none"> ▪ Visited a museum or attended an event at one ▪ Helped to curate, design or hang exhibitions and events in a museum 	<ul style="list-style-type: none"> ▪ 'Helped to curate, design or hang exhibitions and events in a museum', did not seem appropriate for those aged 11 to 15. It was not selected by any of the 19 respondents. ▪ Many respondents asked for a definition of 'curate'. 	<ul style="list-style-type: none"> ▪ Unless the detail of whether the child helped curate, design or hang exhibitions and events in a museum is vital, these two codes could be replaced with simply 'been to museum' with examples of what is meant by this.

<p>Heritage activities</p> <ul style="list-style-type: none"> ▪ Visited a historic building, garden or landscape open to the public ▪ Volunteered on a heritage project focused on a historic building, garden or landscape (inc. industrial heritage) ▪ Visited historical monuments or sites of archaeological interest ▪ Volunteered on an archaeological project related to the built environment (inc. industrial heritage) ▪ Visited a city or town with historic character ▪ Visited significant contemporary buildings or public spaces 	<ul style="list-style-type: none"> ▪ Respondents were unsure of the difference between an 'historic building' and an 'historic monument'. ▪ 'Archaeological project' caused confusion. Some respondents who had an idea of what was meant mentioned the Channel 4 series Time Team as what they understood by an 'archaeological project'. ▪ Respondents were not sure what was meant by the term 'the built environment'. Some suggested it meant 'buildings' while others didn't know what it meant at all. ▪ When prompted respondents had difficulty defining the term 'significant contemporary'. One respondent included Westminster Abbey, Buckingham Palace and the Houses of Parliament as being examples of significant contemporary buildings. 	<ul style="list-style-type: none"> ▪ Ask about this group of activities as one activity, providing examples of activities that should be included. ▪ The following activities/terms need to be re-worded or explained (possibly by using examples) - 'Archaeological project', 'built environment', 'historic building, garden or landscape', 'historic monument' and 'sites of archaeological interest'. ▪ If the 'significant contemporary' code is kept, appropriate examples would help, and perhaps 'significant contemporary' should be replaced with 'well known modern' or 'important modern' – the latter would obviously leave the respondent to define whether or not the building was important themselves. ▪ If knowing about volunteering is important a separate question could be asked, as in the adult questionnaire: 'During the last 12 months, have you done any voluntary work?' (If so, 'what kinds of things have you done?' could then be asked where a pre-coded list would be used). Examples such as volunteering through Duke of Edinburgh awards or other youth groups (e.g. scouts and guides) should be provided in the question.
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<p>Sport activities</p> <p>(A list of 47 sports was used with the option for the respondent to add up to three other sports)</p>	<ul style="list-style-type: none"> ▪ Respondents were unsure whether to include sports played on the Nintendo Wii games console, such as golf, tennis and boxing, as these involve movements that mimic the real sport. ▪ Two sports activities not included in the list were mentioned – trampolining (mentioned by 2 respondents) and dodge-ball (mentioned by 6 respondents) ▪ It was unclear what was meant by walking as unlike in the Taking Part adult survey, no definition was provided to the respondent. Respondents included walking the dog, walking to school, going for a walk with friends and so on. Walking is listed on the show card next to hiking – is this what is meant by walking? If so - none of the examples provide by respondents would be eligible. ▪ Some respondents found it difficult to try and code the sports done during P.E classes into the activities on the list of sports. 	<ul style="list-style-type: none"> ▪ Add trampolining and dodge-ball to the list of sports. Although trampolining was only mentioned by 2 respondents in the pilot, it frequently comes up in the current 11-15 child survey as an 'other sport'. ▪ The sports section took much longer to administer than the sections for the other sectors. On average it was 5 minutes and 10 seconds which is a quarter of the actual final interview length. There are various ways to reduce this: <ul style="list-style-type: none"> a. Remove the unprompted question and just ask the prompted question using the show cards b. If only the prompted question is used, the inputting of activities into the questionnaire could be quicker as the on-screen list used by interviewers could match the show cards (rather than being in alphabetical order) and the respondent could just read the number from the card. c. If only out of school sports are included, there would be fewer discussions between the interviewer and respondent about how to classify PE lessons. d. Potentially reduce the list of sports included in the list – although this should be a last resort as it will affect the trend data.
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Diary completion and computer input

Objectives:

- To test the process of completing a 7 day paper diary, including interviewer/respondent interaction and the input of the information from the diary into the CAPI questionnaire.
- The overall aim of the diary was to try to collect reliable and accurate information about activities done in the last 7 days.

Method:

- Before going through the diary, the interviewer completed the school hours, lunch breaks and other breaks information on page 3 of the diary, listed the activity groups (which were highlighted in red on the screen) in the left hand column of inside cover and added the last 7 days at the top of each diary page (starting from the day prior to the interview).
- The interviewer then took the respondent through the 7 days prior to the interview asking them if they did each activity group and, if so, at what time and for how long (making a note of the total time spent doing the activity in the right hand column of the diary page).
- Activities were asked about in the following groups:
 - Dance
 - Music
 - Drama and Literature
 - Arts and Crafts
 - Media Art and Moving Image
 - Other Arts Events
 - Arts Lessons
 - Libraries
 - Museums
 - Heritage sites
 - Sport
- After the paper diary was completed the interviewer would type the diary information into the on screen questionnaire, asking a few additional questions about each activity (whether it was done in or out of school and if out of school who they did it with). In some cases the interviewer read out the diary information to the respondent to verify their answers and in others the respondent read out the diary information to the interviewer.

Observations:

- Most children commented that it was necessary for the interviewer to complete the diary, as some said that they would have got confused when filling it in.
- The respondents aged 11 – 15 seemed to answer the diary information relatively easily and fully (the check questions asked by the interviewer supported this assertion). However, it did take longer to think about what they had done five, six or seven days prior to the interview and although they were clear about how long they spent doing the activity, they sometimes struggled to remember the exact time they started and ended the activity. For in-school activities, some respondents used their school timetable as a guide.

- Some respondents needed a reminder about the individual activities the activity groupings were referring to. Whilst it was possible for the interviews to have on screen the list of activities which the child had said they had done in the last 7 days to prompt themselves and the child for the diary completion, the computer automatically **'goes to sleep' (standby mode) after a period of inactivity.**
- The researchers observed respondents inaccurately recording time spent doing activities. For example, a child had been skateboarding all day from 9am until 7pm however they did mention that they travel between skateboard parks during this time. Only the time skateboarding should have been included.

Recommendations:

- Due to significant reductions in the questionnaire length being necessary, and to keep the 11-15 questionnaire aligned with the 5-10 interview, we would recommend only **asking about 'out of school' activities in the diary.**
- If in-school information was still required on this survey, a note should be added to ask the child to find their school planner/diary, and refer to this as they are going through the week, as happened in some of the pilot interviews when the child or interviewer suggested using it. This may also help with remembering of out-of-school activities.
- In order to speed up the interview, the diary information from each day should be entered into the computer straight after completing the diary for the relevant day (as it was in 6 of the 19 pilot interviews).
- Only the time spent doing the activity should be recorded in the diary, not the time started.
- Interviewers should be provided with guidelines to help the respondent decide how long was spent doing the activity.
- If the number of activities is reduced then the activity groups could also all be printed on the paper diary so that the interviewer will just have to tick the activities that the respondent has done instead of writing the activities onto the paper diary. The show cards used in the activity section should be used to remind respondents of the types of activities which are included in each group.

Any other observations and recommendations:

- In many of the interviews, the respondent was confused as to whether the interviewer was talking about in-school or out-of-school / the respondents own time. Thus, if we were to still ask about in-school activities, whether we are referring to in-school, out-of-school or both needs clarification as we go through the interview.
- **'Whether the respondent would recommend something they had done to their family or friends' caused some confusion. The respondents got confused about what was meant by recommend** – for example, some said they would only recommend something they had done if someone directly asked them, or only if they knew somebody who already liked the activity. Others asked whether we just meant did they enjoy the activity.
- Neither questions on **'enjoyment'** nor **'whether the respondent would recommend something they had done to your family or friends'** seem to be a very accurate proxy for quality (which is what they were included in the questionnaire to measure). They are also time consuming and so deleting these from the questionnaires should be considered. If one of these measures is to be kept, the enjoyment question was answered with greater ease by the respondents – with most not hesitating before giving a score between 1 and 10.
- **Very few respondents answered the barriers questions ('what is stopping you from doing activities like this?')** and these should be dropped due to time constraints.
- Unless a priority, questions on who the respondent did the activity with should also be considered for deletion.