

# **Taking Part: 2014/2015 Technical Report**

Appendix A – Interviewer Instructions

# taking part

## England's Survey of Leisure, Culture and Sport Interviewer Instructions - 2014/2015 Survey

260123069

### **SURVEY UPDATES**

There have been some major changes to the survey from April 2014 (year 10), so please ensure that you read these instructions before you start work. A summary of the changes is as follows:

### **INTRODUCTION OF CHILD BOOST SURVEY**

A child boost survey has been launched, which will be added to your standard Taking Part assignments. The sample has been selected from Department for Education's National Pupil Database (NPD). Child boost addresses have been sampled from the same areas as the main Taking Part sample and they will contain named respondents aged 11 to 15. The questionnaire will cover sport section from the main Taking Part 11-15 questionnaire.

### **QUESTIONNAIRE:**

Please ensure that you do a practice interview on each of the screen numbers (listed in the instructions), as there are now several different versions of the adult questionnaire. A summary of the different versions is as follows:

- standard questionnaire for fresh sample
- longitudinal questionnaire with core questions plus new longitudinal questions
- short questionnaire to gather household information when adult respondent is unable to provide this for child interviews

There are also a number of different scenarios for the child questionnaire, though the questionnaires differ less between screen numbers than for the adult survey.

It is also important to note the changes made to the questionnaire for this year, which are outlined in Interviewer Memo. Please take time to familiarise yourself with this when you receive your first Taking Part 2014/15 Assignment.

### **NEW INCENTIVE VOUCHER SYSTEM**

A new system for administering incentive vouchers has been introduced for Taking Part, which mirrors the approach adopted recently on the Community Life Survey. Incentives are now issued using a gift card system, which requires interviewers to enter an activation code into the CAPI script during the end of the interview.

**Before you work on a Taking Part assignment you must have attended an interviewer briefing covering the longitudinal aspect of this survey. If you have not done so, please contact the Manchester Office.**

## TABLE OF CONTENTS

1.	BACKGROUND .....	4
2.	EXECUTIVES AT HEAD OFFICE .....	7
3.	KIT LIST.....	7
4.	SUMMARY OF YOUR ASSIGNMENT.....	10
5.	PLANNING YOUR ASSIGNMENT .....	16
5.1	The Sample .....	16
5.2	Fieldwork dates .....	16
5.3	When to Interview .....	17
5.4	Number of calls.....	17
5.5	Your 1 <sup>st</sup> Working Day .....	18
5.6	Notifying the Police.....	18
6.	RESPONSE RATE AND INTERVIEWS .....	20
7.	INTRODUCING THE SURVEY .....	20
7.1	Advance letter, Survey Leaflet and Unconditional Incentives.....	21
7.2	Incentives .....	22
7.3	When to give the £5 voucher incentive .....	23
7.4	Conducting the interview in privacy .....	23
7.5	Timing Appointments.....	23
7.6	Respondents with Limited English.....	24
8.	ADDRESS CONTACT SHEET – FRESH SAMPLE SURVEY .....	25
8.1	Fresh sample contact sheet (white).....	25
	Address Details and calls record (page 1).....	25
	Establishing address eligibility and selecting the dwelling (page 3).....	26
	Establish number of eligible persons at Dwelling Unit and respondent selection (page 4).....	28
	Final outcome codes (page 5).....	28
	Reason for Refusal (page 6).....	29
	Notes Page (page 11) .....	30
	Child Screening Process .....	30
	General Rules for doing Child Screening.....	31
8.2	Identification and Selection.....	32
8.3	Completing the child sections of the fresh sample contact sheet .....	36
8.4	Conducting child interviews on the fresh sample survey .....	37
8.5	Administration of the child interview on the fresh sample survey .....	39
9.	ADDRESS CONTACT SHEET – LONGITUDINAL SURVEY .....	40
9.1	Longitudinal contact sheet – core section (yellow) .....	41
	Address Details and calls record (page 1).....	41
	Reason for refusal (page 7) .....	44
9.2	Longitudinal contact sheet – child sections (lilac / green / cream / blue pages) .....	45
10.	CHILD BOOST ADDRESS CONTACT SHEET.....	53
11.	QUESTIONNAIRE .....	55
11.1	Getting the questionnaire .....	55
11.2	Practice Interviews.....	55
11.3	Conducting the Interview .....	55
11.4	Overview of the Adult Questionnaire .....	56
11.5	Overview of the Household Questionnaire (Screen number 3).....	70
11.6	Overview of the 5-10 child by proxy questionnaire .....	71
11.7	Overview of the 11-15 questionnaire .....	76
11.8	Overview of the child boost questionnaire.....	80
	Appendix 1 .....	82

# Taking Part Interviewer Instructions 260123069

## 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 was updated in May 2011 and will continue to be updated annually. The plan contains a series of indicators now which reflect the department’s priorities. The department’s key structural reform policies for 2013 are to:

- Create a fairer and more equal society, including opening up marriage to same-sex couples
- Help to provide a lasting legacy for the London 2012 Olympic and Paralympic Games (working with the Cabinet Office and colleagues across government)
- Support vibrant and sustainable arts and culture nationally by continuing to fund arm’s length bodies like the Arts Council, giving incentives to the creative industries and by sponsoring the UK city of culture programme (Derry – Londonderry in 2013)
- Help to roll out the next generation of mobile communications (4G) and working to transform the UK’s broadband network by 2015
- Sponsor ongoing national and international campaigns promoting UK tourism
- Implement the Digital Economy Act 2010

Although many of the key priorities for the Taking Part Survey have not changed over time, there are four key priorities that DCMS are looking to address in the survey since publication of their business plan, reflecting ever-changing government priorities. They are:

- To measure the impact of the 2012 games and engagement with different Olympic activities
- To measure the extent to which children participate in competitive sport.

- To measure the extent to which people give money and their time – through charitable giving and volunteering – to the culture and sports sectors
- To measure satisfaction with people’s most recent cultural experience

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.

For the 2012/13 survey, there was a major overhaul of the survey methodology, with the introduction of a longitudinal element. The longitudinal component of the survey has been incorporated in the 2012/13 survey design and future years of the survey going forward in order to help DCMS to:

1. Capture change by revisiting the same individuals over time
2. Understand how these changes in circumstances and other life events can help or hinder participation and for how long
3. Understand the impact of the Olympics and changing public perceptions

This has significant implications for all aspects of the project, from sample and assignments, to contact procedures, to the questionnaire itself and interviewing practices. In 2014/15 , the survey aims to interview at a representative sample of households chosen from the Post Office’s national list of addresses (which we will refer to as the fresh sample), combined with a sample of respondents who participated in the 2011/12 and 2012/13 survey being re-interviewed for a third or fourth time in 2014/15, in addition to a sample of respondents who participated in the 2013/2014 survey who we will be interviewing for a second time. In 2014/15 we aim to achieve 10,000 interviews with adults, split evenly between fresh sample, and longitudinal (re-contact) sample. In addition, approx. 1,200 interviews by proxy with parents of children aged 5-10 and approx. 950 interviews with children aged 11-15 from the sampled addresses. As with the adult survey, these will be split roughly evenly between fresh and longitudinal sample.

Additionally, in 2014/15 child boost survey will be introduced. It has been commissioned by DCMS and Department for Education in order to boost the interviews with children aged 11-15. During 2014/15, we aim to interview an additional 1750 respondents using sample selected from the National Pupil’s Database (NPD). Child boost respondents will be asked questions about sports that they have done and that they have been offered by their schools in 12 months prior to interview.

The questionnaire length for 2014/15 is 40-45 minutes for the adult survey, 20-25 minutes for the 11-15s, 10-15 minutes for the 5-10 proxy interview, and 15 minutes for child boost interview. The main Taking Part survey questionnaires differ between fresh and longitudinal samples, but will be approximately the same length regardless of whether the interview is with a new respondent, or one who was interviewed in the previous year.

Throughout these instructions, we have noted where elements and rules of the survey are similar to the Crime Survey for England and Wales (CSEW). In these cases, we have referred you to the relevant section of the CSEW manual, rather than repeating the same information here.

## 2. EXECUTIVES AT HEAD OFFICE

The Executives at Head Office are xxx. 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:**

#### **Survey Specific documentation**

Update memo covering the main survey and child boost

Results Summary Sheet

Assignment sheet

Child Boost Assignment Sheet

Map of assignment area

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-V
- 5-10 proxy survey – Blue Showcards P1-P3
- 11-15 survey – Yellow Showcards C1-C3

Set of A4 showcards 1, 2 & 3 (green)

Child sports activities prompt pack (yellow)

Parental permission card (lilac)

Calendar (A3)

Life events calendar

#### **Fresh sample**

**Fresh sample advance letter pack** containing 1 pre-printed letter per address, 1 book of stamps per address, OHMS envelopes, and *Taking Part* survey leaflets ( TP14 – V16 March 2014)

DCMS Survey leaflets ( TP14 – V16 March 2014) (purple colour scheme)

Set of pre-printed Address Contact Sheets for fresh sample

Copies of fresh sample advanced letter (addressed to ‘the household’)

MASTER fresh sample advanced letter – laminated (addressed to ‘the household’)

Incentives – Gift cards (household only) + 1 book of 6 x 1<sup>st</sup> class stamps per address

**Longitudinal sample** (if assignment contains re-contacts)

**Longitudinal sample advance letter pack** containing 1 pre-printed letter per address, 1 book of stamps per address, OHMS envelopes, and *Taking Part* survey leaflets ( TP14Long – V4 March 2014)  
DCMS Survey leaflets ( TP14Long – V4 March 2014) (blue colour scheme)

Set of pre-printed Address Contact Sheets for longitudinal sample

Copies of longitudinal sample advanced letter (addressed to a named respondent)

MASTER longitudinal sample advanced letter – laminated (addressed to a named respondent)

Incentives – Gift cards (adult and 11-15 respondent) + 1 book of 6 x 1<sup>st</sup> class stamps per address

**Child Boost sample**

**Child boost advance letter pack** containing 1 pre-printed letter per address, OHMS envelopes, and *Taking Part* survey leaflets (120316 – V1 April 2014). **Please note that Child Boost advance letter pack does NOT contain a book of stamps.**

DCMS Survey leaflets (120316 – V1 April 2014)

Set of pre-printed Address Contact Sheets for child boost sample

Copies of child boost advanced letter (addressed to ‘the parent guardian/of...’)

MASTER child boost advanced letter – laminated (addressed to ‘the parent/guardian of...’)

Child boost parental permission card (green)

Incentives – Gift cards

**Other fieldwork documentation**

Social Research Leaflets

Police Forms

Set of Calling Cards

Set of Appointments Cards

Pay Charts (child boost and main Taking Part survey)

Pre-paid envelopes (addressed to Warwick)

Return Slips & Final Sheet

Confirmation of Vouchers Received Book



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 are a number of changes to the Taking Part survey in 2014/15. The three major changes are:

1. Child boost sample will be introduced, in addition to fresh and longitudinal sample. The sample, selected from Department for Education's National Pupil Database (NPD), will contain named respondents aged 11-15 who are at secondary school. The questionnaire will cover the sports section only from the main Taking Part 11-15 questionnaire.
2. The longitudinal sample will be comprised of three types of respondents; respondents who we originally contacted during the 2011/12 survey who we are contacting for a fourth time; respondents who we originally contacted during the 2012/13 survey who we are contacting for a third time; and respondents who we originally contacted in 2013/14, who we are contacting for a second time. Regardless of sample year, you will continue to follow up all adult and child respondents who have agreed to be re-contacted.

It is therefore important that you read these instructions and all documentation carefully before you start your assignment. All changes to the project are detailed in these instructions and a summary can be found in your workpack.

Below is a summary of the structure of Taking Part assignments:

- Assignments will be issued on a monthly basis.
- Generally, assignments will contain a mixture of fresh, longitudinal/re-contact and child boost sample. This means that some addresses (fresh) will follow the same contact, selection and interviewing procedures as has always been the standard for Taking Part Re-contact/longitudinal sample will be split between respondents who you will be interviewing for a fourth time (first contacted in 2011/12), respondents who you will be interviewing for a third time (first contacted in 2012/13) and respondents who you will be interviewing for a second time (first contacted in 2013/14). Child boost addresses will contain named respondents aged 11 to 15. You will need to obtain parental permission to approach for these interviews. Information about contact, screening and interviewing procedures for child boost sample can be found on p 12.
- **In 2014/15, assignment sizes will vary depending on the area you are working in, as will the ratio of fresh sample to re-contact sample. In a small number of cases, assignments may not contain any re-contact sample.** You will be expected to get a minimum response rate of **60%** from the fresh sample addresses (screen 0) you are issued, **80%** from the longitudinal addresses (screen 1 and 2) you are issued, and 70% from the child boost sample you are issued where parental permission is obtained. 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 fresh and longitudinal address in the OHMS envelopes provided. However, **stamps should NOT be included in child boost advance letter. There are different advance letters and leaflets for fresh sample addresses and longitudinal addresses.** Due to changes in government branding, the purple and blue differentiation between fresh and longitudinal is no longer operating. Fresh sample addressed letters are addressed to “the household” with leaflets comprising purple headings. Longitudinal sample letters are addressed to a named adult respondent, with the accompanying leaflets denoted by blue coloured headings. Child boost sample letters are addressed to “the residents”. **Please do take care that you are posting the correct leaflets with the correct sample letters, and that you are enclosing books of stamps only in the letters to your main Taking Part addresses, not in the letters for child boost contacts.**
- 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. There are different Address Contact Sheets for both fresh sample and longitudinal addresses, as the contact and selection procedures are quite different between the two. Full details of how to use the Address Contact Sheets can be found in Section 8.
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- The process for making contact, interviewing and reporting differs by type of sample. Below is a summary of each:

### Fresh Sample

- 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. All fresh sample adult interviews must be conducted using **screen number 0**. In fresh sample households, 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 fresh sample addresses you will need **to carry out screening to identify any children in the household aged 5-10 years (screen 8) and any aged 11-15 years (screen 9)**.
  - Fresh sample survey, screening for children aged 5-10 - This screening should take place after the fresh sample 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 8.

- Fresh sample survey, screening for children aged 11-15 - This screening should take place after the fresh sample 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 8.

### **Longitudinal Sample**

- In longitudinal households, the adult respondent will be named on the contact sheet, and cannot be substituted. As this is re-contact sample, it is the named respondent that is important, not the address that they currently live in. Therefore, if the respondent has moved, you will need to follow up the respondent to try and find a new address.
- You should attempt an interview with all named adults and children in the longitudinal sample. This includes all children aged 5-10, interviewed by proxy with the named main respondent and all 11-15 year olds interviewed directly. In some households you may need to interview a second named adult, if they previously completed the 11-15 survey and they have now (or in 2012/13 or 2013/14 survey) turned 16.
- In addition to the above, in all longitudinal households you will need to screen for a ‘new 5 year old’. This is essential and it must be undertaken at EVERY address issued in the longitudinal sample. If a longitudinal household has a child that falls into this category, then a new 5 year old interview should be attempted with the main respondent (only if they are the parent/guardian) to be completed. This serves the purpose of continually topping up our sample with new 5 year olds.
- The front page of the longitudinal contact sheets provides guidance about who to contact in each household and whether you will need to check if the child respondent will ‘graduate’ to a new age group (a named 9/10 years olds from the 2011/12, 2012/13 or 2013/14 survey may now be aged 11 or 12 so will be eligible for the 11-15 survey and will be interviewed directly and 14/15 year olds from the 2011/12, 2012/13 or 2013/14 may now be eligible for the longer adults survey).

- If, in the longitudinal sample, the named adult and child respondent now live in separate households, **there is the possibility that you will be required to conduct a short household interview to accompany the child interviews.** These household interviews must be completed using screen number 3 and the scenarios where this may occur are as follows:
  - When the adult respondent has moved out of the household, but the child remains, you will be required to seek another adult in the household to provide basic information about that household which would usually be collected in the main adult interview. If the child interview is a 5-10 proxy interview, this adult must be the parent or guardian of the child as they will need to do both the longitudinal proxy survey and the household survey. This longitudinal proxy interview will be completed using screen number 6, in the usual way. For 11-15's, any adult in the household may complete the household survey, however, in most cases it would be easier/more efficient to do this household interview with the parent/guardian who gave you permission to approach the 11-15 year old.
  - When the child respondent has moved out of the household, but the original adult remains in the household, you will be required to seek a short household interview with an adult in the child's new household to accompany their interview. In this situation, the same process outlined above should be followed.
  - In all situations where the child and adult now live in separate households, you will still be required to attempt both the adult and child interviews, even though these are now in separate households.

### **Child boost**

- In child boost households, respondent aged 11-15 will be named on the contact sheet, and cannot be substituted under any circumstances. You should not follow up any named children that no longer live in the sampled address, but you should code them as 'moved', which is a deadwood code.
- You will need to carry out screening to identify whether the named child is eligible for interview, i.e. whether the child is still aged 11-15, as it might happen that the child will have had their sixteenth birthday by the time you call at their home. You will also need to obtain permission from parent/guardian to be able to approach for interview.
- Parent or guardian of the named child will need to be present during the interview as they will be asked to answer demographic and household questions at the beginning and at the end of the interview.
- All child boost interviews must be conducted on a separate script using **screen number 0.**

**A note about screen numbers**

To ensure the correct questionnaire is used, it is important that the correct serial number is used for each respondent. A full summary of screen numbers to be used on the 2014/15 survey is shown in the table below.

<b><u>Screen Number</u></b>	<b><u>Survey</u></b>
<b>0</b>	<b>Main adult respondent in fresh sample households</b>
<b>1</b>	<b>Longitudinal adult respondent</b> – this all main adult respondents that have agreed to be re-contacted during previous interview. The questionnaire contains questions about changes in participation since their first interview.
<b>2</b>	<b>This is used for all young adult respondents that have ‘graduated’ from the 11-15 survey, either in 2012/13, 2013/14 or for the first time in the 2014/15 survey.</b> If it is the 1 <sup>st</sup> time we are interviewing the respondent as an adult, the questionnaire will be very similar to the fresh sample interview (screen 0), those being interviewed as an adult for the 2 <sup>nd</sup> time will get the standard longitudinal adult interview (same as screen 1).
<b>3</b>	<b>Household interview</b> – this is a short interview conducted with an adult in the household of a child respondent, where the original adult respondent is no longer present.
<b>4</b>	<b>This is used to interview children that have graduated from the 5-10 proxy interview to 11-15 survey, either in 2012/13, 2013/14 or for the first time during the 2014/15 survey.</b>
<b>5</b>	<b>‘New’ 5 year old</b> – this screen number is used if a new 5 year old has been identified in a longitudinal household.
<b>6</b>	<b>This used for longitudinal 5-10 proxy interviews</b> with main adult respondent (named 5-10 year old who was asked about last time).
<b>7</b>	<b>This is used to interview the longitudinal 11-15 year old</b> (named 11-15 year olds who has always been interviewed directly since their first selection)
<b>8</b>	<b>Child proxy 5-10 interview</b> at fresh sample addresses.

9	<b>11-15 survey interviews</b> at fresh sample addresses.
15	<b>This is used for proxy interviews about the ‘new’ 5 year olds that we identified and asked about in longitudinal households during the 2012/13 or 2013/14 survey.</b> These respondents now form part of the longitudinal sample and they will be followed up each year (if the main respondent agrees to be re-contacted).

The child boost uses screen 0 and is conducted on a separate script.

## 5. PLANNING YOUR ASSIGNMENT

### 5.1 The Sample

The addresses in your assignment have 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.

The assignment areas selected for the 2014/15 survey match those selected 2011/2012, 2012/2013 and 2013/14 surveys, so any longitudinal sample issued in your assignment will be in the same area as the fresh sample. The child boost sample has also been selected in the same assignment areas.

### 5.2 Fieldwork dates

Fieldwork starts on **Wednesday 1<sup>st</sup> October**. 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 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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 (fresh sample only).
- 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 TNS Field (see numbers on the leaflet).

## 6. RESPONSE RATE AND INTERVIEWS

From the fresh sample addresses (those with screen 0) we expect a **minimum response rate of 60%**. 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.

From the longitudinal addresses (those with screen 1 and screen 2) **we expect a minimum response rate of 80%**. The number of 5-10 child by proxy interviews and 11-15 interviews will vary according to the participation rates within your assignment area last time, and also how many respondents have moved between, into, or out of these age groups. In households where a 5-10 proxy interview was conducted last time, an 11-15 interview was conducted, and a child has since turned 5, five interviews could be conducted in the household.

From the child boost addresses where parental permission is obtained, **we expect a minimum rate of 70%**. We expect that in 70% of sampled addresses a parent or a guardian will give their permission to approach the named child for the interview. We then expect 70% of these children to do the interview. Just one interview will need to be conducted at each address.

The response rates above are **minimum** response rates 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 CSEW 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 the fresh sample 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.

The longitudinal contact sheet contains a different suggested introduction:

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 the facilities in your local area.

You may remember completing this survey last year. At the time, you agreed that TNS BMRB could get back in contact with you regarding future research on this topic.

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

Introduction suggested in the child boost contact sheet is as follows:

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. You should have received a letter from the Department for Culture, Media and Sport explaining that we would be contacting you to ask permission to speak to your child.

The survey is about the types of activities your child does in school and in their spare time.

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/respondents in your assignment. **Please note that there are three versions of both the letter and the survey leaflet – for fresh**

sample addresses, longitudinal addresses and child boost addresses. The longitudinal leaflet can be identified quickly by their blue colour scheme, while the fresh sample leaflet has a pink/purple colour scheme throughout. The child boost leaflet can be identified by its title.

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 fresh and longitudinal address and a batch of OHMS envelopes. The letters, leaflets and stamps need to be put into the envelopes and posted before starting your assignment. **Please note that only advance letters and leaflets, and NO stamps should be posted to child boost addresses.** Please ensure that each address has the correct letter and leaflet included. 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 TNS Field. Letters must be sent in OHMS (On Her Majesty's Service) envelopes.

Make sure that you are fully aware of the content of the two versions 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 fresh sample version of the advance letter does not mention the child surveys, in case this deters respondents to answer the adult survey, although the fresh sample survey leaflet does mention the child surveys.

## 7.2 Incentives

Both unconditional and conditional incentives are used on this survey.

### Summary of incentives

- All fresh and longitudinal households should be sent a book of 6 x 1<sup>st</sup> class stamps with the advance letter. Stamps should not be sent to child boost addresses.
- All respondents aged 16+ that take part in the survey should receive a £5 gift card at the end of the interview (Screen 1 and 2).

- All 11-15 year old longitudinal respondents (screen 4 and 7) who complete the survey should also receive a £5 gift card.
- All 11-15 year old child boost respondents (screen 0) who complete the survey should receive a £5 gift card.

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.

For details on the administration of the incentives, including instructions on how to activate the new gift card system, see chapter 12.

### 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 fresh and longitudinal 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. Child boost appointments will be shorter as only one interview should be conducted at each address. The child boost questionnaire should, on average, last approximately 15 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 – FRESH SAMPLE SURVEY

There are now three types of contact sheet used on Taking Part survey – one for fresh sample addresses, one for longitudinal addresses, and one for child boost addresses.

The contact sheets include the contact procedure, interview process and outcome record for the adult survey and both child surveys. In this section we will take a look at the fresh sample contact sheet and related survey procedures.

### 8.1 Fresh sample contact sheet (white)

#### 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 - 7 digits
  - Check number - 2 digits
  - Screen number – always 0 for fresh sample interviews

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 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.

### **Establishing address eligibility and selecting the dwelling (page 3)**

Most of the addresses included in the fresh sample survey 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 CSEW – see section 3.4 of the CSEW 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 CSEW – The details of how to select dwelling units in these cases are identical to CSEW, so please refer to section 3.5 of the CSEW Manual

**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 CSEW – refer to chapter 3.7 of the CSEW 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.

**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 CSEW - the final outcome codes for the fresh sample contact sheet are the same as CSEW. They have been grouped into deadwood, non-contacts, refusals, other unproductive codes and productive codes. See CSEW manual chapter 3.9 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).

#### **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).

### **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.

### **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.**

### **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.

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.

## **8.2 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).

### 8.3 Completing the child sections of the fresh sample 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).

#### **8.4 Conducting child interviews on the fresh sample survey**

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.

## **8.5 Administration of the child interview on the fresh sample survey**

### **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.

## 9. ADDRESS CONTACT SHEET – LONGITUDINAL SURVEY

The longitudinal contact sheet differs substantially from the fresh sample contact sheet. In this section, the key differences are outlined, together with an overview of the various different screening and interviewing processes.

There are 3 versions of the longitudinal contact sheet:

- Short version (yellow only) – used for households WITH NO longitudinal children. You will still need to complete screening at these addresses for a ‘new 5 year old’.
- Long version (multi-coloured) – used for households WITH 1 or more longitudinal children to follow up. You are only required to complete relevant sections of this contact sheet (see guide on front page).
  - The front page will contain a few additional boxes in the child surveys guide section. More specifically; there will be space for any children who were identified as new 5 year olds in the previous year (Screen 15); 11-15 year olds who were identified as new 11 year olds in the previous year (screen 4); and also a box indicating whether or not there is an accompanying peach screen 2 address contact sheet, for any respondents who were identified as new adults in the previous year. Details of this are included below.
  - As a result of the potential for more child interviews in the recontact sample, there may be new sections for children identified as new 5, 11 or 16 year olds in the previous year.
    - Child aged 5/6 interview (with parent) – Where required, this section will appear immediately after the 5-10 longitudinal section of the address contact sheet on lilac coloured paper. This requires use of screen 15, and should be used for any children who were identified as new 5 year olds during the household screening in the previous year. As these children will not have the potential to move up to the 11-15 survey this year, the address contact sheet is considerably more straight forward than 5-10 proxy interview section which precedes this and a final outcome only needs to be reported for screen 15 in any case where an eligible child appears on the front page of the contact sheet.
    - Child aged 11-12 interview – Where required, this section will appear immediately before the 11-15 longitudinal section of the address contact sheet on cream coloured paper. This interview requires screen 4 and should only be used for any children who moved up to the 11-15 survey in the previous year. Once again, as these respondents will not have the potential to move up to the 16+ adult survey this year, the address



contact sheet is considerably more straight forward than the 11-15 interview section which follows this. Once again, a final outcome code only needs to be reported for these respondents where an eligible child appears on the front page of the contact sheet.

- Short version for those respondents who graduated to the adult survey in the previous year (peach). These are similar to the adult longitudinal short contact sheets but you are not required to screen for a ‘new 5 year old’ with these respondents. If these contact sheets are included in your assignment, this will be indicated in the child surveys guide section on the front page of the long address contact sheet. These are separate contact sheets as these respondents could now potentially have moved out and be separate from the household they were originally screened in and also have the potential to start families of their own in future years.

Full details of the key sections of the longitudinal contact sheet are outlined below.

## 9.1 Longitudinal contact sheet – core section (yellow)

### Address Details and calls record (page 1)

- **Name and address:** The first page of the contact sheet provides you with the named respondent’s address, including the full name of the adult respondent to interview, date of their last interview, respondent age band and gender.

In some cases you may not have a ‘name’ for the longitudinal respondent (these were respondents that agreed to be re-contacted but failed to provide a name at the original interview). At these addresses, you should identify the person interviewed in the 2013/14 survey by the information provided on the contact sheet ie. date of interview, age band and sex. If there is any doubt about who to interview, then do not complete the interview (note this as ‘code 10’ in the final outcomes and make note of this on the notes page of your contact sheet).

- **Alternative contact details:** If you are unable to contact the respondent using the address details provided, you may use the details in this box to try and trace them. There are not always alternative contact details provided - these were only taken during the first interview if the respondent mentioned that they were likely to move address at some point in the near future.

- **Serial Number:** there are several components here:
  - Area code – 4 digits
  - Serial number - 7 digits
  - Check number - 2 digits
  - Screen number – always 1 for the main adult longitudinal interview

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

- **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.
- **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.
- **Movers:** If the respondent has moved and no new address has been obtained OR an address has been obtained but it's outside of your assignment area, then you should indicate this in the relevant box in the middle of the front page 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 at the back of the contact sheet.
- **Child surveys guide:** The bottom of the front page contains several boxes indicating what should be done regarding child interviews at the address. The names of any children to be

interviewed at the address will be printed in the relevant boxes and a note whether you need to check whether the child/youth has moved to the next age group (if ‘yes’ is noted in this box, you will need to report a final outcome for the relevant screen code). Also, if a child ‘graduated’ to a new survey in the previous year, then the child survey guide will indicate this. If a child graduated to the adult survey in the previous year, there is a box indicating that there will be a Longitudinal (new 16/17 year old) contact sheet for this household. Furthermore, there is also a box to advise whether you need to report an outcome for the household interview (it will state ‘yes’ in the box - this will need to be done in all households with at least one longitudinal child).

### **Establishing whether the named respondent is resident at the address (page 2)**

This section contains a step-by-step guide to establishing whether the named adult respondent is still a resident at the address. The section provides guidance of what to do if they have moved, if the address is now vacant, if it has been demolished, or if the respondent has died since the last interview. If the respondent has moved, or the address is now empty, there is guidance on attempting to establish a follow-up address for the respondent. If the follow-up address is within the area of your assignment, you should attempt to interview them.

### **Introducing the survey (page 5)**

A suggested doorstep introduction is included in section 3 (top of page 5). This reminds the respondent that they took part in the survey last year, and mentions the advance letter that they will have received. Please show the respondent a copy of the advance letter if necessary, and mention the £5 high-street voucher.

At the bottom of page 5 (section 4e) there is a reminder about what to do in the event of a child interview being required, and direction to the relevant sections of the contact sheet.

### **Final outcome codes (page 6)**

On page 6 of the longitudinal 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 1’.

- **Deadwood outcomes:** There are very few instances where a deadwood code will be used for longitudinal addresses. However, two new deadwood codes have been added to the final outcomes. They are:
  - 7 – named respondent has died
  - 80 – named respondent has moved from England (**only people resident in England are eligible for the survey**)
  
- **Movers:** There is a new section of outcomes, for respondents who have moved:
  - 91 - INTERIM – Respondent has moved; trying to find respondent’s new address
  - 92 - MOVED– Respondent has moved and follow-up address not known or not obtained
  - 95 - INTERIM – New address for respondent obtained in assignment area
  - 93 - Moved – New address for respondent obtained but outside of assignment area
  - 94 - Moved – Respondent moved to armed forces or other institution where access needs to be negotiated

If you are unsure whether or not to follow-up a respondent who has moved from the original address, please check with the Manchester office.
  
- **No contact:** These codes are the same as they have been in previous years of the survey, and as they remain in the fresh sample contact sheet.
- **Refusal:** These codes are the same as in previous years, and as they remain in the fresh sample contact sheet.
- **Other unproductive:** These codes are the same as in previous years, and as they remain in the fresh sample contact sheet.

### **Reason for refusal (page 7)**

The reasons for refusal are the same as those included on the fresh sample contact sheet.

### **Screening for proxy interview with parent/guardian of child aged 5 (page 8)**

In this section of the contact sheet you will screen for a 5 year old in **ALL** longitudinal households (exclude any 5-10 year olds named on the front of the contact sheet). If a 5 year old is identified, and the main longitudinal interview is with the parent or guardian of this child, then a 5-10 proxy interview should be conducted about the child. If there is more than one 5 year old in the household, then a

selection is made using the next birthday selection method. Ask which child has the next birthday, and they will be the selected 5-10 proxy interview subject to ask the adult about.

The final outcomes for the interview with a parent/guardian about a 5 year old match the final outcomes included in the fresh sample contact sheet for child interviews.

## 9.2 Longitudinal contact sheet – child sections (lilac / green / cream / blue pages)

### Interview with parent about child identified as ‘new 5 year old’ during previous interview (section 9) - lilac

This section is used for respondents who were identified as new 5 year olds in the previous visit and requires use of screen 15. If you have a name of a child listed at the top of section 9, you should attempt an interview with the parent or guardian about this child. As these children will not have the potential to move up to the 11-15 survey this year, the address contact sheet is considerably more straight forward than 5-10 proxy interview section which follows this and a final outcome only needs to be reported for screen 15 in any case where an eligible child appears on the front page of the contact sheet.

This section of the contact sheet maps out the various contact and follow-up procedures that could occur in attempting to gain the interview with child identified as a ‘new 5 year old’ during previous interview. A summary of the process is as follows:

- Establish whether or not the child still lives in the same household as the named adult respondent.
- If the child is still resident in the same household as the named adult respondent, attempt to conduct an interview with this adult about the child using **screen 15**.
- If the parent or guardian of the 5-10 year old is no longer resident in the household, you should attempt to do the 5-10 proxy interview with another parent/guardian living in the household. In these cases you should also do the short household interview with the parent/guardian using screen 3 and complete **section 13** of the contact sheet to indicate that you have done so.

- If the child has moved out of the household, attempt to obtain a follow-up address, and pursue the interview if the new address is within your assignment area, coding **interim code 95**. Once the child has been located, identify a parent/guardian at this new address who is willing to take part, and conduct the 5-10 proxy interview with them using **screen 15**. In this situation, a short household interview will also be conducted with this adult to gain household information about the address that would usually be gathered in the main adult interview. Conduct the household interview using **screen 3** and complete **section 17** of the contact sheet to indicate that you have done so.

Please note that you should only conduct a 5-10 proxy interview, a household interview or seek permission **from a different adult to the main adult respondent**, in situations where the main adult respondent and the child no longer live at the same address. Do not seek permission from another adult in the household in situations where the main adult respondent has refused to participate, or is unavailable during your assignment period.

If a household interview has already been conducted for the 11-15 interview, and the 5-10 year old is in the same household as the 11-15 year old, then you won't need to conduct another household interview.

### **Final outcomes for interview with parent about child identified as 'new 5 year old' during previous interview (section 10)**

The outcomes in this section are the same as for the 5-10 proxy interview (see below). You will need to code a final outcome for every longitudinal address where this section is included. Where this differs to the 5-10 interview is that you only need to code an outcome for screen 15 here, and not screen 6 and 4 as you would do on the 5-10 contact sheet.

### **Child aged 5-10 interview (with parent) (section 11) - green**

This section is where 5-10 proxy interviews that were conducted last time, are followed up. If you have a name of a 5-10 year old listed at the top of section 11, you should attempt an interview with the parent or guardian about this 5-10 year old. The start of this section indicates the different screen numbers that can be used for these interviews. At the bottom the front page of this section are the

details of the 5-10 proxy interview – name of the 5-10 year old child, the child’s age at last interview, the sex of the child and the date of last interview with the parent.

This section of the contact sheet maps out the various contact and follow-up procedures that could occur in attempting to gain the 5-10 proxy longitudinal interview. The process is as follows:

- Establish whether the child is still aged 5-10 and is still resident in the household
  
- If the child is still aged 5-10, and is still resident in the household, as well as the adult respondent who you interviewed last time, conduct the 5-10 proxy interview using **screen 6**.
  
- If the parent or guardian of the 5-10 year old is no longer resident in the household, you should attempt to do the 5-10 proxy interview with another parent/guardian living in the household. In these cases you should also do the short household interview with the parent/guardian using screen 3 and complete **section 17** of the contact sheet to indicate that you have done so.
  
- If the child has moved out of the household, attempt to obtain a follow-up address, and pursue the interview if the new address is within your assignment area, coding **interim code 95**. Once the 5-10 year old has been located, establish if they are still aged 5-10 (if they are older, follow the process above regarding pursuing 11/12 year old interviews), identify a parent/guardian at this new address who is willing to take part, and conduct the 5-10 proxy interview with them using **screen 6**. In this situation, a short household interview will also be conducted with this adult to gain household information about the address that would usually be gathered in the main adult interview. Conduct the household interview using **screen 3** and complete **section 17** of the contact sheet to indicate that you have done so.
  
- If the child is now aged 11 or 12, obtain parental permission from the parent/guardian at section P2, and seek to conduct a new 11 year old interview using screen 4. If the main longitudinal adult respondent (parent of the 11-12 year old) no longer lives in the same household as 11-12 year old respondent, you will also be required to conduct a short household interview with the parent/guardian who provides parental permission, to gather some key household information that would usually be gained from the main adult interview. You should conduct the household interview using screen 3 and complete section 17 of the contact sheet to indicate that you have done so.

Please note that you should only conduct a 5-10 proxy interview, a household interview or seek permission **from a different adult to the main adult respondent**, in situations where the main adult respondent and the 5-10 year old no longer live at the same address. Do not seek permission from another adult in the household in situations where the main adult respondent has refused to participate, or is unavailable during your assignment period.

If a household interview has already been conducted for the 11-15 interview, and the 5-10 year old is in the same household as the 11-15 year old, then you won't need to conduct another household interview.

### **Final outcomes for 5-10 proxy interview and 11/12 year-old interview (section 12)**

Always record a final outcome for this section of the contact sheet. In some situations, you may be required to enter two final outcomes here (for screen 6 – the regular child proxy longitudinal interview, and for screen 4, the new 11/12 year old interview).

Many of the final outcomes in the 5-10 section are the same as the adult outcomes, with the following exceptions:

- No deadwood codes
- There is no code 94 in the movers section (respondent moved to armed forces or other institution).
- There is no code 16 in the no contact section (no contact with anyone at address)

There are also the following differences to the child-specific outcome codes (usually 81-84), for the longitudinal contact sheet:

- No code 81 (No Child/Youth at address OR Main screen 0 interview NOT with parent/guardian of 5-10 Proxy Child (Screen 8 only))
- New code 85 added – Child is still eligible for 5-10 survey (screen 4 only). This should only be coded when you have been asked to check whether the respondent is now aged 11 (as they were 9 or 10 at the last interview – see front page of contact sheet).
- New code 86 added – Child is now aged 11 or 12, attempting screen 4 interview (screen 6 only).



### Summary of 5-10 longitudinal interview

To summarise the 5-10 proxy interview contact sheet section, and the processes it describes:

- If you have a name of a 5-10 year old listed in section 9, you should attempt an interview with the parent or guardian about this 5-10 year old.
- If the 5-10 year old is now aged 11 or over, you will need to ask parental permission to do the interview directly with the ‘new’ 11-15 year old. You will do this interview using screen 4 and report outcome 86 for screen 6.
- If the named 5-10 year old no longer lives in the same household as their parent/guardian named on page 1 of this contact sheet, then you must attempt to complete this interview with another parent/guardian living in the same household as the named child. You must also complete a household interview with this parent/guardian (see section 17).

### Interview with child identified as a ‘new 11 year old’ during previous interview (section 13) - cream

This section is used for respondents who graduated to the 11-15 survey during the previous visit and requires use of screen 4. If you have a child listed at the top of this section, you should attempt an interview with this child. As these children will not have the potential to move up to the adult survey this year, the address contact sheet is considerably more straight forward than the 11-15 interview section which follows.

This section of the contact sheet maps out the various contact and follow-up procedures that could occur in attempting to gain the interview with child identified as a ‘new 11 year old’ during previous interview. A summary of the process is as follows:

- Establish whether or not the child still lives in the same household as the named adult respondent.
- If they are still resident in the same household as the named adult, seek parental permission at **Y4** and attempt to conduct an 11-15 interview using **screen 4**.
- If the main adult longitudinal respondent no longer lives in the household, seek to identify a parent/guardian in the household who can provide parental permission at **Y3**. Obtain parental permission at **Y4** and conduct a short household interview with this adult using **screen 3**.

- If the child no longer lives in the household, attempt to obtain a follow-up address for the child, and attempt to complete the interview at this address. If you are able to locate the child, you will need to identify an adult in the new household who is able to grant parental permission and conduct a short household interview. Record their parental permission at **Y4** conduct the household interview using **screen 3**.

Please note that you should only conduct a household interview or seek permission **from a different adult to the main adult respondent**, in situations where the main adult respondent and the 11-15 year old no longer live at the same address. Do not seek permission from another adult in the household in situations where the main adult respondent has refused to participate, or is unavailable during your assignment period.

If a household interview has already been conducted for the 5-10 proxy interview, and the child is in the same household as the 5-10 year old, then you won't need to conduct another household interview.

**Final outcomes for interview with child identified as a 'new 11 year old' during previous interview (section 14)**

The outcomes in this section are the same as for the 5-10 proxy interview. You will need to code a final outcome for every longitudinal address where this section is included. Where this differs to the 11-15 interview is that you only need to code an outcome for screen 4 here, and not screen 6 and 4 as you would do on the 11-15 contact sheet.

**Child aged 11-15 interview (section 15) – blue**

This section is where 11-15 interviews that were conducted last time, are followed up. If you have an 11-15 year old listed at the top of this section, you should attempt an interview with this child. The start of this section indicates the different screen numbers that can be used for these interviews. At the bottom of the front page of this section are the details of the 11-15 interview and respondent – name of the 11-15 year old child, the child's age at last interview, the sex of the child and the date of last interview, and the name of the parent who gave permission to interview the child last time.

This section of the contact sheet maps out the various contact and follow-up procedures that could occur in attempting to gain the 11-15 longitudinal interview. A summary of the process is as follows:

- Establish whether the child is still aged 11-15 and is still resident in the household
  
- If they are still aged 11-15, and still resident in the household, seek parental permission at **Y4** and attempt to conduct an 11-15 interview using **screen 7**.
  
- If the main adult longitudinal respondent no longer lives in the household, seek to identify a parent/guardian in the household who can provide parental permission at **Y3**. Obtain parental permission at **Y4** and conduct a short household interview with this adult using **screen 3**.
  
- If the child is now aged 16 or over, obtain parental permission at **Y4** and attempt to conduct a new 16/17 year old interview with the child, using **screen 2**.
  
- If the child no longer lives in the household, attempt to obtain a follow-up address for the child, and attempt to complete the interview at this address. If you are able to locate the 11-15 year old, you will need to identify an adult in the new household who is able to grant parental permission and conduct a short household interview. Record their parental permission at **Y4** and conduct the household interview using **screen 3**.

Please note that you should only conduct a household interview or seek permission **from a different adult to the main adult respondent**, in situations where the main adult respondent and the 11-15 year old no longer live at the same address. Do not seek permission from another adult in the household in situations where the main adult respondent has refused to participate, or is unavailable during your assignment period.

If a household interview has already been conducted for the 5-10 proxy interview, and the 11-15 year old is in the same household as the 5-10 year old, then you won't need to conduct another household interview.

**Final outcomes for 11-15 interview and new 16/17 year-old interview (section 16)**

The outcomes in this section are the same as for the 5-10 proxy interview. You will need to code a final outcome for every longitudinal address where this section is included. In some instances you may be required to enter two final outcomes for the 11-15 survey (for screen 7, the 11-15 longitudinal interview, and screen 2, the new 16/17 year old interview).

**Household interview (section 17)**

This short section allows you to confirm whether or not you have completed a household interview, and provides instruction for which outcomes to code for screen 3. Please record the full details of the respondent and address of the household interview. For all contact sheets with a child interview, you will need to report an outcome for a screen 3 (outcome 51 if a household interview has been completed or 87 if it was not necessary to do the household interview)

**Notes page (section 18)**

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.

## 10. CHILD BOOST ADDRESS CONTACT SHEET

The child boost survey contact sheet is very similar in layout to the contact sheet used in the main Taking Part survey. Its content is as follows:

### Front page

The front page of the contact sheet contains the name and address of the child respondent, a box for you to enter their home telephone number, if you are able to obtain this, and a box for to enter the name of the police station that you registered at in the area. At the top of the front page, there is also a box which indicates whether the child is due to have their 16<sup>th</sup> birthday in the next three months – the time when your assignment is likely to be running. If they turn 16 before you make contact, then they are no longer eligible for the survey. As such, if this box has a tick in it, to signify that the child's 16<sup>th</sup> birthday is approaching, it is best to prioritise these contacts close to the start of your assignment.

The area code, serial number and checksum will be printed on the front page, together with the screen number of the child boost interview, which is 0. There is a box for you to record the final outcome on the front page, and a call record grid, for you to record all of your contact at the address. Finally, at the bottom of the front page there is a “do not reissue” box, which you should only mark with a cross if you have a good reason why the contact should not be reissued.

### Establish whether child is resident at the address

The next section of the contact sheet enables you to establish whether the child is resident at the listed address. If they are not resident at the address, there are questions to establish why not, and therefore whether the contact should be coded as deadwood, refused or non-contact.

### Survey introduction and parental permission

Once you have established that the child is still resident at the address, you should introduce the survey to the parent of the child, check whether the child is still aged 11-15, and seek parental permission to interview the child.

### Final outcomes

The final outcomes are listed in section 6. Please take note that we are not following up any children who have moved to a new address since they were sampled for this survey – code 92 should be coded in this instance. If the child is no longer in the 11-15 age group, please use code 14.

If the parent or child has refused to participate, please record reason for refusal in section 7.

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.

## 11. QUESTIONNAIRE

### 11.1 Getting the questionnaire

The questionnaire should be available on **Tuesday 30th September**. The questionnaire for the first month of fieldwork is called **TP14SEP**.

**The child boost has its own CAPI questionnaire, this is TPC14SEP .**

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.

### 11.2 Practice Interviews

It is vital that you conduct at least one practice interview on each screen number 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.

### 11.3 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), the 11-15 child interview should take approximately 25 minutes, and the child boost interview should take approximately 15 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.

Once you have entered the serial number and screen number the sampled address/named respondent 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.

#### 11.4 Overview of the Adult Questionnaire

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



The adult questionnaire contains two different versions, a fresh sample interview and a longitudinal interview with named sample. Any screen 2 respondents interviewed for the first time on the adult interview will receive the fresh adult interview. Any screen 2 respondents being interviewed for a second time on the adult interview will receive the longitudinal adult interview. Furthermore, the fresh sample adult surveys (screen 0 and 2 newly identified 16 year olds) contains two different rotations (Sample A1 and Sample B1). This will determine which questions the respondent is asked. As a result of these variations in interview and type and the inclusion of rotations, a number of the sections/questions outlined below will vary depending on which survey or sample group the respondent falls into. It should be noted at this point however that the main bulk of the adult interviews are essentially the same, with some minor differences between the various versions, explained in further detail below. All questions that appear in both the longitudinal and fresh sample interviews should be asked in exactly the same way, regardless of interview type.

➤ **Household (Asked of all respondents – Screen 0, 1, & 2)**

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). There are a couple of minor differences in the longitudinal questionnaire (screen 1), such as an age check question and removal of the month of birth and school year questions. There are also a couple of questions for new fresh sample respondents (screen 0) investigating how long the respondent has lived in England. Finally, there is (a selection of ONS harmonised questions on subjective well-being, which ask respondents to rate their life satisfaction, the extent to which they feel things in their life are worthwhile, and how anxious they felt yesterday, on a scale of 0 to 10. These questions are asked of fresh and longitudinal respondents.

➤ **Socialisation Questions (Asked of fresh sample respondents only – Screen 0 and 2 – Interviewed on the adult survey for the first time)**

The ‘Socialisation’ questions are asked of all fresh sample 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 (Asked of all respondents unless specified – Screen 0, 1 or 2)**

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, libraries 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.
- Libraries – This section includes a question which collects data on the different ways that respondents have engaged with public library services in the last 12 months.

- **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. In addition to this, there is a question asking whether or not the respondent has been on any long or short holiday breaks, either in Britain or abroad, in the last 12 months as well as questions exploring whether visiting a heritage site has simulated any further heritage involvement and also, enquiring if the respondent is a member of any heritage organisations. 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 as well as a similar question on metal detecting. A definition of historic re-enactment has been provided in the question text to increase the clarity of this question; however it was not felt that this was needed in the case of metal detecting.
  
- **Sports Screeners and Frequencies (Asked of all respondents – Screen 0, 1, & 2)**

In the sports and recreation section, there are changes to the walking and cycling questions to harmonise the way we collect data on these components of sports and recreation with the Active People Survey.

- **Walking**

The section begins by asking respondents if they have done at least one continuous walk, lasting at least 10 minutes in the last 4 weeks (WALK10). Everybody is asked this question. It's straightforward but please note that although time spent walking to and from the shops is included, time spent walking around shops is to be excluded, as we are only interested in continuous walking. Emphasise that it's 10 minutes of continuous walking in the last 4 weeks.

If a respondent says that they are unable to walk at this question then the following text will appear before the next eligible questions:

‘INTERVIEWER READ OUT: ALTHOUGH YOU HAVE SAID YOU CANNOT WALK, WE ARE STILL INTERESTED IN ANY OTHER ACTIVITIES YOU MAY DO WHICH ARE BENEFICIAL TO YOUR HEALTH AND THE NEXT FEW QUESTIONS ASK YOU ABOUT THESE.

You will then be routed to the cycling section (CYCLE). It is important that we capture any activities that someone who is disabled and/or unable to walk may be doing; we cannot assume that they are not doing any physical activities.

WALK10D is then asked of all those who say yes at WALK10. You are required to input a specific number of days. This is then followed by WALKTOTH which asks respondents to calculate the total length of time they USUALLY spend walking during the course of the day, only including walks of at least 10 minutes. If a respondent struggles to provide an answer here as the amount of time they spend walking varies considerably day to day, ask them for the time they most regularly/frequently spend walking. For example, if they walk for 30 minutes a day from Monday to Friday and 2 hours on a Sunday, then the correct answer here is 30 minutes, as this is the amount of time they most frequently spend walking.

The next question (WALKRECD) is asked in a similar vein to WALK10D however this time asks respondents to include only the days where they walked for the purpose of health and recreation. Once again, this excludes time spent walking around shops. The questions which follow this are the same as for the previous walking questions, with days and duration collected this time for the purpose of health or recreation. This section finishes with a question where respondents are asked to define their usual walking pace.

### ➤ **Cycling**

This cycling section is largely the same as the walking questions, this time with reference to cycling. Everyone is asked this section including those who have said they are unable to walk as they could use a specially modified bicycle. The first question (CYCLE) asks about any cycling done in the past 4 weeks. Please note that for this question, there is no minimum time requirement, any cycling at all should be counted. If respondents say yes to this question, they are then asked CYCLED, which asks for the number of days in the last 4 weeks the respondent has done any cycling (once again with no minimum time requirement). CYCLETOTH and CYCLETOTM then collect data in hours and minutes for how long the respondent USUALLY cycles for over the course of a day. As the on screen instructions say, probe for an approximate/average number of hours and minutes. Where more than one cycle ride is completed during the course of a single day (for example cycling to work in the morning and home in the evening) the duration of all cycle rides should be added together.

This is then followed by CYCLRECD, this time asking respondents how many days they have cycled for the purpose of health, recreation, training or competition in the last 4 weeks. Cycling from place to place e.g. cycling to work or the shops should not be included here. If this is not the same number of days as CYCLED then CYCLRECTH asks how long the respondent usually cycles for health, recreation, training or competition. This differs from all questions so far as this requires the respondent to give the amount of time they cycle for health, recreation, training or competition for **EACH OCCASSION** that the activity is undertaken, not adding up all walks/cycle rides done over the course of the day as was the case at the previous questions.

### ➤ **Sport and Recreation**

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.

Respondents are initially asked to state (unprompted) what sports they have done in the last 4 weeks, before they are then asked again via a prompted showcard question.

The prompted question, which was changed for year nine of the study, has reverted to its original format. The code list for this question comprises of 62 sports. It will appear in alphabetical order on your screen, making it easier for you to find sports mentioned by respondents on 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 are not 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. In the redevelopment of Taking Part for the Dimensions software platform in Y9, these three other specify codes were incorporated into the main question, rather than appearing on three separate screens after the main question, as they had done in the past. These questions have now been returned to their original format, and the “specify” box will no longer automatically open directly underneath or alongside the code when selected.

The screener and frequency questions for sports also have some additional follow up questions. Firstly, the interview asks if the respondent is a member of a club, particularly so that they can participate in any sports or recreational physical activities, and also the type of club which they are a member of. The interview then progresses to ask if the respondent has been involved in any organised sporting activity, such as tuition or organised competition, before asking if the respondent has used a Wii Fit or similar device in the last 12 months. For all longitudinal respondents, there is a short question asking respondent to rate their general sporting skills against people of their own age and gender.

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 WALKRECD and CYCLRECD – 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 (Asked of all respondents unless specified – Screen 0, 1 or 2)**

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; 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 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 (Asked of fresh sample respondents only – Screen 0 and 2 – Interviewed on the adult survey for the first time)**

The section is asked for each sector (arts participation; arts visits; visiting libraries; 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.

For longitudinal respondents who have participated in sport or physical recreation activities in the last 12 months, there is a set of questions asking how confident the respondent would be to still take part in sport when other things get in the way.

➤ **Arts attitudinal questions (Asked half sample of new fresh sample respondents only – Sample A1, Screen 0 and 2 - Interviewed on the adult survey for the first time)**

One in two (SampleA1) fresh sample respondents (screen 0) 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 (Asked half sample of new fresh sample respondents only – Sample A1, Screen 0 and 2 - Interviewed on the adult survey for the first time)**

Those fresh sample respondents (screen 0) that are asked the arts attitudinal questions (Sample A1 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. This rule also holds true for a question asking the respondent whether or not they live in a historic building or area.

➤ **Life events (Asked of longitudinal respondents only – Screen 1 and 2 - Interviewed on the adult survey for the second time)**

The short Life Events section asks if the respondent has experienced any general life stage events in the last 12 months, from a set of two long list responses. This requires use of SHOWCARD B and C. This section is asked of longitudinal respondents only, as it feeds into questions regarding change in participation (below).

➤ **Changes to participation (Asked of longitudinal respondents only – Screen 1 and 2 - Interviewed on the adult survey for the second time)**

This section addresses why respondents have either increased or decreased their participation in the various DCMS sectors, exploring whether or not the numerous different life-stage events mentioned in the life events section (if any) and other reasons are accountable for causing an increase or decrease in activity. Like earlier sections of the questionnaire, questions on change are subdivided into each of the DCMS sectors; arts participation; arts attendance; visiting libraries; visiting archives; visiting museums or galleries; visiting heritage sites; and finally sports participation.

Depending on whether or not the respondent has either increased or decreased their involvement in each sector, based on responses provided at the screeners and frequency sections in this year and in the previous year, respondents are provided with a question about why they are doing more, or less of each activity, combining both the life-stage events selected earlier, and a set of other potential reasons for participation changing (specific to each sector) to try to establish why the respondent has either increased or decreased their involvement. If the level of activity is unchanged or does not breach a new threshold denoting activity level, then no questions are asked in this section.

Any change in participation will be indicated on screen by some introductory text prior to the more/less questions, summarising the change between last year's answers, and this years. If the respondent doesn't feel that their participation has changed since they were last interviewed (despite their answers indicating that a change took place), **then you should code "NULL" at these questions.**



➤ **Factors affecting participation (Asked of longitudinal respondents only – Screen 1 and 2 - Interviewed on the adult survey for the second time)**

The longitudinal interview only then proceeds with a section on factors affecting participation, with questions in this section being asked of all longitudinal respondents, regardless of whether or not they have participated in any of the DCMS sectors. The section commences with a couple of questions, establishing the extent to which the respondents' physical health or physical pain has interfered with their normal daily activities. These questions both require the use of SHOWCARD D.

These questions are then followed by a set of questions asking to what extent the respondent would feel a real loss if they were forced to give up participation in each of the DCMS sectors, and also how confident and at ease they would feel in each of the DCMS sector environments. These two sets of questions both require the use of SHOWCARD E. This precedes a group of opinion statements, drawing on the respondents' views about different types of activity, with these reliant on the use of SHOWCARD F. This section concludes by asking respondents about their family members' (self-defined) and friends' level of participation in each of the DCMS sectors, with SHOWCARD G required for these two sets of statements. It is worth noting that the options at this section 'all/most,' 'some,' or 'none' will vary from respondent to respondent. For example, if the respondent only classifies themselves as having one friend and this friend does participate in the activity in question, then this would be coded into 'all/most'. If a respondent has 7 friends, and they believe that 5-7 of these friends participate in the named activity, then this would also be classed into 'all/most'. If however, the respondent has 1-4 friends participating in the named activity, then 'some' would be coded, and if none of the friends participate in the named activity, then 'none' would be coded.

➤ **Internet Use (Asked of all respondents – Screen 0, 1 or 2)**

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. The internet use section culminates on questions relating to usage of social networks, more specifically, which social networks the respondent uses, how often they access social networks, and finally, to establish

if they use social networks in any way that can be linked to any of the areas of activity covered in the survey.

➤ **Involvement in groups (Asked of fresh sample respondents only – Screen 0 and 2 and 2 - Interviewed on the adult survey for the first time)**

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').

➤ **Volunteering (Asked of all respondents – Screen 0, 1 or 2)**

The section also addresses respondents' involvement in voluntary work, querying the type and amount of voluntary work undertaken (if any).

➤ **Charitable giving (Asked of all respondents unless specified – Screen 0, 1 or 2)**

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.

For all fresh sample respondents (screen 0 or 2) who have 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. These attitudinal questions are asked only of fresh sample respondents (screen 0 or 2) who fall into sample A1.

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.

**ORGTYP:** 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 (Fresh sample – screen 0 or 2 - Interviewed on the adult survey for the first time only):** These questions follow-up those who selected any of the DCMS sectors at ORGTYP, 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 (Fresh sample – screen 0 or 2 - Interviewed on the adult survey for the first time 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 (Fresh sample – screen 0 or 2 - Interviewed on the adult survey for the first time 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.

**SECTACT** (Fresh sample – screen 0 or 2 – sample A1 only): This question explores the respondents’ attitudes towards charitable giving in DCMS sectors. This relies on the use of SHOWCARD H and requires respondents to state how strongly they agree or disagree with a series of attitudinal statements.

**GIVEENC** (Fresh sample – screen 0 or 2 – sample A1 only): This question requires the respondent to rate to what extent a series of different factors would encourage them to donate more money to the arts, cultural or sporting sectors. This question necessitates the use of SHOWCARD I.

➤ **Community Cohesion/Belonging (Asked of fresh sample respondents only – Screen 0 and 2)**

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. SHOWCARD J is used for the first two questions in this section, and SHOWCARD K is utilised for the third and final question in this section.

➤ **Public Participation (Asked of fresh sample respondents only – Screen 0 and 2 – Interviewed on the adult survey for the first time)**

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 B1 fresh sample respondents only are asked questions on local planning decisions. The first question asks whether or not the respondent has been involved in any local planning decisions relating to local sporting facilities, cultural facilities or the quality of the local environment. 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. Furthermore, sample B1 fresh sample respondents are also asked

what they would do if they wanted to get something done about these issues, with the opportunity for an ‘other specify’ open question if required. This is followed by a question which requires respondents to categorise their level of planning decision involvement based on a series of statements. This question requires SHOWCARD L. 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 SHOWCARD M, however, they do not necessarily have to use these things, or even have them in their area, to select them from the list.

➤ **Olympics (Asked of all respondents unless specified – Screen 0, 1 or 2)**

The majority of questions in this section that have previously been asked have now been removed. The questions that will continue to be asked are: :

- The question asking the respondent to select up to 3 things that makes them most proud of Britain (PRIDE).
- 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 cultural, sporting or volunteering activity. If it has motivated them to do more sport or volunteering, we ask in what ways. These questions require the use of SHOWCARD N and P.

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. This question relies on the use of SHOWCARD O.

➤ **Broadcasting (Asked of all respondents unless specified – Screen 0, 1 or 2)**

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

➤ **Demographics (Asked of all respondents unless specified – Screen 0, 1 or 2)**

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.

There are a couple of questions on pregnancy and maternity. The first question asks female respondents aged between 16 and 55 if they have been pregnant in the last 12 months. A question then asks the same individuals if they had been providing ‘maternity’ in the last 12 months to a child under 6 months old.

Previously, longitudinal respondents were not asked questions on sexual identity, ethnicity and religion. These questions have been added back in for year 10 and they have now been changed to “ask all”. Currently, the only demographic question that longitudinal respondents are not asked is whether English is their first language

### **11.5 Overview of the Household Questionnaire (Screen number 3)**

In situations where the child respondent no longer lives in the same household as the named adult respondent from the previous year, you will also be required to complete a short household interview, which draws on some of the questions from the main adult interviews. This interview is completed to ensure that the various household-based factors that may influence a child’s opportunity to participate in arts, cultural or sporting activities such as household income, local area, vehicle ownership and NS-SEC banding are updated according to a child’s change in circumstances.

This interview is initiated by the collection of some basic details about the new adult respondent, including name, relationship to child, gender, age, and marital status to name but a few. As well as these standard questions on the demographic details of adults in the household, the standard details of children in the household questions are also included in the household interview, with the exception of month born and school year.

With the exception of the question asking if the respondent has an email address, the remaining questions from the main body of the adult questionnaire’s (screen 0, 1 and 2) are not included in the household interview.

The short household interview concludes with a selection of questions from the demographics section of the main adult interview. This includes questions on the household reference person employment and income, household tenure, vehicle ownership, phone access, mobile phone access and finally, the collection of various contact details.

## 11.6 Overview of the 5-10 child by proxy questionnaire

This questionnaire should directly follow the adult survey.

There are 4 possible screen numbers that the 5-10 child proxy questionnaire can be conducted on, depending on the circumstances:

- Fresh sample 5-10 proxy interviews, will be conducted on screen 8.
- Longitudinal 5-10 proxy interviews, where a child is being followed up from the previous year, must be conducted using screen number 6.
- Longitudinal proxy interviews, about a child who was identified as a new 5 year old in the previous year must be conducted using screen 15.
- Finally, 5-10 interviews in longitudinal households where a new 5 year old has been identified must use screen 5 for their interview.

With this in mind, it is therefore possible that in longitudinal households, three 5-10 proxy interviews may be conducted in any one household, one with a follow up from the previous year (screen 6), one with a follow up with a child identified as a new 5 year old in the previous year (screen 15) and another with a new 5 year old in the household (screen 5). It should be noted however, that the likelihood of this occurring is rare.

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 (Asked of all 5-10 proxy respondents unless specified – Screen 5, 6, 8 and 15)**

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. There are some subtle differences on the longitudinal interview (screen 6) in this section. A name and adult name check question initiates the section in this case, followed by questions asking about the number of adults and children aged 5-10 in the household, with the latter two questions also asked of new 5-10 year old respondents (screen 5). These questions are not included in the fresh sample 5-10 proxy interview (screen 8).

➤ **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.

➤ **Lifestage (Asked of longitudinal 5-10 proxy interviews only – Screen 6 and 15)**

For longitudinal respondents, a set of child-specific lifestage events have been formulated, much like those found in the adult longitudinal questionnaire. This read out list requires proxy respondents to identify which, if any, of the life-stage events specified have happened to their child in the previous 12 months. This section contains just this one question.

➤ **Activities and frequencies (Asked of all 5-10 proxy respondents – Screen 5, 6, 8 and 15)**

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
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 (Asked of all 5-10 proxy respondents – Screen 5, 6, 8 and 15)**

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 are not 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 (Asked of all 5-10 proxy respondents – Screen 5, 6, 8 and 15)**

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.

This section finishes with a question set out to determine which, of all the activities specified in the arts, cultural and sports screeners section, the child respondent spends the most time doing.

➤ **Olympics (Asked of all 5-10 proxy respondents – Screen 5, 6, 8 and 15)**

This section asks respondents 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 (Asked of all 5-10 proxy respondents unless specified – Screen 5, 6, 8 and 15)**

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 (screen 5 and 8 only) and full name of the child.

## 11.7 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.

As with the child 5-10 proxy interview, there are 3 possible screens that the 11-15 questionnaire can take place, depending on the circumstances:

- Screen 9 interviews must be conducted for fresh sample 11-15 interviews taken from fresh sample.
- Screen 7 should be utilised for all longitudinal 11-15 interviews, whereby a child is being followed up from the previous year and is still in the 11-15 age bracket.
- Screen 4 must be used for longitudinal sample interviews conducted with a new longitudinal 11 year old, for example, a child interviewed about on the 5-10 proxy in the previous year that has since turned 11.

The following sections are covered in the questionnaire:

### ➤ **Household (Asked of all 11-15 child respondents unless specified – Screen 4, 7 and 9)**

Questions about the household i.e. dwelling units, number of adults and number of children aged 11-15 are asked of the new fresh sample respondents only (screen 9). Sex and age of the respondent are asked on all 11-15 surveys. 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 (Asked of all 11-15 child respondents– Screen 4, 7 and 9)**

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.

➤ **Lifestage (Asked of longitudinal 11-15 child interviews only)**

For longitudinal respondents, a set of child-specific life stage events have been formulated, much like those found in the adult longitudinal questionnaire. This section of the questionnaire is structured with two read out list questions, requiring respondents to identify which if any of the life-stage events specified have happened to them in the previous 12 months.

➤ **Activities, frequencies and satisfaction (Asked of all 11-15 child respondents– Screen 4, 7 and 9)**

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. 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 is 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 (Asked of all 11-15 child respondents– Screen 4, 7 and 9)**

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 are not listed, we have 3 separate ‘other specify’ codes at this question. Please enter no more than one sport at each ‘other specify’ option. These questions have now been

returned to their original format, and the “specify” box will no longer automatically open directly underneath or alongside the code when selected. ‘Other specify’ codes will appear on three separate screens after the main question, as they had done in the past.

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 (Asked of all 11-15 child respondents– Screen 4, 7 and 9)**

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.

Several new questions have been added to the 11-15 questionnaire, which are also included in the child boost questionnaire (details in section 11.8). The new questions ask the child about sports that their school offers, in school lessons and out of school hours. The child doesn’t have to have played that sport, and it doesn’t have to be available directly to them – as long as it is offered in some capacity to children at their school, we would like it to be recorded here. Following the questions asking about sports offered, is a new question asking if there are any sports that the child

would like their school to offer, and if so what are they. Finally in the new section, there is a question asking whether the child has received any specialist sports coaching from external coaches or specialist sports teachers (other than their normal teachers) in the last 12 months. A full explanation of what is meant by “external coaches” and “specialist sports teachers” is included under the main question text. This section finishes with a question asking which of all the activities specified in the arts, cultural and sports screeners section, the child respondent enjoys doing the most .

➤ **Olympics (Asked of all 11-15 child respondents– Screen 4, 7 and 9)**

This section. 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.

➤ **Well-being (Asked of all 11-15 child respondents– Screen 4, 7 and 9)**

This question asks the respondent, on a scale of 1 to 10, how happy they are. Respondents may refuse this question if they do not wish to answer it. This is the final question on the child survey before you finish the questionnaire with the parent/guardian.

➤ **Demographics (Asked of all 11-15 child respondents– Screen 4, 7 and 9)**

The demographics questions in the 11-15 interview, must be asked of the parent/guardian. This is the last section and includes just a few standard questions about the general health and ethnicity of the child. A slightly different mix of these questions can be expected, depending on the type of 11-15 interviews being conducted, for instance, questions on illness and ethnicity area asked in all cases, however the birthday question is just asked of new fresh sample 11-15 interviews (screen 9). This section asks for the date of birth and full name of the child.

## 11.8 Overview of the child boost questionnaire

The child boost questionnaire is split roughly evenly between the 11-15 year old child, and their parent or guardian. We need to collect some household and demographic information from the adult, at the start and end of the interview. In between, the questions asked of the child are focused on sport, so the



cultural questions in the main 11-15 questionnaires are not included in the child boost questionnaire. There are several new questions that have been devised for the child boost survey. Please note that these have also been included in the main 11-15 survey, as explained in section 11.7 above, so that the main and boost survey data can be combined for analysis purposes.

The new questions, outlined above in section 11.7, concern which sports the child's school offers, during school lessons and as part of activities outside of school hours. Respondents are also asked if there are any sports their school does not currently offer, which they would like to do. Finally in this new section, respondents are asked whether they have received specialist sports coaching from external coaches or specialist sports teachers at school, from coaches or teachers, other than their regular PE or games teachers.

Additionally, a question has been included in the child boost survey asking for permission for the child's answers in the survey to be linked to their NPD data. This question is asked of the child themselves, and if they say yes, we also ask it of the parent or guardian to ensure that we have their consent to create the link. If the child refuses permission themselves, we don't ask for the permission of the parent.

The questions that the adult is asked consist of the household grid at the start of the interview, which is the same as the household grid at the start of the main adult interview, followed by some demographic questions at the end of the interview, both related to the child, as we ask on the main survey, and the household, including social classification and income of the adult respondent and the HRP, if necessary, household tenure and vehicle ownership questions.

## 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. Navratri 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.

**WALKRECD** / .  
**CYCLERECD**

You said that you had done at least one continuous walk lasting at least 10 minutes on walked on [^INSERT FROM WALK10D^ IF WALK10D = DK INSERT 'at least one'] day(s) since [^INSERT DATE^ – DATE OF INTERVIEW MINUS FOUR WEEKS] day(s) in the last four weeks. Can I just ask check, on how many of those days did you walk for the purpose of health or recreation not to get from place to place? Again please exclude time spent walking around shops.

You said that you had cycled on [^INSERT FROM CYCLED^ IF CYCLED = DK INSERT 'at least one'] day(s) in the last four weeks. Can I just check, on how many days did you cycle for the purpose of health, recreation, training or competition not to get from place to place?  
 INTERVIEWER: 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/ cycling to work would be classed as utility. It is the respondent's underlying motivation for doing the walk that is important here.