

Taking Part: 2011/2012 Technical Report

Appendix A – Interviewer Instructions

taking part

England's Survey of Leisure, Culture and Sport

Interviewer Instructions Year 7 - July onwards

11726819

SURVEY UPDATES

ASSIGNMENT:

There are some key changes to your assignment in Y7 so please ensure you read these instructions before you start work.

VIDEO BRIEFING:

Before starting your assignment you should watch the video briefing in your workpack. The briefing includes some information about recent policy changes at DCMS and the Department's priorities for Taking Part in 2011-2012. It also summarises the key questionnaire changes from July.

To watch the Taking Part video briefing, access the CAPI script TP11VID, entering area code 101 in the shell. Once inside the script, select practice interview, select that you want to watch the video briefing and after you have watched it enter your interviewer number when prompted.

QUESTIONNAIRE:

There are several changes to the questionnaire so it is important that you do a minimum of 2 practice interviews for the adult survey (screen 0) and a minimum of 1 practice for each of the child interviews (screen 8 and 9). The changes to the questionnaire are summarised in the video briefing and the memo in your workpack.

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Taking Part

Interviewer Instructions

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1. BACKGROUND

This survey is being carried out for the Department for Culture, Media and Sport and its partner organisations – Sport England, English Heritage and Arts Council England. 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 TNS-BMRB to do this survey in 2005 and re-commissioned the survey for a further 4 years in March 2011. In November 2010 DCMS published its business plan for 2011 to 2015, in which the departmental objectives for this period were outlined. The business plan will be updated annually. The PSA targets that the department was responsible for delivering (PSA 21, indicator 6) were abolished by the coalition government, and a series of indicators were introduced reflecting the department’s new priorities. The department’s new key structural reform policies are as follows:

- Deliver the 2012 Olympics and Paralympics
- Create the conditions for growth
- Boost the Big Society
- Facilitate the delivery of universal broadband
- Create a sporting legacy from the Olympic and Paralympic Games

Although many of the key priorities for the Taking Part Survey remain the same, there are 4 key priorities that DCMS are looking to address in this survey, reflecting ever-changing government priorities. They are:

1. To measure the impact of the 2012 games.
2. To measure the extent to which children participate in competitive sport.
3. To measure the extent to which people give money and their time – through charitable giving and volunteering – to a wide range of causes.
4. To continue to measure adult and child participation in culture and sport.

Demand for the survey remains very high, and Taking Part remains DCMS’ only national statistic, against which the department is measured. Although the scope of this survey has always been

substantial, the number of Taking Part users has increased, with central government, local government, academics and charities heavily reliant on the statistics that the survey provides.

The survey aims to interview at a representative sample of households chosen from the Post Office's national list of addresses. In 2011-2012 we aim to achieve 9,000 interviews with adults, approx. 1,100 interviews by proxy with parents of children aged 5-10 and approx. 850 interviews with children aged 11-15 from the sampled addresses.

The questionnaire length for 2011-2012 is 40-45 minutes for the adult survey, 20-25 minutes for the 11-15s, and 10-15 minutes for the 5-10 proxy interview.

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, Michael Potter, Sam Sullivan and Peter Smale. 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:

ALL ASSIGNMENTS WILL RECEIVE ALL DOCUMENTS:

Update Memo

Paper copies of the adult, 5-10 and 11-15 questionnaire

Results Summary Sheet

Advance letter pack containing 1 pre-printed letter per address, 1 book of stamps per address, HMS envelopes, and *Taking Part* survey leaflets (TP11 – V12 July 2011)

Assignment sheet

Map of assignment area

Set of pre-printed Address Contact Sheets for sample

DCMS Survey leaflets (TP11 – V12 July 2011)

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

Set of A5 showcards (see below for relevant colour-codes)

- Adult survey – White Showcards A-O
- 5-10 proxy survey – Blue Showcards P1-P3
- 11-15 survey – Yellow Showcards C1-C3

Set of A4 showcards 1 & 2 (green)

Child sports activities prompt pack (yellow)

Parental permission card

Calendar

Blue ‘agreement’ card (for use during both child surveys)

Social Research Leaflets

Police Forms

Set of Calling Cards

Set of Appointments Cards

Pay Chart

Pre-paid envelopes (addressed to Warwick)

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

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

There have been some changes to the way assignments are issued from the start of Year 7. Below is a brief summary of the new structure of assignments:

- Assignments will be issued on a monthly basis from the start of Year 7, replacing the quarterly issue that has been standard on Taking Part up until now.
- **In Y7 assignments will vary as you will be issued between 15 and 44 addresses per assignment.** You will be expected to get a minimum response rate of **63%** from the addresses you are issued, with the expected minimum number of interviews per assignment depending on the amount of addresses issued. The number of proxy interviews with parents of children aged 5-10 and interviews with children aged 11-15 will differ, depending on your 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 HMS 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 63%**. 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 generally been selected from within one postcode sector.

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 **Thursday 1st March 2012**. Please see the Request to Work email sent by your Field Coordinator for the final end of fieldwork date.

The number of days per assignment will vary depending on the number of addresses you have received (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) and after 10am on a weekend unless 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 on a weekday 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 or at the weekend, 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 Warwick as 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 TNS-BMRB research team or Kantar Operations (see numbers on the leaflet).

6. RESPONSE RATE

Overall, we expect to achieve a **63%** 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. Assignment sizes have been issued based on experience from previous years of Taking Part and other surveys.

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 TNS-BMRB. 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 TNS-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

You are 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 HMS 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), TNS-BMRB and Kantar Operations. Letters must be sent in HMS (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 15 minutes of their time, then it would probably be appropriate to still give them the incentive.

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 to 15 minutes and the 11-15 child interview should, on average, last approximately 20 to 25 minutes. However, these timings will vary depending on the respondent’s individual experiences.

Do not start any interviews after 8.15pm 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 12 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 12 of the contact sheet.

Once you have finished your assignment please copy over the adult final outcome code from page 5 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 3)

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 5 .

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 4)

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 4. 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 4) 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 5)

On page 5 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.
- **Interim Code 27** - This code is to be used when you have arranged a fixed appointment with the selected respondent.

These codes 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 know the respondent is away during the normal survey period

For example the interim code (code **27**) should be used....

- If you make an appointment after several attempts to contact a particular respondent

➤ Definition of full / usable interviews

- Definition of a full/usable interview - in order to use the interview we need you to complete the full interview (up until you take the name of the respondent at the end of the demographics).

8.5 Reason for Refusal (page 6)

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 2011/2012 we are aiming to achieve approximately 1,100 interviews with parents/guardians about their 5-10 year old and approximately 850 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.

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 7, 8, 9 and 10 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 7, 8, 9 and 10 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 7 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

There is no separate contact sheet for the child surveys.

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 P3. 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 P4.
- 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 only asks about the activities on the parental permission card – it does not ask 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 7pm on **Wednesday 29th February**. The questionnaire for the first month of fieldwork is called **TP12MAR**.

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 to 15 minutes for the 5-10 interview by proxy) and the 11-15 child interview should take approximately 25 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 instructed to show **your screen, show a showcard, or read out response lists** to the respondent. It is important that these instructions in the questionnaire are adhered to. The show screen and showcard instructions will generally appear above the question text. The questionnaire includes some very long response lists (eg. list of arts participation and arts attendance activities) – for those questions which are showscreen, please ensure that you scroll down the full response list so the respondent can consider all responses.

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

In your workpack you will have a pack of A5 showcards which cover the adult and child interviews. The adult showcards are on white card, the 5-10 proxy showcards are on blue and the 11-15 showcards are yellow. In addition to these you will need to use the A4 green showcards for the adult survey and the yellow sports prompt cards for the 11-15 interview.

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

Below is an outline of the sections that are covered in the questionnaire.

The adult questionnaire contains two different rotations (Sample A and Sample B) which will determine which questions the respondent is asked. Therefore, a number of the sections/questions outlined below will vary depending on which sample group the respondent falls into.

➤ **Household**

Questions about household members i.e. names, sex, ages, relationship to respondent. This section also includes a question asking the respondent their month of birth, and for respondents aged 16 to 19, asking which school year they are currently in (if at all).

➤ **Socialisation Questions**

The ‘Socialisation’ questions are asked of all respondents and question them about the various activities they did when they were aged 11-15 in addition to the frequency of these activities.

➤ **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. For some of the activities questions (such as arts participation), it is important that you scroll down the lists of activities as they appear on both sides of the screen.

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. 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 and/or for the purposes of voluntary work they are asked how often they have done the activity in their own time, or as voluntary work, and reminded **not to include** times when they may have done it as part of their **paid 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’.

The screener and frequency questions for arts, heritage and museums and galleries have some additional follow-up questions.

- Arts Attendance – If the respondent selects ‘other live music event’ they are asked further details about the type of music and the venue the event was held in.
- Museums and Galleries – This section includes a question asking respondents where they have visited a museum or gallery over the last 12 months – either in England, other countries within Britain, or abroad.
- Heritage - This section includes a question asking respondents where they have visited a heritage site in the past 12 months – either in England, other countries within Britain, or abroad. There is also a question asking whether or not the respondent has taken part in an event involving historic re-enactment in the last 12 months. A definition of historic re-enactment has been provided in the question text to increase the clarity of this question.

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 of 62 sports. 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 GREEN 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.

Following the sports frequency questions, there are a couple of questions on the subject of sponsored sporting event. Following these are a few questions on swimming and cycling proficiency. These questions ask the respondent about their ability to swim and cycle, and their confidence at swimming or cycling in different settings. Each of these questions require you to show the screen to the respondent so that they can read and fully understand each of the answer codes.

At the end of this section, there is a question which asks whether or not the respondent has a sports facility that they can get to in 20 minutes. By this, we mean a facility that they can get to, either by walking or any other form of transport. They do not necessarily need to use this sports facility to mention it at this question.

Please see Appendix 1 for further definitions of the activities listed at SCAAN (Arts Attendance Activities) and SCARTP21 (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 respondent is asked how much they enjoyed the selected activity, 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 there are questions on the respondents satisfaction with the service provided during their last visit.

There is also a single question in the heritage details of participation section, asking whether or not the respondent paid any entrance fees to visit a heritage site. This includes compulsory and voluntary donations. The question follows directly from the question asking which type of heritage site they last visited.

➤ **Barriers to Participation**

The section is asked for each sector (arts participation; arts visits; visiting libraries; visiting archives; sites of historic interest; museums and galleries, and sports/physical recreation) that the respondent has not participated in during the last 12 months.

For each sector it is established whether they have ever participated at any point in the past, or whether they have never participated. If they have ever done the activity, a question is asked to establish how frequently they did the activity in the past.

➤ **Arts attitudinal questions**

One in two (Sample B) respondents will receive a set of attitudinal questions about the arts. If these questions are asked in the interview the respondent will be asked whether they agree or disagree with five statements about the arts. These questions follow the arts questions in the ‘Details of Participation’ section or in the ‘Barriers to Participation’ section depending on whether the respondent has participated in the arts in the last 12 months.

➤ **Heritage attitudinal questions**

Those respondents that are asked the arts attitudinal questions (Sample B only) are also asked a set of heritage attitudinal questions. During this section it is important that SHOWCARD A 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’. These questions follow the heritage questions in the ‘Details of Participation’ section or in the ‘Barriers to Participation’ section depending on whether the respondent has participated in the last 12 months.

➤ **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. Also included in this

section are two questions regarding how the respondent accesses the internet, and a question asking the respondent if they have an email address that they access at least once a month.

➤ **Volunteering**

The section begins by questioning respondents' involvement in groups, clubs and organisations before asking respondents to categorise the groups that they are involved in into a list of 12 possible options (including 'Other Group'). The section also addresses respondents' involvement in voluntary work, querying the type and amount of voluntary work undertaken (if any).

➤ **Charitable giving**

The first questions in this section are asked of all respondents, and seek to establish whether the respondent has given money to charity by any means in the last 12 months. For those that have given money to charity in any of the ways listed, some follow-up questions are asked regarding giving to DCMS's sectors – the arts, heritage, museum and galleries, and sporting sectors.

If the respondent falls into Sample A and has given to any of the DCMS sectors in the last 12 months, some further follow-ups are asked to establish how much money they have given to each. Finally, some attitudinal questions on giving to DCMS sectors are asked, once again, just to Sample A.

Some points to note about the questions on charitable giving:

GIVETY: This question contains a long list of the different types of methods people may use to give money to charity. Please show the respondent the screen at this question. The answer list will be randomised, so items will appear in different places every time. Please note that this question only asks about giving money, not the giving or lending of any other commodities, or time.

COLLECT: This question asks about voluntary donations made into a collection box when visiting attractions, if they haven't been mentioned at GIVETY. This type of giving only refers to voluntary donations made into the type of collection boxes often found at free attractions such as museums, galleries or heritage sites, and doesn't include any mandatory entrance fees. This question is asked to all respondents who have visited an arts attendance event, with the exception of the cinema.

GIVEFRQ: In this question, the respondent is asked how frequently they have given money to charity in the last 12 months. This includes all types of giving to charity, and an approximate frequency will suffice if the respondent finds it difficult to give an exact answer. This question is

asked if respondents selected any of the different options when asked about the methods they use to give to charity.

ORGTTYPE: This question asks which sectors the respondent has given to in the last 12 months. The question contains a long answer list of randomised response codes, and is a showscreen question. Ensure that the list is read all the way through as amongst the response codes are each of the DCMS sectors, for which specific follow-ups are asked. This question once again is dependent on whether or not the respondents selected any of the different option when asked about the methods they use to give to charity.

AMTHER/AMTMUS/AMTARTS/AMTSPORT/AMTLIB (Sample A only): These questions follow-up those who selected any of the DCMS sectors at ORGTTYPE, asking approximately how much money the respondent has given to charity in each of these sectors in the last 12 months. For each question, read the response list from the start with a slight pause after each option, and stop reading when the respondent says “yes”.

GIVEGEN (Sample A only): This question asks how much money the respondent has given to other charitable organisations, aside from DCMS sectors, in the last 12 months. If the respondent has given to DCMS sectors, the text of the question will appear slightly differently to if they haven’t given to DCMS sectors.

GIVESECT (Sample A only): This question asks whether the respondent thinks they will give more, less or the same amounts of money in the next 12 months as they did in the last 12 months, to charities in the arts, culture and sporting sectors. GIVEMORE and GIVELESS ask for reasons why the respondent thinks they will either give more or less money to these sectors in the last 12 months. These are open-ended questions so you will be required to record verbatims here.

➤ **Community Cohesion/Belonging**

This section is small, comprising of only three questions. The section includes a question asking respondents how strongly they feel that they belong to their local area, a question asking respondents how strongly they feel that they belong to Britain, and a question asking respondents to what extent they believe that their local area is a place where people from different backgrounds get on well together. Showcards are used for all questions in this section.

➤ **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.

After the questions on Public Participation, Sample B respondents are asked questions on local planning decisions. The first question asks whether or not the respondent has been involved in any local planning decisions. A definition of the types of activities we mean when we talk about “involvement in local planning decisions” has been included in the question text to “add if necessary” to provide clarity. If respondents have been involved in any planning decisions, they are then asked the follow up question, which asks whether this involved a heritage site or building. The third and final question asks respondents what things are most important to their local area. The respondent is asked to select **up to 3 things** from the showcard, however, they do not necessarily have to use these things, or even have them in their area, to select them from the list.

➤ **Olympics**

There are 4 areas covered in the Olympics section:

- The first question asks the respondent to select up to 3 things that makes them most proud of Britain (PRIDE).
- Attitudes towards London hosting 2012: This question asks whether the respondent is for or against London hosting the 2012 games. If the respondent is strongly against or strongly in favour of the Games, we ask why they feel this way.
- Engagement with London 2012: These questions ask how the respondent intends to follow or get involved with the Olympics.
- Whether the Olympics has motivated respondents to increase their participation in sport, culture and volunteering - those respondents who have participated in culture, sport or any kind of volunteering in the last 12 months are also asked whether London winning the games has motivated them to do more activity such as this. If it has motivated them to do more sport or volunteering, we ask in what ways.

In addition, for those that have not done any sport in the last 12 months we ask whether London hosting the Olympics has made them more interested in sport, and if so, in what ways.

➤ **Broadcasting**

This section contains questions about TV and radio ownership, and newspaper readership.

➤ **Demographics**

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; national identity and religion.

There is also a question which aims to collect information about the sexual identity of the respondent. To try and minimise the number of refusals at this question, please ask the respondent to read the responses on the showcard and just provide the number of the response which applies to them.

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. Activities that the child has done whilst on holiday 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 5-10, 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.

➤ **School and school year**

These questions ask the respondent which school their child goes to, and which school year they are in. If the child does not attend school (eg. not yet started school or is home schooled) this should be coded at the school name question. The questionnaire includes instructions on how these questions should be coded if the child is moving between schools or if the interview is taking place in the summer holidays. These questions will help to link the data collected in the child surveys to DfE's National Pupil Database.

➤ **Activities and frequencies**

The questionnaire starts by asking the respondent about things that their child 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 type of activity (e.g. dance activities), there is a question listing different qualifying activities, and the respondent is asked to select which of these their child has done in the last 12 months. Generally the questions are all show screen, however the showcards will need to be used for the libraries and museums questions. For these questions, the showcard or screen must be shown to the respondent for them to see what we are including (and excluding) in each activity. For the activity questions, 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.

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 or show screen?</i>
Dance activities	Show screen

APPENDIX A – INTERVIEWER INSTRUCTIONS

Music activities	Show screen
Theatre and drama activities	Show screen
Reading and writing activities	Show screen
Arts, crafts and design	Show screen
Street arts, circus, carnival or festival activities	Show screen
Film and video activities	Show screen
Other Media activities (Radio and computer activities)	Show screen
Visited a library	Blue showcard P1
Visited a museum	Blue showcard P2
Visited any historic or important modern places, buildings or public spaces	Show screen

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.

A series of follow-up questions are asked for each activity, if the respondent mentions that their child has done any of the things listed for each question. The follow-ups come straight after the initial question about each activity type, and ask how frequently the child has done the activity outside of school and whether they have done the activity in the last 7 days.

If the child has done more than one of the activities in the last 12 months at a particular question (i.e. they have done more than one type of dance activity), it's important that the respondent thinks about all of these activities as a whole when answering the frequency questions, as these are asked about activity types in general, not specific activities within the groups.

The activities are grouped into 3 categories: arts, libraries and museums and heritage, and are rotated in the questionnaire.

➤ **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.

In addition to this, a question has been added to the sports section to ask whether the child has participated in sport in the last 7 days. This question matches the format of the questions previously asked about spare time.

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 sports their child has done for a minimum of 30 minutes in the last 7 days. If the child has done any sport in the last 7 days, the respondent will be asked how many days of the last 7 the child spent at least 30 minutes playing sport.

➤ **Competitive sport**

There are two questions regarding participation in competitive sport. Please note that these questions refer to sports that have been done in the last 12 months, not the last 4 weeks like the rest of the sports section. As such, these questions are asked of all respondents, not just those who have done sport in the last 4 weeks.

The questions are split into two categories: competitive sport organised by the school, and competitive sport done out of school. It is worth noting here that the definitions for "organised by the school" and "out of school" differ slightly here from the rest of the questionnaire. "Organised by the school" refers to all activities done during school lessons, but also any extra-curricular sporting activities organised by the school but participated in outside of regular lessons (e.g. playing for a school team at weekends, or competing at an after-school club organised by the school). "Out of school" refers to all other competitive sporting activities that are not organised by the school.

➤ **Swimming and Cycling**

After the competitive sport questions there are a few questions on swimming and cycling proficiency. Be sure to show the screen to the respondent when asking these questions and allow them to read the answer codes.

➤ **Olympics**

This section asks respondents a selection of different questions relating to the child’s involvement in Olympics-related activities and how they are likely to follow the Olympics. The question asking whether the child has participated in any Olympic-related activities (OLYMINVCh510) refers only to activities and events officially linked to The Games, and some examples are provided in the question text. It is important to emphasise at this stage that where this question refers to “Olympic events”, it is not inclusive of specific sports that are included in the Olympics, for example 100m sprint, long jump or javelin, but is instead referring to organised events that have an official link to London 2012, such as National School Sports Week, or the School Games.

It is important to note that these response lists should be read out to the respondent. It was found during the pilot study that if left to read alone, parents did not read all of the options properly, particularly if they were not interested in the London 2012 Olympic Games.

The final questions explore whether the Olympics has encouraged the child to take part in sport. A follow up is also asked, to establish in what ways it has encouraged them.

➤ **Demographics**

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

This section asks for the date of birth and full name of the child. There is also a question that asks for the parent’s permission to pass on these personal details to DCMS for use in their statistical analysis. **The blue agreement card should be shown to the parent at this stage for them to read.** The card details the reasons for passing on this information and also explains that all information will only be used for research and statistics, and will remain confidential at all times.

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. 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.

➤ **School and school year**

These questions ask the respondent which school they go to, and which school year they are in. As with the 5-10 interview, if the child does not attend school (eg. is home schooled) this should be coded at the school name question. The questionnaire also includes instructions on how these questions should be coded if the child is moving between schools or if the interview is taking place in the summer holidays. These questions will help to link the data collected in the child surveys to DfE’s National Pupil Database.

➤ **Activities, frequencies and satisfaction**

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 type of activity (e.g. dance activities), there is a question listing different qualifying activities, and the respondent is asked to select which of these they have done in the last 12 months. Generally the questions are all show screen, however the showcards will need to be used for the libraries, archives and museums questions. For these questions, the showcard or screen must be shown to the respondent for them to see what we are including (and excluding) in each activity. For the activity questions, 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 where applicable:

<i>Activity Group</i>	<i>Showcard or show screen?</i>
Dance activities	Show screen
Music activities	Show screen
Theatre and drama activities	Show screen
Reading and writing activities	Show screen
Arts, crafts and design	Show screen
Street arts, circus, carnival or festival activities	Show screen
Film and video activities	Show screen
Radio activities	Show screen
Computer based activities	Show screen
Visited a library	Yellow showcard C1
Visited an archive	Yellow showcard C2
Visited a museum	Yellow showcard C3
Visited any historic or important modern places, buildings or public spaces	Show screen

A series of follow-ups are asked for each activity, if the respondent has done any of the things listed for each question. The follow-ups come straight after the initial question about each activity type, and ask whether the respondent has done the activity during school lessons, during their spare time (which includes all time out of school lessons, including break times and lunchtimes during school), or both, how frequently they have done the activity in each setting and whether they have done the activity in the last 7 days. They are also asked a satisfaction question, based on the last time they did the activity.

If the child has done more than one of the activities in the last 12 months at a particular question (i.e. they have done more than one type of dance activity), it's important that they think about all of

these activities as a whole when answering the frequency questions, as these are asked about activity types in general, not specific activities within the groups.

The activities are grouped into 3 categories: arts, libraries and museums and heritage, and are rotated in the questionnaire.

➤ **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 school lessons in last four weeks and also the last seven days, followed by similar questions asking about the sports done during school lessons. At these questions the respondent should only be thinking about sports that have been done for a minimum of 30 minutes.

If the child has done any sport during their spare time in the last 7 days, they will be asked how many days of the last 7 the child have they spent at least 30 minutes playing sport.

➤ **Competitive sport**

As in the 5-10 questionnaire there are two questions regarding participation in competitive sport. Please note that these questions refer to sports that have been done in the last 12 months, not the last 4 weeks like the rest of the sports section. As such, these questions are asked of all respondents, not just those who have done sport in the last 4 weeks.

The questions are split into two categories: competitive sport organised by the school, and competitive sport done out of school. It is worth noting here that the definitions for “organised by the school” and “out of school” differ slightly here from the rest of the questionnaire. “Organised by the school” refers to all activities done during school lessons, but also any extra-curricular sporting activities organised by the school but participated in outside of regular lessons (e.g. playing for a school team at weekends, or competing at an after-school club organised by the school). “Out of school” refers to all other competitive sporting activities that are not organised by the school.

➤ **Swimming and Cycling**

Be sure to show the screen to the respondent when asking these questions and allow them to read the answer codes.

➤ **Olympics**

This section asks respondents a selection of different questions relating to their involvement in Olympics-related activities and how they are likely to follow the Olympics. The section begins by asking the child whether they will follow the Olympics in anyway, whether it is on TV, the radio, in a newspaper etc. The section progresses by asking questions on a number of different Olympic-related activities, and whether the child has done any of these. This question refers only to activities and events officially linked to The Games, and some examples are provided in the question text. Once again, it is important to emphasise at this stage that where this question refers to “Olympic events”, it is not inclusive of specific sports that are included in the Olympics, for example 100m sprint, long jump or javelin, but is instead referring to organised events that have an official link to London 2012, such as National School Sports Week, or the School Games. The final question explores whether the Olympics has encouraged the child to take part in sport. A follow up is also asked, to establish in what ways it has encouraged them.

It is important to note that the response lists should be read out to the child.

➤ **Demographics**

This is the last section and includes just a few standard questions about the general health and ethnicity of the child. This section asks for the date of birth and full name of the child. There is also a question that asks for the parent's permission to pass on these personal details to DCMS for use in their statistical analysis. **The blue agreement card should be shown to the parent at this stage for them to read.** The card details the reasons for passing on this information and also explains that all information will only be used for research and statistics, and will remain confidential at all times.

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 Warwick 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/Warwick/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.

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 Warwick 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/Warwick/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 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 a varied number of £5 High Street Vouchers (see incentive memo). 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 Warwick Office, using the *Confirmation of Vouchers Received Book* provided as soon as you have completed your assignment.

11.5 Payment

TP12MAR is Payment by Results & is paid electronically.

Any interviews completed by **Monday 2nd April 2012** will be paid on the **Tuesday 10th April 2012**.

In principle it works in exactly the same way as any other electronic pay survey; the main difference being that there are more items that you need to claim on your Electronic Expenses Claims form.

What will be calculated automatically, and what should I claim?

Calculated automatically:
Main interview fees
Subsistence
All cover/screening fees
RP Bonus
Electronic reporting fee

To be claimed:
Mileage expenses
Additional expenses (e.g. parking)
Extra travel time



Item/Category:
Mileage
Other fee
Parking, Phone, Other

Please be very careful to ensure the correct “item” is selected when making an electronic claim and remember that the claim will not be passed without a short but clear explanation of what the claim is for.

Cover/screening fees are calculated automatically when we have received your electronic report for the contact sheet/serial number. It is therefore essential that you keep up to date with your reporting, or your payment of cover fees will be delayed.

Please note – from April 2005 cover fees will only be paid when a final outcome is received.

Interview fees are calculated automatically when the interview has been received at Kantar Operations.

Subsistence is calculated when your dayrec has been received stating how many days you have worked.

PLEASE NOTE – You MUST complete your DAYREC accurately, with special regard to the hours/days worked. If this is not correct, your subsistence allowance will also be incorrect and you are likely to experience problems/delays in payment for this survey.

Remember.....

1. On each occasion that you electronically report a set of final outcomes and any respondent details, you may claim a fee (see pay chart in pack).
2. If you have any queries regarding electronic pay on Random Probability surveys, please call your Field Coordinator.

Appendix 1

SCREENERS & FREQUENCY IN ADULT QUESTIONNAIRE**SCARTP21****(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.

SCAAN**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.