

# National Citizen Service 2019 Evaluation

Technical report

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# 1. Background and introduction

## 1.1 Introduction

In 2019, Kantar and London Economics were commissioned by the Department for Digital, Culture, Media and Sport (DCMS) to evaluate the 2019 summer National Citizen Service programme (NCS). Kantar evaluated the impact of the programme specifically in relation to social mobility, engagement and cohesion outcomes. Kantar conducted further analysis on the experience of participants who attended the programme. London Economics then conducted value-for-money analysis to assess the economic value of the programme. This report sets out the technical background to the baseline and follow-up surveys and the value-for-money analysis. It is designed to be read in conjunction with the Summer Evaluation Main Report.<sup>1</sup>

## 1.2 Background

NCS is a government-backed initiative that brings together young people from different backgrounds, aged 16-17, to engage in a programme of activities encouraging personal, social and civic development. Over 92,000 young people took part in a programme during 2019 (almost 81,000 in summer).<sup>2</sup> Almost 600,000 young people have participated in the programme to date. The programme is managed by the National Citizen Service Trust (NCS Trust), a Royal Charter Body, and is primarily funded by the government (through DCMS).

## 1.3 Structure and delivery of the programme

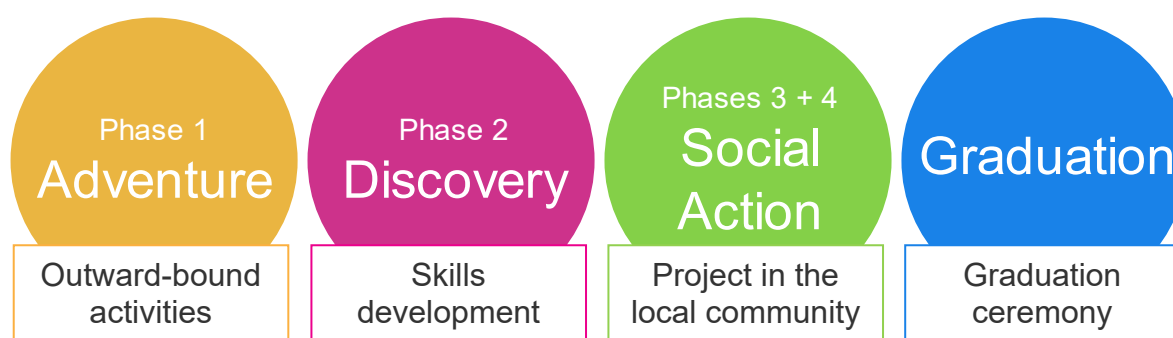
The NCS programme involves teams of 12 to 15 young people, who are generally unknown to one another, completing a series of activities over the course of up to four weeks. This includes an outdoor residential phase aimed at building teamwork and confidence, a phase to learn life skills, and a community-based social action project in which young people build their understanding of issues in their local community and work together to find ways to have a positive social impact. Since the pilot in 2011, the structure of the NCS programme has undergone several refinements based on evidence from the pilot and test programmes. The main structure of NCS in 2019 is outlined in Figure 1 below.

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<sup>1</sup> <https://wearencs.com/our-objectives-and-impact>

<sup>2</sup> Based on NCS Trust published participation figures. Source: <https://wearencs.com/sites/default/files/2021-04/Participation%20Statistics%202018-2020.pdf>

**Figure 1.1 NCS programme structure**



Both the summer and autumn NCS programmes follow this broad structure. However, there are some differences between the two, as shown in Figure 1.2. Summer programmes are usually 3 or 4 weeks long and largely take place during the school summer holidays.

This seasonal model is designed to enhance the accessibility of the programme as NCS Trust recognises that not all young people will find it easy to attend the programme in the summer.

**Figure 1.2 Programme model overview**

|                              | Phase 1: Adventure  | Phase 2: Discovery               | Phases 3 + 4: Social action                           |
|------------------------------|---|----------------------------------|---|
| Standard 4-week summer model | Residential<br>5 days (4 nights)                                  | Residential<br>5 days (4 nights) | Non-residential<br>60 hours over 2 weeks              |
| 3-week summer model          | Residential<br>5 days (4 nights)                                  | Residential<br>5 days (4 nights) | Non-residential<br>30 hours over 1 week               |
| Standard autumn model        | Mixed residential / non-residential<br>1 week in autumn half term |                                  | Non-residential<br>30 hours over weekends             |
| Autumn college model         | Mixed residential / non-residential<br>1 week in term time        |                                  | Non-residential<br>30 hours over weekends / term time |

This evaluation examined the impact of NCS over the 2019 summer (three and four week) programme, which is when the majority of young people took part in NCS.

The autumn programme was not evaluated this year as it has been previously. This is due to the different way autumn programmes have evolved.

In 2019, the majority of autumn programme participants completed the college model variation of the programme, with fewer completing the standard programme. Due to the different design of the college model, as well as practicalities around conducting a pre- and post-survey, the impact evaluation methodology was not appropriate to use.<sup>3</sup>

It was not practical to evaluate the standard model autumn programme this year because the lower participant numbers would have been unlikely to elicit sufficient sample sizes to support robust impact estimates.

Consideration as to the best ways to evaluate both summer and autumn programmes going forward are currently being investigated by DCMS and NCS Trust.

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<sup>3</sup> For example, practical barriers of being able to contact them to undertake a survey since programme participants are recruited via educational establishments rather than via NCS Trust, and less clear delineation between the start and end of programmes.

## 2. Summary of approach

### 2.1 Evaluation methodology overview

Consistent with previous NCS evaluations commissioned by DCMS, Kantar evaluated the 2019 NCS programme by conducting a baseline and follow-up survey with NCS participants<sup>4</sup> and a comparison group of young people, then analysed the results to assess the impact of the programme on participants.

While the same method was broadly used across evaluation years, the impact surveys are not designed to be compared year to year because the content of the programme has evolved over time. Furthermore, the method has been changed for 2019 which makes direct comparisons more challenging.

Firstly, the evaluation moved to an entirely online data collection approach in 2019, which was deemed a methodological improvement after Kantar ran an online experiment in 2018 on behalf of DCMS (key findings of which are included in Appendix 4). In previous years, NCS participants completed the baseline survey on paper on-site as they started the NCS programme or en route to the NCS programme. In 2019, NCS participants completed their baseline survey online prior to their first day of the programme instead.

Secondly, in 2019, all NCS participants on programmes running during 3<sup>rd</sup> June and 12<sup>th</sup> August were invited to complete a baseline survey. In previous years, only NCS participants on programmes running over a fixed two-week period were invited. This meant the sampling method changed from a census-based approach of certain weeks of the programme in 2018 to an all programme<sup>5</sup> census-based approach in 2019.

Kantar concluded that moving to an entirely online approach would improve the design of the evaluation as it would require fewer assumptions to be made about the comparability of the baseline data collected for the participant and comparison groups. There are many reasons why the change in method could affect the data collected, including the difference in data collection mode (respondents may answer an online survey in a different way to a paper survey) and the difference in setting (for example, in previous years, participants may have been influenced by the fact they were completing the baseline survey in the presence of other people). Based on analysis of the 2018 online experiment data (as outlined in Appendix 4), Kantar believes it is likely that the change to an online only approach will have led to

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<sup>4</sup> In the context of this survey, 'participants' refer to those young people defined in the NCS Trust Salesforce system as 'Graduate' or 'Turn-up'. It excludes those who may have dropped out of the programme.

<sup>5</sup> There were a small number of programmes that started before 3<sup>rd</sup> June that were not captured due to time taken to set up fieldwork and the bulk of programmes beginning after this timeframe.

estimated impacts for some outcome measures being somewhat smaller than in previous years (see Appendix 4 for more details).

The follow-up survey data collection approach remained consistent with the 2018 design, whereby participants who had agreed to be re-contacted were invited to take part in an online follow-up survey approximately three months later, to understand the short to medium term impact of the programme.

A comparison group of young people who had not taken part in NCS were invited to complete the baseline and follow-up surveys, at broadly the same time. The results from these surveys were analysed using difference in difference (DiD) to estimate the social and economic impact of the NCS programme.

Baseline and follow-up data collection happened simultaneously for the two groups, both being invited to complete a web survey with the same questions, with the exception of the participant group in the follow-up survey who were asked extra questions about their programme experience.<sup>6</sup> The comparison group mainly comprised of young people who had previously expressed interest in NCS but did not end up taking part. It also included a sample of young people recruited from an online panel in order to boost the sample size.

Kantar is certified to ISO 20252 (the International Standard for Market, Opinion and Social Research), ISO 9001 (the International Process Standard for Service Companies) and ISO 27001 (the International Standard for Information Security). All research was carried out in compliance with these standards and in line with GDPR regulations, the MRS and ESOMAR codes of conduct, and the Government Social Research ethics guidance.<sup>7</sup>

## 2.2 Evaluation outcome measures

Kantar reviewed the baseline and follow-up questionnaires with DCMS and the NCS Trust before fieldwork. As part of this review Kantar used factor analysis to identify questions which are highly correlated, and which seem to have a similar impact. As a result, a number of questions were removed, but the majority of outcomes were measured using the same questions as in 2018. A number of new questions were also added to the survey, which were of interest to NCS Trust as part of separate research looking at the impact of the programme on democratic engagement. All 2019 questionnaires are provided in Appendix 1 of this report and a table setting out the differences between 2018 and 2019 outcome measures is provided in Appendix 2. The outcome measures examined for the evaluation were generally consistent with previous years.

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<sup>6</sup> See Appendix 1 for questions

<sup>7</sup> <https://www.gov.uk/government/publications/ethical-assurance-guidance-for-social-research-in-government>

In the 2019 evaluation report, they have been grouped into four social outcomes reflected in the NCS Theory of Change - social mobility, social cohesion and social engagement - plus wellbeing and loneliness.<sup>8</sup>

## 2.3 Impact analysis

To make the participant and non-participant (comparison) groups as comparable as possible, Kantar applied propensity score matching (PSM), which attempts to control for differences in the characteristics between NCS participants and the comparison group. This gives us more confidence in attributing impact to the programme, rather than some other factor.

Kantar then conducted DiD analysis to assess the impact NCS participation had on the measured survey outcomes. DiD measured the change in outcomes for NCS participants between their pre- and post-programme surveys, compared with the change observed in the comparison group. The difference between these two levels of change was the impact attributed to participation in the NCS programme. Impact estimates were tested based on Ordinary Least Squares (OLS) regression using a two-tailed t-test. The standard errors accounted for the weights used (non-response weights for participants and propensity score matched weights for the comparison group). More detail on DiD and PSM can be found in section 5 and the main 2019 NCS evaluation report.

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<sup>8</sup> NCS Theory of Change, completed by social enterprise Shift for the NCS Trust. NCS Trust, *NCS Theory of Change*. (Shift, 2017).



## 3. Baseline surveys

In previous years, Kantar collected data from participants of NCS programmes using a 12 page-long paper self-completion questionnaire booklet, which was completed, potentially in the presence of other participants, en route or at the programme. Comparison group data was collected using an online survey method. In 2019, Kantar adopted a new method of collecting data during the baseline survey for participants, with data collection for both groups being conducted online (the baseline survey for the control group was already conducted online).

The main body of the questionnaire focused on questions measuring the social outcomes of interest. It also included a number of demographic questions and asked respondents for their permission to be re-contacted to take part in the follow-up survey for DCMS, and for their data to be linked to other Government records, to possibly explore the long term impact NCS may have. The questionnaire used for the comparison group was identical to the participant questionnaire, except for a number of small edits to wording to ensure the questions remained relevant to the group. However, the way the survey was branded differed. The survey invitations (see Appendix 3 for copies) and reminders sent to the participant group included both NCS and HM Government branding, while the comparison group invitations and reminders only used HM Government branding. Both surveys also included the Kantar logo and the comparison group included a survey logo created by Kantar. The participant survey was branded as “NCS Survey”, while the comparison group survey was branded “MyLife Survey”. The difference in branding was designed to encourage young people to take part. While NCS branding is familiar to the participants of the programme, respondents in the comparison group could be unfamiliar with NCS due to not having attended the programme.

### 3.1 Sampling

As in previous years, the baseline survey was completed by a group of NCS participants and a comparison group. The comparison group was made up of young people who had expressed an interest in attending the 2019 NCS programme (referred to as the EOI sample) as well as young people recruited via an online panel.

In order to achieve the target number of completed surveys, it was necessary for Kantar to boost the EOI records with an additional sample. Therefore, Kantar sourced an additional sample of young people aged 16 or 17 who had not previously taken part in NCS from an online panel. The online panel sample was drawn from a trusted panel partner, who regularly verify the identities of their panellists. A

screening question was included to ensure the young person had not completed NCS.

The sampling approach for the summer evaluation was a census approach for a specific time-period. All NCS participants signed up to take part in the NCS programme in the weeks commencing from 3<sup>rd</sup> June to 12<sup>th</sup> August were eligible to take part.<sup>9</sup>

The contact details for participants and EOI sample groups were provided to Kantar by NCS Trust. NCS Trust provided Kantar with extracts from their live Salesforce database on a weekly basis. Given that recruitment of young people to NCS summer 2019, and allocation of those young people to their individual programme, was ongoing, this 'batching' approach permitted Kantar to ensure that pre-programme baseline surveys could be sent to individuals as close to their start date as possible. Similarly, it would ensure that the post-programme surveys could be sent out as close to three months following their programme completion date as possible.

The extracts included the contact details of the young people who were expected to attend NCS summer programmes, together with any changes in status by way of an individual's customer journey (e.g. when they became formally assigned to a programme). Furthermore, details of young people who had newly signed up to the programme were also added to the extracts each week. As mentioned above, the comparison group consisted of EOI sample and panel sample. EOI sample included young people whose status was either 'EOI submitted', 'No show' or 'Not interested'.

More specifically, the details provided in the extract included: young person's name, email address, mobile number, address, age, parent's email address (where parental permission would be required for those YP under 16), parent's mobile number, programme status, programme start date.

## 3.2 Fieldwork

Depending on the contact details available, young people in the participant and EOI groups were invited to take part in the online baseline survey through the following channels.

1. email invitations, which included a unique and direct link to the survey
2. letters which included details of the website and username and passcode details to log in to the survey

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<sup>9</sup> Invitations to the baseline survey were sent to those with any of the following statuses in NCS Trust's Salesforce system: Assigned (confirmed), Sign-up (awaiting confirmation), Sign-up (confirmed).

This allowed Kantar to reach as many respondents as possible, even if certain contact details were not available.

Respondents were invited to participate in the survey once the Salesforce database extracts received from NCS Trust had been processed and details of young people who had been newly added to the database had been received by Kantar. In order to make sure that participants completed the survey before their NCS programme started, all email invitations were sent at least 2 days before their programme start date, while the letter invitations were sent at least 8 days before their programme start date. Overall, 94% of participants had over 10 days to complete the survey before their course start date, while 3% had between 5 and 9 days, and 3% had between 2 and 4 days. Anybody who attempted to complete the survey on their programme start date or after was screened out and ineligible for completion.

Respondents also received a combination of email and letter reminders, depending on what contact details were available. The number of reminders received also depended on when an individual was added to the Salesforce database and the extracts to Kantar, and how much time there was left between them receiving the reminder and their programme start date. All respondents received an initial email or letter invitation to take part and up to 8 reminders. However, only a small number of respondents received all 8 reminders. Overall, the number of times a respondent was contacted varied between 1 (the initial invite only) and 9 (the initial invite plus 8 reminders).

Participants aged 15 (i.e. who were still waiting to turn 16 by the time the summer programme started) were invited to participate via their parents or guardians. The email and/or a letter invite and reminders were sent to their parent/s rather than the young person themselves. In the letter it was advised that if the parent or guardian consents for the young person to participate in the survey, they should pass the letter on to them. The young person can then follow the instructions in the letter to participate in the survey.

The fieldwork processes for the comparison group followed the same pattern as described above for the participants' survey. However, fieldwork started a little later. Participant fieldwork started on 4<sup>th</sup> June and comparison fieldwork started on 19<sup>th</sup> July. Fieldwork for the comparison group started a little later than the participant group as it was necessary to wait until the programmes started before it was possible to determine eligibility for the baseline comparison survey. This was predominately because young people who did not show up - 'no shows' - were also included in the comparison group to maximise numbers.

As an incentive to complete, survey respondents from the participant and EO1 sample groups were given the opportunity to enter a prize draw to win a £500

Amazon voucher. Panel respondents were not incentivised with the prize draw, as the panel providers manage the incentives process for these panellists.

Figure 3.1 below shows the number of completed surveys for each group. Response rates are based on the total number of completes achieved from the issued sample.

**Figure 3.1 Baseline completed surveys achieved and response rates – participants and comparison group**

| Type         | Issued               | Completes (n) | Response rate  |
|--------------|----------------------|---------------|----------------|
| Participants | 98,331 <sup>10</sup> | 24,808        | 25%            |
| EOI sample   | 107,007              | 4,420         | 4%             |
| Panel sample | Not applicable       | 509           | Not applicable |

### 3.3 Data processing

Participants were requested to provide their contact details at the end of the baseline survey for the purposes of being re-contacted with the follow-up survey. As with all elements of the research, participation was optional. The exact wording of the questions can be found in Appendix 1.

Contact details collected at the baseline survey were used by Kantar to invite respondents to participate in the follow-up survey. As mentioned above, the NCS Trust Salesforce database included up-to-date data on respondents' status within the NCS programme as the survey fieldwork progressed. However, as an additional data quality check, Kantar confirmed that only participants who attended the programme were invited to take part in the participant survey at the follow-up stage.<sup>11</sup> In order to do this, Kantar received another extract from NCS Trust Salesforce database before the beginning of the follow-up survey, to compare participants' statuses at the end of the baseline survey and before the beginning of the follow-up survey. Some respondents initially issued to the baseline participant survey dropped out after they had started the programme, and some ended up not attending at all ('no shows'). This meant 2,493 of these respondents became eligible to for the comparison group

<sup>10</sup> The number of participants issued to the survey included those in the extract who had signed up to the programme. Those sign-ups who then did not show up to the programme or young people who did not progress beyond the expression of interest stage were included in EOI sample. Some of those invited to participate in the participant baseline survey originally, were then excluded at the follow-up stage (or invited to complete the comparison follow-up survey, rather than the participant version) due to non-attendance or dropping out. This is the reason why the number of issued participants is higher than the overall number of participants reported by NCS Trust for 2019.

<sup>11</sup> This included those who appeared in the NCS Trust's Salesforce system as a 'Graduate' or 'Turn-up'.

sample rather than the participant sample. Similarly, 49 respondents who were initially issued with the comparison baseline survey ended up attending NCS, meaning they became eligible for the participant sample. These transfers were possible due to the baseline questionnaires for both groups being identical.

### 3.4 Re-contact and data linkage

As noted in section 2.1, respondents were asked to give their permission to be re-contacted so that they could take part in the follow-up survey. Those who agreed were asked to provide their contact details: name, address, two telephone numbers and an email address.

Respondents were also asked to give their permission for data linking, with the view that this would provide an opportunity to analyse the longer-term impact of NCS in the future. The data linking question clearly explained why the question was being asked, what data sources survey responses may be linked to, and that the data would be anonymised and stored securely. The baseline questionnaire in Appendix 1 includes a copy of the wording used.

Figure 3.2 shows the numbers of completed surveys and the proportion of young people who agreed to re-contact and data linking.

**Figure 3.2 Baseline completed surveys achieved – participants and comparison group**

| Sample type        | Completes (n) | % of completes who agree to re-contact for follow-up survey | % of completes who agree to data linking |
|--------------------|---------------|---|--|
| EOI sample         | 4,420         | 77%   | 50%                                      |
| Panel sample       | 509           | Not applicable <sup>12</sup>                                | Not applicable                           |
| Participant sample | 24,808        | 74%   | 49%                                      |

<sup>12</sup> When joining the panel, members agree to be recontacted as part of the terms and conditions.

## 4. Follow-up surveys

Young people who agreed to be re-contacted at the baseline (both participants and the comparison sample) were invited to take part in an online follow-up survey around three months later. The three month period was chosen in order to allow respondents to complete their programme and return to their usual environment and also determine the short to medium impact of the programme. Both the participant and comparison groups completed the same survey, although NCS participants were asked an extra set of questions about their experience of NCS.

### 4.1 Sampling

Figure 4.1 shows the profile and demographic breakdown of those who agreed to re-contact in the baseline survey. These respondents therefore formed the sample available for the follow-up survey and were invited to participate.

**Figure 4.1 Distribution of the issued follow-up sample**

|               |                    | Summer 2019 |            |
|---------------|--------------------|-------------|------------|
|               |                    | Participant | Comparison |
| <b>Age</b>    | 15 years and under | 13%         | 3%         |
|               | 16 years old       | 85%         | 87%        |
|               | 17 years old       | 2%          | 10%        |
|               | 18 years and over  | ^           | ^          |
|               | Prefer not to say  | ^           | ^          |
| <b>Gender</b> | Male               | 36%         | 33%        |
|               | Female             | 63%         | 66%        |
|               | Unspecified        | 1%          | 1%         |

|   |                   |     |     |
|---|-------------------|-----|-----|
|   | Prefer not to say | ^   | ^   |
| <b>Ethnicity</b>                            | White             | 68% | 66% |
|   | Asian             | 15% | 16% |
|   | Black             | 8%  | 8%  |
|   | Mixed             | 6%  | 7%  |
|   | Other             | 1%  | 2%  |
|   | Don't know        | ^   | 1%  |
|   | Prefer not to say | 1%  | 1%  |
| <b>Free School Meals (FSM)<sup>13</sup></b> | Yes               | 14% | 17% |
|   | No                | 81% | 78% |
|   | Don't know        | 5%  | 5%  |
|   | Prefer not to say | ^   | ^   |
| <b>Religion</b>                             | No religion       | 50% | 47% |
|   | Christian         | 29% | 31% |
|   | Muslim            | 9%  | 12% |
|   | Hindu             | 3%  | 2%  |
|   | Sikh              | 1%  | 1%  |
|   | Jewish            | ^   | ^   |

<sup>13</sup> FSM entitlement refers to pupils that are eligible for free school meals. These pupils come from families that are entitled to one or more of a range of benefits, which aim to support those on low incomes. As such, FSM entitlement is used as a proxy measure for disadvantage. Respondents were asked whether they had been eligible for free school meals in the last year.

|  |                    |    |    |
|--|--------------------|----|----|
|  | Buddhist           | ^  | 1% |
|  | Any other religion | 2% | 2% |
|  | Don't know         | 3% | 2% |
|  | Prefer not to say  | 2% | 1% |

## 4.2 Fieldwork

Similarly, to the baseline survey, depending on the contact details available, respondents in the participant and EOI groups were invited to take part in the online follow-up survey through the following channels:

- email invitations, which included a unique and direct link to the survey
- letters which included details of the website and username and passcode details to log in to the survey

Young people in the comparison panel sample group were invited to take part via an email sent by the panel partner.

Once again, to encourage responses, survey respondents from the participant and EOI sample groups were given the opportunity to enter a prize draw to win a £500 Amazon voucher.

As young people taking part in the baseline survey completed the survey at different times, the start of the follow-up fieldwork period was staggered. This helped to ensure that there was a similar gap (of around 3 months) between completing the baseline and follow-up surveys. Participants and EOI sample groups were split into three batches, corresponding to when they had completed the baseline survey. Figure 4.2 shows the fieldwork period for each batch, as well as the Panel sample.

**Figure 4.2 Fieldwork dates for the 2019 follow-up survey**

| Sample type                         | Fieldwork start          | Fieldwork end             |
|-------------------------------------|--------------------------|---------------------------|
| Participants and EOI sample Batch 1 | 16 <sup>th</sup> October | 16 <sup>th</sup> December |
| Participants and EOI sample Batch 2 | 23 <sup>rd</sup> October | 16 <sup>th</sup> December |
| Participants and EOI sample Batch 3 | 30 <sup>th</sup> October | 16 <sup>th</sup> December |
| Panel sample                        | 2 <sup>nd</sup> December | 16 <sup>th</sup> December |



Similarly, to the baseline survey, Kantar used the mixed-mode reminder strategy as fieldwork progressed, using email and letter reminders to maximise response. Kantar also administered a targeted letter reminder in order to boost response for groups who had a particularly low response rate to the follow-up survey. The groups included were:

- All of the EOI group
- Male participants (those who attended both 3 week and 4 week programmes)
- Female participants that attended 3 week programme

### 4.3 Data processing

Kantar created a dataset, which combined respondents' survey responses from the baseline and follow-up survey. This dataset included young people who had completed both the baseline and follow-up survey, as well as young people who had completed only the baseline survey. Demographic variables were derived primarily from data collected in the baseline survey.

A convention for variable names was developed, denoting whether each question was asked at baseline or follow-up and to participants or the comparison group.

### 4.4 Response

Figure 4.3 below shows the number of responses to the follow-up survey for each group.

Response rates are based on the total number of completes achieved from the issued sample. All those who completed the baseline survey and consented to be re-contacted for the follow-up were invited to complete the follow-up.

**Figure 4.3 Completed follow-up surveys achieved**

| Type         | Issued | Completes (n) | Response rate |
|--------------|--------|---------------|---------------|
| Participants | 14,210 | 4110          | 29%           |
| EOI sample   | 4,446  | 1118          | 25%           |
| Panel sample | 375    | 258           | 69%           |

Figure 4.4 shows the profile and demographic breakdown of the wider NCS participant population compared to those participants who have completed the follow-up survey.

**Figure 4.4 Profile of NCS programme participants and participant follow-up sample**

|               |                     | Wider NCS participants <sup>14</sup> | Participants that have completed the follow-up survey |
|---------------|---------------------|--------------------------------------|---|
| <b>Age</b>    | Up to 16 years old  | 27%                                  | 23%   |
|               | 16 years old        | 70%                                  | 74%   |
|               | 17 years and over   | 4%                                   | 3%  |
| <b>Gender</b> | Male                | 42%                                  | 32%   |
|               | Female              | 58%                                  | 67%   |
|               | Other/Not specified | ^                                    | 1%  |
| <b>Region</b> | EA1                 | 6%                                   | 7%  |
|               | EA2                 | 5%                                   | 5%  |
|               | EM1                 | 6%                                   | 7%  |
|               | EM2                 | 4%                                   | 5%  |
|               | LNN                 | 7%                                   | 6%  |
|               | LNS                 | 6%                                   | 5%  |
|               | NE1                 | 5%                                   | 5%  |
|               | NW1                 | 5%                                   | 4%  |

<sup>14</sup> The participant counts are based on the on the population of 'Graduates' and 'Turn-ups' recorded in the NCS Trust's Salesforce system; it excludes those who may have dropped out of the programme.

|               |    |    |
|---------------|----|----|
| NW2           | 6% | 5% |
| NW3           | 4% | 4% |
| SE1           | 5% | 5% |
| SE2           | 5% | 5% |
| SE3           | 6% | 7% |
| SW1           | 5% | 6% |
| SW2           | 4% | 5% |
| WM1           | 5% | 5% |
| WM2           | 7% | 6% |
| YH1           | 5% | 4% |
| YH2           | 6% | 5% |
| Not specified | ^  | ^  |

## 5. Weighting and impact analysis

### 5.1 Non-response weighting

There were two stages of non-response weighting to attempt to account for different levels of non-response among NCS participants at the baseline and follow-up surveys.

First, for the baseline, Kantar weighted the participant group to be representative of 2019 NCS Summer participants in terms of age, gender and regional provider using information provided by the NCS Trust. This weight adjusted for any differential non-response of participant subgroups with respect to these characteristics, making the

marginal profile of the sample match the marginal profile of the population of NCS participants. This weight could be used for any analysis of baseline participant data.

Second, Kantar modelled non-response at the follow-up survey as a function of participants' answers at the baseline survey. More specifically, Kantar used logistic LASSO (Least Absolute Shrinkage and Selection Operator) regression to estimate the probabilities of responding to the follow-up survey, conditional on completing the baseline survey. Kantar then used these predicted probabilities of response to derive weights for all participants who completed the follow-up survey. This approach attempts to account for non-response bias across the full range of variables collected at the baseline. A small adjustment was made to this weight so that the weighted marginal profiles of the sample matched the marginal profiles of the population profile.

## 5.2 Propensity score matching (PSM)

Kantar used propensity score matching (PSM) to derive a weight for the comparison cases to make the comparison group as equivalent as possible to the NCS participant group. Using baseline survey variables, Kantar fitted logistic regression models predicting respondents' likelihood of having taken part in NCS (i.e. being in the participant group). The outcomes from these models were then used to calculate a weight to make the comparison group as similar as possible to the participant group. The objective from this process was to account for any baseline differences between the participant and comparison groups as much as possible. PSM gives us greater confidence in attributing any change detected between baseline and follow-up surveys to the effect of taking part in NCS.

For the summer programme, Kantar fitted separate models for male and female respondents. This is consistent with previous NCS evaluations and helps ensure the sample is well matched for both male and female respondents. This is particularly important as the Value for Money analysis considers outcomes separately for males and females (see Chapter 6).

Figure 8.1 and 8.2 show the coefficients for each of the models. Kantar Public considered all variables collected in the baseline survey, for inclusion in the models to account for differences in the profiles of the comparison and participant groups and any prior differences in attitudes or behaviour:

- demographic characteristics – such as age, religion, eligibility for free school meals, disability status
- reported behaviour and activities prior to the programme – for example, taking part in youth groups, ways in which respondents helped others

- attitudes – for example, trust in others, how comfortable the respondent was with a friend/relative going out with someone from a range of different backgrounds

Variables were included in the final model if they had a reasonably strong association with participation in NCS, in other words, where they represented a moderate difference between the NCS participant group and the comparison group.

Figure 8.3 gives the profile across certain key demographic variables of the participant and comparison groups before and after matching.

### 5.3 Impact analysis

Impact was assessed through difference in difference analysis (DiD). Kantar compared the level of change for participants between the baseline and follow-up surveys to the corresponding level of change for the comparison group. The difference between these two levels of change is the impact attributed to participation in NCS. Impact estimates were tested based on OLS regression using a two-tailed t-test.

**Figure 8.1 The logistic regression propensity model for males (where geodemographics were available) used to match comparison sample cases to selected test participants after the summer follow-up survey**

|                        | Coefficient | Standard Error | Lower  | Upper  | p-value |
|------------------------|-------------|----------------|--------|--------|---------|
| <b>Constant</b>        | -1.512      | 0.352          | -2.203 | -0.822 | 0.000   |
| Age (vs. 16 years old) |             |                |        |        |         |
| 17 years, or above     | 1.711       | 0.297          | 1.130  | 2.293  | 0.000   |
| 15 years or under      | -2.014      | 0.349          | -2.699 | -1.328 | 0.000   |
| Ethnicity (vs. White)  |             |                |        |        |         |
| Black                  | -0.387      | 0.299          | -0.973 | 0.200  | 0.196   |
| Asian                  | -0.569      | 0.183          | -0.928 | -0.210 | 0.002   |
| Mixed                  | 0.177       | 0.257          | -0.327 | 0.681  | 0.491   |

|  |        |       |        |        |       |
|--|--------|-------|--------|--------|-------|
| Other  | -0.395 | 0.658 | -1.686 | 0.896  | 0.548 |
| Whether young person has helped anyone outside of family in the last three months...           |        |       |        |        |       |
| Yes, done something to help other people, or to improve a local area                           | 0.297  | 0.169 | -0.035 | 0.628  | 0.079 |
| Yes, attended a public meeting, rally, or taken part in a public demonstration or protest      | 0.506  | 0.253 | 0.010  | 1.003  | 0.045 |
| Whether young person has helped outside of school or college hours in the last three months... |        |       |        |        |       |
| Yes, have baby sat or cared for children   | -0.400 | 0.189 | -0.771 | -0.029 | 0.034 |
| Yes, have helped with a university or job application  | 0.675  | 0.213 | 0.256  | 1.093  | 0.002 |
| Whether young person agrees/strongly agrees with following statements about local area...      |        |       |        |        |       |
| I feel able to have an impact on the world around me   | -0.404 | 0.130 | -0.659 | -0.150 | 0.002 |
| What young person was doing before this summer...  |        |       |        |        |       |
| Studying for GCSEs   | -0.406 | 0.253 | -0.903 | 0.091  | 0.109 |
| Paid work  | 0.313  | 0.184 | -0.047 | 0.673  | 0.088 |
| Other (i.e. something other than studying, work or caring at home)                             | -0.415 | 0.243 | -0.891 | 0.062  | 0.088 |
| Whether young person agrees/strongly agrees with following statements about problem solving... |        |       |        |        |       |
| I usually make good decision, even in difficult situations                                     | 0.185  | 0.140 | -0.089 | 0.459  | 0.185 |

| Whether young person feels confident/very confident about the following areas of their life... |        |       |        |        |       |
|--|--------|-------|--------|--------|-------|
| Having a go at things that are new to them   | -0.294 | 0.146 | -0.582 | -0.007 | 0.045 |
| Being the leader of a team   | 0.163  | 0.137 | -0.106 | 0.433  | 0.235 |
| Whether young person agrees/strongly agrees with following statements about their life...      |        |       |        |        |       |
| It's hard to say 'no' to friends   | 0.273  | 0.129 | 0.021  | 0.526  | 0.034 |
| I can usually tell if someone says one thing but means another                                 | 0.304  | 0.158 | -0.005 | 0.614  | 0.054 |
| Likelihood to vote in next election or referendum...   |        |       |        |        |       |
| Likelihood to vote   | 0.078  | 0.025 | 0.028  | 0.127  | 0.002 |
| Trust in others  |        |       |        |        |       |
| Trust in others  | -0.043 | 0.030 | -0.102 | 0.016  | 0.157 |

**Figure 8.2 The logistic regression propensity model for females (where geodemographics were available) used to match comparison sample cases to selected test participants after the summer follow-up survey**

|                        | Coefficient | Standard Error | Lower  | Upper  | p-value |
|------------------------|-------------|----------------|--------|--------|---------|
| <b>Constant</b>        | -1.810      | 0.312          | -2.421 | -1.199 | 0.000   |
| Age (vs. 16 years old) |             |                |        |        |         |
| 17 years, or above     | 1.609       | 0.239          | 1.141  | 2.077  | 0.000   |
| 15 years or under      | -1.858      | 0.224          | -2.297 | -1.420 | 0.000   |
| Ethnicity (vs. White)  |             |                |        |        |         |

|  |        |       |        |        |       |
|--|--------|-------|--------|--------|-------|
| Black  | -0.489 | 0.181 | -0.844 | -0.134 | 0.007 |
| Asian  | -0.004 | 0.128 | -0.255 | 0.248  | 0.977 |
| Mixed  | 0.047  | 0.180 | -0.307 | 0.400  | 0.796 |
| Other  | 0.134  | 0.319 | -0.490 | 0.759  | 0.674 |
| Whether young person is living with someone who they have caring responsibilities for...       |        |       |        |        |       |
| Young person is living with someone who they have caring responsibilities for                  | 0.370  | 0.141 | 0.094  | 0.646  | 0.009 |
| Whether young person has helped outside of school or college hours in the last three months... |        |       |        |        |       |
| Yes, young person has taken part in any youth groups or activities in the last 3 months        | -0.211 | 0.089 | -0.386 | -0.037 | 0.018 |
| Whether young person has helped anyone outside of family in the last three months...           |        |       |        |        |       |
| Yes, took care of someone who was sick or frail  | -0.311 | 0.177 | -0.658 | 0.037  | 0.080 |
| Yes, helped out with a university or job application   | 0.414  | 0.138 | 0.142  | 0.685  | 0.003 |
| Whether young person agrees/strongly agrees with following statements about local area...      |        |       |        |        |       |
| I feel able to have an impact on the world around me   | -0.354 | 0.093 | -0.537 | -0.170 | 0.000 |
| I feel a sense of responsibility for my local community  | -0.210 | 0.093 | -0.394 | -0.027 | 0.024 |
| What young person was doing before this summer...  |        |       |        |        |       |



|  |        |       |        |        |       |
|--|--------|-------|--------|--------|-------|
| GCSEs  | -0.663 | 0.236 | -1.125 | -0.201 | 0.005 |
| Another qualification  | 0.558  | 0.198 | 0.169  | 0.946  | 0.005 |
| Other (i.e. something other than GCSEs or another qualification)                               | -0.633 | 0.208 | -1.041 | -0.225 | 0.002 |
| Whether young person agrees/strongly agrees with following statements about problem solving... |        |       |        |        |       |
| I thinking about both long term and short term consequences when I work through problems       | 0.227  | 0.114 | 0.004  | 0.451  | 0.047 |
| I usually make good decisions, even in difficult situations                                    | 0.163  | 0.099 | -0.031 | 0.358  | 0.100 |
| Whether young person feels confident/very confident about the following areas of their life... |        |       |        |        |       |
| Meeting new people   | 0.238  | 0.101 | 0.040  | 0.436  | 0.018 |
| Having a go at things that are new to me   | -0.250 | 0.102 | -0.450 | -0.049 | 0.015 |
| Explaining my ideas clearly  | 0.096  | 0.100 | -0.100 | 0.291  | 0.336 |
| Whether young person agrees/strongly agrees with following statements about their life...      |        |       |        |        |       |
| When things go wrong I usually get over it quickly (agree/strongly agree)                      | -0.248 | 0.092 | -0.429 | -0.068 | 0.007 |
| I can usually tell if someone says one thing but means another (agree/strongly agree)          | 0.260  | 0.114 | 0.037  | 0.482  | 0.022 |
| I am able to see things from the other person's  | 0.397  | 0.136 | 0.132  | 0.663  | 0.003 |

|  |        |       |        |        |       |
|--|--------|-------|--------|--------|-------|
| point of view<br>(agree/strongly agree)                            |        |       |        |        |       |
| Likelihood to vote in next election or referendum...               |        |       |        |        |       |
| Likelihood to vote   | 0.111  | 0.021 | 0.069  | 0.152  | 0.000 |
| Overall, how satisfied is young person with their life nowadays... |        |       |        |        |       |
| How satisfied...   | -0.055 | 0.023 | -0.100 | -0.009 | 0.018 |
| How anxious young person felt yesterday...                         |        |       |        |        |       |
| How anxious...   | -0.043 | 0.016 | -0.075 | -0.012 | 0.006 |

**Figure 8.3 Demographic profile of summer participant and comparison groups before and after matching**

|                    | Participants <sup>15</sup> | Comparison group<br>(unweighted) | Comparison group (after PSM) |
|--------------------|----------------------------|----------------------------------|------------------------------|
| Gender             |                            |                                  |                              |
| Female             | 57.2%                      | 69.7%                            | 58.0%                        |
| Male               | 41.4%                      | 29.4%                            | 41.2%                        |
| DK/REF             | 1.3%                       | 0.9%                             | 0.8%                         |
| Age <sup>16</sup>  |                            |                                  |                              |
| 17 years, or above | 2.7%                       | 25.8%                            | 1.9%                         |
| 16 years           | 79.9%                      | 71.9%                            | 92.7%                        |

<sup>15</sup> Weighted to be representative of 2019 summer participants, with respect to age, gender and regional provider.

<sup>16</sup> There is still some difference in the age profile after matching. This is because of the relatively high proportion of 17 year olds in the comparison sample: the panel did not include anyone under the age of 16, and the available EoI cases were, on average, older than the sample of NCS participants. It is reassuring that the profile of respondents' current activity (the proportion studying GCSEs, studying AS/A levels, undertaking paid work and so on) was well balanced after matching. As a sensitivity test, Kantar tried adjusting for age separately in the impact models, but this made only a negligible difference to the impact estimates. This suggests there is limited risk of bias in the impact estimates due to the difference in age profiles.

|  |       |       |       |
|--|-------|-------|-------|
| 15 years or under                      | 17.3% | 2.3%  | 5.5%  |
| <b>Ethnicity</b>                       |       |       |       |
| White                                  | 68.4% | 69.4% | 67.9% |
| Black                                  | 7.5%  | 5.0%  | 6.8%  |
| Asian                                  | 16.3% | 16.0% | 17.0% |
| Mixed                                  | 5.5%  | 6.4%  | 5.8%  |
| Any other ethnic group                 | 1.4%  | 2.0%  | 1.6%  |
| DK/REF                                 | 0.9%  | 1.2%  | 1.0%  |
| <b>Free school meals</b>               |       |       |       |
| Eligible                               | 13.6% | 14.2% | 14.5% |
| Not eligible                           | 81.8% | 80.9% | 80.7% |
| DK/REF                                 | 4.6%  | 4.9%  | 4.7%  |
| <b>Religion</b>                        |       |       |       |
| No religion                            | 49.7% | 50.4% | 48.5% |
| Christian                              | 29.3% | 27.9% | 28.6% |
| Muslim                                 | 10.0% | 11.7% | 12.1% |
| Any other Religion                     | 6.5%  | 5.6%  | 6.0%  |
| DK/REF                                 | 4.5%  | 4.4%  | 4.8%  |
| <b>Young person's current activity</b> |       |       |       |
| Studying GCSEs                         | 94.0% | 71.7% | 95.5% |

|  |       |       |       |
|--|-------|-------|-------|
| Studying AS/A levels   | 2.4%  | 23.8% | 2.3%  |
| Studying for other qualification                               | 2.7%  | 5.3%  | 2.3%  |
| Apprenticeship, or similar type of training or work experience | 1.8%  | 2.3%  | 1.3%  |
| Paid work  | 11.3% | 16.0% | 11.3% |
| Unpaid voluntary help or community work                        | 9.9%  | 11.1% | 9.7%  |
| Looking after home or children                                 | 6.9%  | 5.2%  | 5.3%  |
| Caring for friend or family member                             | 5.0%  | 4.1%  | 4.0%  |
| Staying at home for another reason                             | 3.9%  | 2.5%  | 3.7%  |
| Something else   | 4.6%  | 2.9%  | 4.3%  |
| Nothing  | 0.6%  | 0.1%  | 0.0%  |

## 6. Value-for-money

Alongside the impact analysis conducted by Kantar, London Economics conducted analysis to understand the extent to which NCS represents value-for-money (VfM). In line with the principles of the HM Treasury Green Book<sup>17</sup>, London Economics undertook an analysis to monetise the resource costs and benefits associated NCS (as far as possible), and generate estimates of the **net Benefit Cost Ratios (BCRs)** associated with the 2019 NCS summer programme<sup>18</sup>.

The value for money analysis adopted **two separate approaches** to determine the financial benefits associated with NCS:

- Focusing on those specific outcomes where it is possible to generate monetary estimates, the **first ‘bottom-up’ approach** (Approach 1) concentrates on calculating the monetary value associated with the increased lifetime earnings among NCS participants due to enhanced **leadership skills** and **aspiration to enter higher education**, as well as the monetary value of additional hours spent **volunteering** by NCS participants.
- A **complementary ‘top down’ approach** (Approach 2) estimates the monetary value associated with the impact of NCS on **wellbeing** based on self-reported life satisfaction scores. This approach is based on a replication of a separate analysis of the value associated with wellbeing improvements that was undertaken as part of previous NCS evaluations<sup>19</sup>. Given the difficulty in identifying and monetising a number of the intangible benefits associated with NCS, this approach is valuable from an analytical perspective as it captures many of the benefits associated with the NCS programme, detailed in the NCS Theory of Change<sup>20</sup>, which may be difficult to monetise in their own respect.

Both Approach 1 and Approach 2 are used to assess the value-for-money associated with the 2019 NCS summer programme. However, the **results from these two approaches should not be combined** because enhanced leadership

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<sup>17</sup> HM Treasury. (2020) The Green Book, Central Government Guidance on Appraisal and Evaluation. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/685903/The\\_Green\\_Book.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685903/The_Green_Book.pdf).

<sup>18</sup> This analysis combines Summer 3 week and 4 week programmes together.

<sup>19</sup> Jump x Simetrica. (2017). If you could bottle it...A wellbeing and human capital value-for-money analysis of the NCS 2015 programme. Available at: <https://wearencs.com/sites/default/files/2020-09/NCS%20Wellbeing%20and%20Human%20Capital%20Valuation%20-%20Jump.pdf>

<sup>20</sup> The NCS Theory of Change covers a range of outcomes relevant to young people. The long-term outcomes of interest are for young people to: go on to have higher educational outcomes; form broader social networks; get more involved in activities that benefit others; be more involved in political processes and contribute their insights to public debate; have the confidence, connections and attributes to make the most of opportunities that present themselves; go on to have higher levels of social trust; and feel a greater sense of belonging, both on exiting the programme and in the future.

skills, aspiration and time spent volunteering could conceivably drive increases in self-reported wellbeing. As such, summing the benefits of NCS from the two approaches is highly likely to lead to double counting. This report presents the net Benefit Cost Ratios achieved using each approach separately.

The value-for-money analysis considers the population of summer 2019 participants provided by NCS Trust<sup>21</sup> and largely follows the methodology from the 2018 VfM analysis with the exception of re-introducing 'low' and 'high impact' scenarios and only including the summer programme (3 and 4 week combined) in the analysis (as the Autumn programme was not evaluated in 2019). Importantly, despite the relatively similar approach, **year-on-year comparisons of the VfM estimates are not recommended**. This is primarily due to changes to the methodology over time as well as changes to the sampling approach. In particular, the inclusion of higher education aspiration in the value for money analysis in 2018 introduced a significant jump in the estimation of the economic benefits identified as part of Approach 1 (and the resulting BCRs) making comparisons before and after the inclusion of the aspiration outcome potentially misleading. In terms of methodological changes, in addition to the fact that Autumn participants were not included in the evaluation (unlike in previous years), the change to a fully online data collection method is likely to have led to lower impact estimates for some outcomes than seen in previous years, which may have also led to lower value for money and cost benefit estimates.

## 6.1 Additional description of Approach 1 methodology

### 6.1.1 Calculating the value of leadership

While the assumption relating to the leadership effect identified as an outcome of the NCS programme lasting into adulthood (and being reflected in earnings gains) is potentially questionable, there are also a number of issues in respect to the academic findings on which this analysis is based (in particular, whether the 2019 cohort of NCS participants are really comparable to the cohorts of US high school students in the analysis from Kuhn and Weinberger<sup>22</sup>). However, in the absence of other evidence, we have made use of the same estimates of the impact of leadership on lifetime earnings.

An individual who attains leadership skills is likely to earn more because of those skills directly, but also because those skills will typically help him or her gain a higher level of education, which is also associated with higher earnings. Referring to the Kuhn and Weinberger (2005) paper that underpins leadership calculations, the wage effect is estimated to be approximately **3%** and the authors indicate that some of the effects of leadership skills on earnings were mediated by further and higher

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<sup>21</sup> This is distinct from the sample population targeted as part of the impact survey, which included participants defined as Turn-ups and Graduates only (it excluded Drop-outs).

<sup>22</sup> Kuhn, P., & Weinberger, C. (2005). "Leadership skills and wages". *Journal of Labor Economics*, 23(3), 395-436.

education<sup>23</sup>. We followed the same approach for consistency and the gross impact of leadership on lifetime benefits are adjusted (downwards) accordingly to control for the potential for double counting the 'higher education' effect. In particular, to account for the dual impact that enhanced leadership skills can have on both wages and education, a **20%** reduction is applied to the estimate of the gross impact of improved leadership skills on lifetime earnings. This effectively nullifies the additional value of leadership skills generated through education, allowing the direct impact of leadership on lifetime earnings to be calculated in the value-for-money assessment.

### 6.1.2 Calculating the rate of progression due to aspiration

To monetise the impact of aspiration in Approach 1, we rely on external analysis from McIntosh (2019) to link educational aspiration with actual realised progression to higher education. Using panel data from the Longitudinal Survey of Young People in England (LSYPE), of those students in Year 11 aspiring to further education at the post-16 level, approximately 52.6% take the academic or mixed route, while approximately 31.9% undertake vocational-orientated studies (see Table 6; McIntosh, 2019). Those remaining students recorded as having "no participation observed" at post-16 (15.6%) were treated as missing data and allocated into "academic or mixed" and "vocational" brackets using the proportions already known to be following academic or vocational routes. This results in a further 9.7% and 5.9% of prospective students allocated to the 'academic or mixed' route and vocational route respectively.

Clearly, university application rates depend on the post-16 outcome. Higher Education application rates along the GCE 'A' Level route and vocational route of qualification attainment stand at 61.0% and 22.6% respectively. We have adopted a conservative approach to estimating the proportion of post-16 learners entering higher education. In particular, we have applied the 61% progression rate to those individuals with clear information provided on being on the academic/mixed route, and the 22.6% progression rate to those on the vocational route. However, for those individuals where there is no explicit information provided and subsequently apportioned to the two paths of qualification attainment, we have conservatively applied the (lower) 22.6% progression to those allocated to the academic/mixed route, and assumed a zero progression rate to those allocated to the vocational pathway. Adopting this approach, it is estimated that 41.5% of students who aspire to undertake post compulsory education in Year 11 apply to higher education at post-18. Note that if we assumed all the individuals with missing information progress to higher education at the rate of their subsequently allocated pathway according to the proportions already identified, the estimate of the application rate would be approximately 5 percentage points higher.

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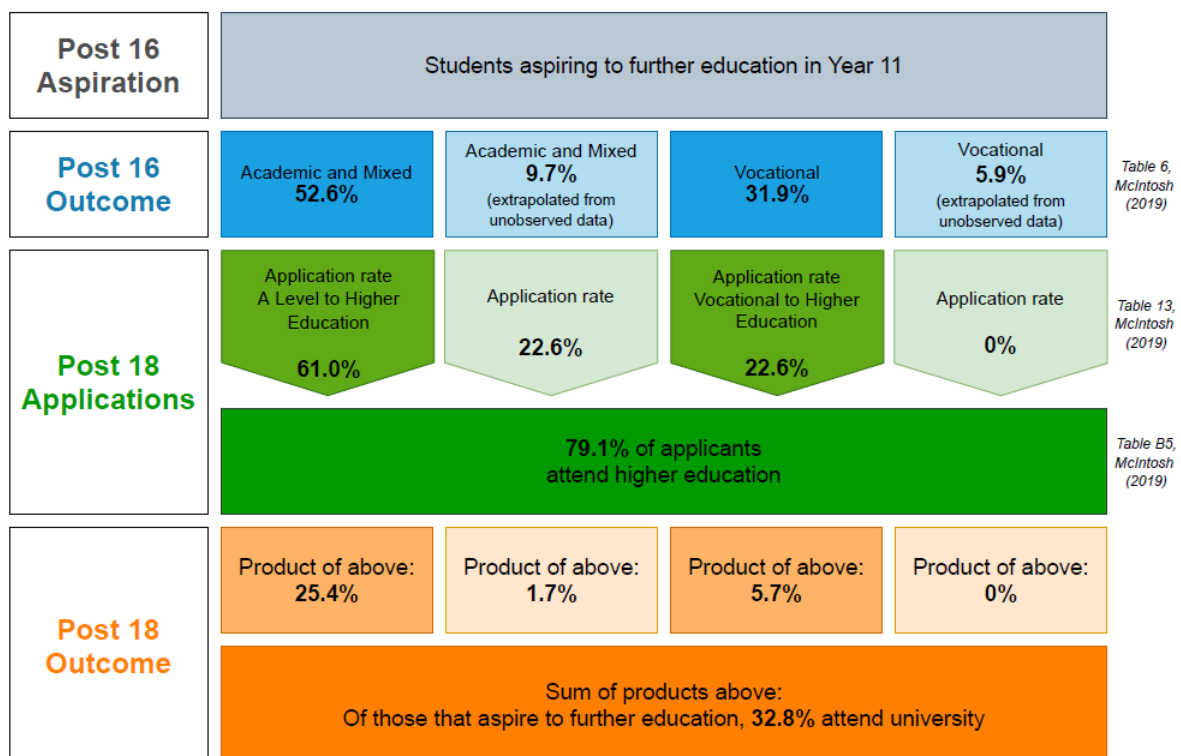
<sup>23</sup> "Less than a quarter of the leadership effect on adult earnings operates through differences in educational attainment after high school", (Kuhn and Weinberger, 2005, pg.397)

Since not all those that apply to university end up actually enrolling on the higher education course, the analysis incorporates an applicant entry rate of 79.1% . This figure is applied to all students in the sample of LSYPE students regardless of their post-16 outcome.

Therefore, based on the LSYPE analysis, the resulting percentage of higher education entry, conditional on aspiration at age 16, stands at approximately 32.8%. To understand the extent to which this estimate provides a fair reflection of actual outcomes, information on the percentage of the LSYPE cohort who had attended university by age 25 is presented. The findings suggest that 36.2% of respondents had attended university by age 25. Given the conservative approach adopted (and in particular the assumption of a relatively low higher education application rate for those respondents with missing data), as well as the fact that the latter estimate is based on attendance by the age of 25 (rather than entry immediately post-18), we believe that the more conservative approach adopted in our analysis provides a fair assessment of the transition between the initial aspiration to undertake higher education and subsequent behaviours.

The transition between young people in Year 11 aspiring to engage in post 16 education and higher education enrolment is presented in Figure 6.1.

**Figure 6.1 Summary of educational transition calculation using LSYPE data (Source: LE analysis of LSYPE data)**





Clearly, the majority of the economic benefit associated with higher education qualification attainment accrues to those individuals that complete the entire qualification. Therefore, we also account for attrition during the degree. Referring to Higher Education Statistics Agency (HESA) non-continuation data from 2019, the average proportion of students that did not continue with their first degree after the first year is approximately 6.7% across all undergraduate degrees undertaken at UK universities. Based on this statistic, we assume that attrition is linear throughout the entirety of the degree course (which likely overstates non-continuation) and compound the annual non-continuation rate over the three years of a standard undergraduate degree programme. We thus estimate an attrition rate of 18.8% for the whole degree programme.

Using a recent analysis undertaken for the Gatsby Foundation (2017), the net graduate premium and net Exchequer benefits (in present value terms) have been estimated using the weighted averages of the net graduate premium and net Exchequer benefit by subject of study (non-STEM and STEM) and mode of study (full-time and part-time). That report uses data from the 2016/17 cohort of higher education students. Therefore, weighted averages of the graduate and Exchequer benefits are updated by the 2018 and 2019 CPI Inflation rate (2.5% and 1.8%, respectively), to calculate the value of the benefits at 2019 prices.

## 6.2 Presentation of low and high estimates of value for money (Approach 1)

Given the inherent uncertainty surrounding the estimation of leadership, aspiration and volunteering impacts using survey data, to generate a range of values the benefit-cost ratios could take, in this section, the high and low estimates of value for money are presented. High and low estimates of economic impact were generated by applying the 95% confidence interval around the central estimates and applying the same value for money calculations as presented in the main report.

### 6.2.1 Leadership

The calculation of the high and low estimates of the economic benefit associated with leadership skills were calculated using the same approach as presented in Section 9.1.1 of the main report. Specifically, the impact analysis in the main report demonstrates that NCS was associated with a **6.8** and **9.3 percentage point** impact on leadership skills for males and females respectively in summer 2019. The low and high impact estimates<sup>24</sup> are **1.0 percentage point**<sup>25</sup> and **13.3 percentage points** for

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<sup>24</sup> The low and high impact estimates used are the 95% confidence interval around the central impact estimate.

<sup>25</sup> The lower band of the confidence interval for the male estimate of working with other people in a team was negative. As we cannot attribute negative impact to the NCS programme, this estimate is capped at zero, effectively excluding it from the composite leadership skills index.

males, respectively, and **4.9 percentage points** and **13.8 percentage points** for females.

**Figure 6.2 Summary of the value-for-money assessment for leadership skills (Approach 1)**

| Factors   | Description  | Low                  |          | Central  |          | High     |          |
|-----------|--|----------------------|----------|----------|----------|----------|----------|
|           |  | Male                 | Female   | Male     | Female   | Male     | Female   |
| A         | Proportion of NCS participants who gained leadership skills (pp) | 1.0                  | 4.9      | 6.8      | 9.3      | 13.3     | 13.8     |
| B         | Effect of leadership on PV earnings                              | 2.95%                |          |          |          |          |          |
| C         | Present value of lifetime earnings                               | £797,103             | £411,520 | £797,103 | £411,520 | £797,103 | £411,520 |
| D         | Number of participants <sup>26</sup>                             | 34,219               | 46,160   | 34,219   | 46,160   | 34,219   | 46,160   |
| E         | Discount to avoid double counting                                | Reduction of 20%     |          |          |          |          |          |
| A*B*C*D*E | Total value of leadership  | Product of the above |          |          |          |          |          |

Note: To obtain the central value of leadership for males participating in the NCS programme, we undertake the following calculation:  $6.8\% \times 0.0295 \times £797,103 \times 34,219 \times (1-0.2)$ . This equals £43.9 million (any discrepancies are due to rounding). This is combined with the corresponding central calculation for female participants (£41.9 million), to obtain the total monetary value of leadership for the programme of £85.8 million.

Combining these estimates of impact by gender, the effect of leadership on earnings, the present value of lifetime earnings and the number of participants (discounted to

<sup>26</sup> According to official NCS Trust participant data, there were 80,774 participants for summer 3 and 4 week programmes (broken down into 34,219 male and 46,160 female participants). Approximately 0.5% of these participants did not provide information on gender so were excluded from the VfM analysis given the current methodology requires specific information about gender.

avoid double counting) results in a lower estimate of the impact associated with leadership of **£28.5 million** and a higher estimate of **£147.4 million** (compared to the central estimate of **£85.8 million**).

## 6.2.2 Aspiration

The NCS impact analysis estimates that male participants were approximately **1.5%** more likely to aspire to attend higher education following participation in the NCS programme. The low and high impact estimates are **0%**<sup>27</sup> and approximately **6.7%** respectively. For female participants, the central impact analysis estimates aspirations to attend higher education increase by approximately **2.2%** after participation on the NCS programme, with a confidence interval of **0%** and approximately **6.0%**.<sup>28</sup>

**Figure 6.3 Summary of the value-for-money assessment for higher education aspiration for NCS participants (Approach 1)**

| Factors | Description  | Low    |        | Central |        | High   |        |
|---------|--|--------|--------|---------|--------|--------|--------|
|         |  | Male   | Female | Male    | Female | Male   | Female |
| A       | Proportion of NCS participants with HE aspiration positively impacted by NCS | 0%     | 0%     | 1.48%   | 2.16%  | 6.69%  | 6.04%  |
| B       | Number of NCS participants   | 34,219 | 46,160 | 34,219  | 46,160 | 34,219 | 46,160 |
| C       | Proportion of aspiring participants who progress to HE (using LSYPE data)    | 32.8%  |        |         |        |        |        |
| D       | Completion rate over 3-year degree   | 81.2%  |        |         |        |        |        |

<sup>27</sup> As it is implausible to attribute a negative impact of the NCS programme on higher education participation, any negative lower bands of the confidence interval are capped at zero.

<sup>28</sup> The survey question used to assess aspiration was "What activity would the young person most like to do when they are 18 after they have finished school or college?", with 4 options: 'Get a full-time or part-time job', 'go to/stay in FE college', 'get an apprenticeship', 'go to university or HE institution'. The last category was used to inform this analysis. Neither the male nor female central estimates were significant at the 10% level. Therefore, we stress the importance of considering the range of values identified in the lower and upper bound estimates.

|           |  |                      |          |          |          |          |          |
|-----------|--|----------------------|----------|----------|----------|----------|----------|
| E         | Present value of net graduate premium and Exchequer benefits | £311,768             | £175,546 | £311,768 | £175,546 | £311,768 | £175,546 |
| A*B*C*D*E | Total value of aspiration                                    | Product of the above |          |          |          |          |          |

Note: To obtain the central value of aspiration for males participating in the NCS programme, we undertake the following calculation  $1.48\% \times 34,219 \times 32.8\% \times 81.2\% \times £311,768$ . This equals £42.0 million (any discrepancies are due to rounding). This is combined with the respective calculation for female participants (which equals £46.7 million) to obtain the total monetary value of aspiration for the 2019 programme (which equals £88.7 million).

Combining these estimates of impact by gender, the lifetime benefit associated with higher education qualification attainment, and the number of participants results in a lower estimate of the impact associated with aspiration of zero<sup>29</sup> and a high estimate of **£321.0 million** (compared to the central estimate of **£88.7 million**).

### 6.2.3 Volunteering – After the NCS programme

According to the three-month follow-on survey for summer NCS 2019 participants, the average additional volunteering hours supplied by participants, relative to the comparison group, was approximately **2.8 hours** per month for male participants and approximately **2.2 hours** per month for female participants. The lower bound estimates for both males and female participants was zero hours<sup>30</sup>, while the upper estimates were **6.8 hours** for males and **6.6 hours** per month for female participants.

**Figure 6.4 Summary of value-for-money assessment for volunteering hours supplied following the NCS programme (Approach 1)**

| Factors | Description            | Low    |        | Central |        | High   |        |
|---------|------------------------|--------|--------|---------|--------|--------|--------|
|         |                        | Male   | Female | Male    | Female | Male   | Female |
| A       | Number of participants | 34,219 | 46,160 | 34,219  | 46,160 | 34,219 | 46,160 |

<sup>29</sup> Reflecting the fact that the estimate of HE aspiration is statistically insignificantly different from zero (i.e. the 95% confidence interval spans zero), the lower bound estimate of impact is assumed to be a minimum of zero (which results in a corresponding monetary benefit of zero)

<sup>30</sup> As we can never attribute negative impact of the NCS programme, any negative lower bands of the confidence interval are capped at zero.

|           |   |  |   |      |      |      |      |
|-----------|---|--|---|------|------|------|------|
| B         | Additional volunteering hours supplied after NCS (three-month follow-up survey) | 0  | 0 | 2.83 | 2.25 | 6.76 | 6.61 |
| C         | (Linear) Rate of decline in hours volunteered                                   | Additional monthly hours supplied assumed to be the same as in three-month follow-up – and last for a further 12 months. Volunteering hours fall at a constant rate after the 15-month point until reaching zero by month 27 |   |      |      |      |      |
| D         | Wage rate   | <p>£6.15 per hour in first 12 months</p> <p>£7.23 in months 13 to 25</p> <p>£8.30 in subsequent months</p>   |   |      |      |      |      |
| E         | Discount factor   | 3.5% (HM Treasury Green Book)  |   |      |      |      |      |
| A*B*C*D*E | Total   | Product of all the above   |   |      |      |      |      |

Note: Calculations are performed for each month after the programme, using the appropriate wage rate, rate of decline in hours volunteered and discount factor. For example, for males participating in the summer programme, the value of volunteering supplied in the first month after programme completion is calculated as follows: 34,219 x 2.83 x 1 x £6.15 x 1. These monthly calculations (up until 28 months) are totalled to provide a valuation of volunteering supplied after the programme for male participants in the summer programme (£12.9 million). The total value for males is combined with the total value for female participants (£13.8 million) to provide an overall estimate of £26.7 million.

The total value of **volunteering after the NCS period** itself is the product of these factors. The central monetary impact was estimated to be **£26.7 million**. The lower estimate is **zero** (attributable to the zero low impact estimate) while the higher estimate is **£71.5 million**.

Combining this information with the analysis of the monetary benefits achieved during the programme, the central estimate of the total monetary impact of volunteering was **£35.7 million** in summer 2019.<sup>31</sup> The low and high impact scenarios estimate the value of volunteering to be between **£9.0 million** and **£80.5 million**, respectively.

<sup>31</sup> Note there are no low and high impact scenarios for volunteering during the NCS programme. The low and high impact scenarios are only incorporated into the analysis for volunteering after the programme.

## 6.2.4 Gross economic benefits

Combining the information on the various strands of analysis relating to the impact of the NCS programme on **leadership, aspiration and volunteering**, Table 6.5 illustrates that the total gross economic benefit of NCS was estimated to be **£210.2 million**, with low and high estimates standing at **£37.5 million** and **£549.0 million**, respectively.

**Figure 6.5 Summary of gross benefits from the value-for-money assessment of the 2019 NCS programme (Approach 1)**

|                           | Low           | Central        | High           |
|---------------------------|---------------|----------------|----------------|
| Leadership (£m)           | £28.5 million | £85.8 million  | £147.4 million |
| Aspiration (£m)           | £0 million    | £88.7 million  | £321.0 million |
| Volunteering (£m)         | £9.0 million  | £35.7 million  | £80.5 million  |
|                           |               |                |                |
| Total gross benefits (£m) | £37.5 million | £210.2 million | £549.0 million |

Note: Totals may not sum due to rounding

## 6.2.5 Value for money assessment

Given this information on costs, figure 6.6 presents the net benefit-cost ratios associated with the 2019 NCS programme.

Note that there was a small contribution towards the costs associated with the NCS from the parents/ guardians of participants. In 2019, this amounted to approximately **£0.401 million**, which was notionally allocated across all participants. From an economic perspective, this contribution is deducted from the estimate of gross benefits, as this was a cost incurred to achieve the economic benefits associated with leadership, aspiration and volunteering and is not classified as a cost to the taxpayer. This 'dis-benefit' was estimated to be approximately **£350,000** for the summer programme only. Therefore, the net economic benefit for the summer programme was **£209.8 million**.

**Figure 6.6 Value-for-money assessment for Approach 1**

|  | Low | Central | High |
|--|-----|---------|------|
|--|-----|---------|------|

|                           |                |                |                |
|---------------------------|----------------|----------------|----------------|
| Leadership (£m)           | £28.5 million  | £85.8 million  | £147.4 million |
| Aspiration (£m)           | £0 million     | £88.7 million  | £321.0 million |
| Volunteering (£m)         | £9.0 million   | £35.7 million  | £80.5 million  |
| Total gross benefits (£m) | £37.5 million  | £210.2 million | £549.0 million |
|                           |                |                |                |
| Total net benefits (£m)   | £37.1 million  | £209.9 million | £548.6 million |
| Total costs (£m)          | £137.3 million | £137.3 million | £137.3 million |
| Net Benefit to Cost Ratio | 0.27           | 1.53           | 3.99           |

Note: Totals may not sum due to rounding

As shown in Figure 6.6 above, the leadership, aspiration and volunteering benefits associated with the 2019 NCS programme exceed the costs of the programme, with the net Benefit Cost Ratio standing at 1.53. The high and low BCRs were estimated to be 0.27 and 3.99 respectively.

#### 6.2.6 Preferred approach to estimating 'low impact' and 'high impact' ranges

Approach 1 draws on the impact estimates for several different outcomes simultaneously: leadership skills, higher education aspirations and volunteering. As part of the impact analysis, a 'bootstrap' resampling approach was used to assess the uncertainty in the central Value for Money estimate, accounting for the potential **correlation** between these three outcomes. This procedure involves repeatedly drawing samples with replacement from the data collected. Under the assumption that the data collected fairly reflects the population, this process provides an alternative approach for assessing the confidence interval within which the central estimate sits (with 95% confidence). The impact of this approach is to **significantly tighten** the range between the low and high VfM estimates. Under this preferred approach (specifically because it addresses the potential correlation between different outcome measures), the net Benefit Cost Ratios ranged from **0.86** in the 'low impact' scenario to **2.73** in the 'high impact' scenario (compared to the central estimate of **1.53**).

**Figure 6.7 Value-for-money assessment for the preferred high and low estimates: Approach 1**

|                           | Low            | Central        | High           |
|---------------------------|----------------|----------------|----------------|
| Total gross benefits (£m) | £117.9 million | £210.2 million | £375.2 million |
|                           |                |                |                |
| Total net benefits (£m)   | £117.6 million | £209.9 million | £374.8 million |
| Total costs (£m)          | £137.3 million | £137.3 million | £137.3 million |
| Net Benefit to Cost Ratio | 0.86           | 1.53           | 2.73           |

Note: Totals may not sum due to rounding

### 6.3 Additional description of Approach 2 methodology

Using the same methodology as the previous Jump x Simetrica (2017) analysis<sup>32</sup> assessing the monetary value of wellbeing, the following equation was used to calculate the value (i.e. Compensating Surplus or CS) associated with a change in wellbeing for the 2019 NCS programme:

$$CS = M^0 - \exp\left[\ln(M^0) - \frac{\beta_{NCS}}{\alpha_1}\right]$$

To explain the calculations further:

- $\beta_{NCS}$  represents the mean difference in the change in wellbeing identified in the impact analysis between NCS participants and non-participants.
- $\alpha_1$  provides the link between changes in wellbeing and household income (and is a standard deviation estimated to be 1.28). The estimate is from the previous reports by Fujiwara (2013)<sup>33</sup>. This is scaled (by 11/7) because the scale in the NCS evaluation is different from the scale in original analysis. This results in the measure of  $\alpha_1$  being 2.015. Essentially, this is saying that a move of 1.28 on a 7-point scale represents the ‘same’ increase in wellbeing as a 2.015 move on an 11-point scale.
- $\frac{\beta_{NCS}}{\alpha_1}$  which is used to translate the ‘wellbeing’ effect of NCS into monetary values.

<sup>32</sup> Jump x Simetrica. (2017). If you could bottle it...A wellbeing and human capital value-for-money analysis of the NCS 2015 programme. Available at: <https://wearencs.com/sites/default/files/2020-09/NCS%20Wellbeing%20and%20Human%20Capital%20Valuation%20-%20Jump.pdf>

<sup>33</sup> Fujiwara, D. (2013). “A general method for valuing non-market goods using wellbeing data: three-stage wellbeing valuation”. Available ([here](#)).



- $M^0$  is the median household income of 15-25 year olds in the British Household Panel Survey (BHPS), which stands at approximately £27,500 so  $\ln(M^0) = 10.22$ .
- $\ln(M^0) - \frac{\beta_{NCS}}{\alpha_1}$ . This allows the introduction for the wellbeing impact – and answers the question “(in logarithm terms) what would your income need to be to compensate you for your improvement in wellbeing?”
- $\exp\left[\ln(M^0) - \frac{\beta_{NCS}}{\alpha_1}\right]$  provides this as a monetary equivalent. An individual would be indifferent between a higher wellbeing score and this level of income compared to a lower wellbeing score and higher income.
- This difference represents the “Compensating Surplus” or the wellbeing uplift to an individual from the NCS programme represented in monetary terms. Specifically, for wellbeing increases, the compensating surplus is the amount of income that an individual would be prepared to give up from their household income for a higher level of wellbeing, satisfaction, or welfare.

## 6.4 Presentation of low and high estimates of value for money (Approach 2)

The impact analysis demonstrates that the NCS programme had a positive impact on reported levels of life satisfaction. The summer programme was associated with an average increase in life satisfaction scores (relative to the control group of non-participants) of approximately **0.43** for males and **0.42** for females. The range of values associated with the male central impact estimate are **0.19** and **0.67**. The equivalent figures for females are **0.24** and **0.59**.

**Figure 6.8 Detailed summary of the monetisation of the wellbeing benefit (Approach 2)**

| Element       | Description  | Low     |        | Central |        | High |        |
|---------------|--|---------|--------|---------|--------|------|--------|
|               |  | Male    | Female | Male    | Female | Male | Female |
| $M^0$         | Average income (British Household Panel Survey; 15-25 year olds) <sup>34, 35</sup> | £27,541 |        |         |        |      |        |
| $\beta_{NCS}$ | NCS impact on life satisfaction  | 0.19    | 0.24   | 0.43    | 0.42   | 0.67 | 0.59   |

<sup>34</sup> The British Household Panel Survey is available [here](#).

<sup>35</sup> The value of  $M^0$  is reported by the BHPS as £25,700 for 15-25 year olds in 2016 and is used for consistency with the value of  $\alpha_1$ , which is also taken from the BHPS (adjusted to the equivalent NCS units - see footnote 28). This is updated for inflation in 2017 (2.7%), 2018 (2.5%) and 2019 (1.8%). Inflation figures used are available from the ONS [here](#). Sensitivity analysis using data from the ASHE is reported below in Annex 5.

|   |   |  |         |         |         |         |         |
|---|---|--|---------|---------|---------|---------|---------|
| $\alpha_1$                                | The causal effect of a log-point change in household income on life satisfaction for an average individual (BHPS sample; 15-25 year olds) <sup>36</sup> | 2.015                                    |         |         |         |         |         |
| Calculations of Compensating surplus (CS) | $\frac{\beta_{NCS}}{\alpha_1}$  | 0.09                                     | 0.12    | 0.21    | 0.21    | 0.33    | 0.29    |
|   | $\ln(M^0)$  | 10.22                                    | 10.22   | 10.22   | 10.22   | 10.22   | 10.22   |
|   | $\ln(M^0) - \frac{\beta_{NCS}}{\alpha_1}$   | 10.13                                    | 10.10   | 10.01   | 10.02   | 9.89    | 9.93    |
|   | $exp\left[\ln(M^0) - \frac{\beta_{NCS}}{\alpha_1}\right]$   | £25,081                                  | £24,402 | £22,242 | £22,376 | £19,724 | £20,519 |
|   | CS: Compensating surplus per participant<br>$M_0 - exp\left[\ln(M^0) - \frac{\beta_{NCS}}{\alpha_1}\right]$   | £2,460                                   | £3,139  | £5,299  | £5,165  | £7,817  | £7,022  |
| Number of participants                    | 34,219  | 46,160                                   | 34,219  | 46,160  | 34,219  | 46,160  |         |
| CS * Number of participants               | Total benefit   | Product of CS and number of participants |         |         |         |         |         |

Note: To obtain the total value of wellbeing for males, participating in the NCS summer programme, we undertake the following calculation £5,299 x 34,219. This equals £181.3 million. This is combined with the respective calculation for summer female participants (which equals £238.4 million) to obtain the total monetary value of wellbeing for the summer 2019 programme of £419.7 million (any discrepancies are due to rounding).

The total monetary impact from wellbeing benefits was estimated to be **£419.7 million** for the summer 2019 programme. In the low and high impact scenarios, the estimate of the wellbeing benefit was in the range of **£229.1 million to £591.6 million**.

<sup>36</sup> This is calculated using lottery wins as an 'instrumental variable' for an increase in income.

Using Approach 2 (but with the same costs and dis-benefit for parental contributions as in Approach 1), Table 18 presents the net Benefit Cost Ratios associated with the 2019 NCS summer programme. As shown in Table 18, the monetised wellbeing benefit from the 2019 NCS summer programmes exceed the costs of the programmes, with the net BCR standing at **3.05** (with the low and high estimates standing at **1.67** and **4.31** respectively).

**Figure 6.9 Value-for-money assessment for Approach 2**

|                           | Low            | Central        | High           |
|---------------------------|----------------|----------------|----------------|
| Total wellbeing (£m)      | £229.1 million | £419.7 million | £591.6 million |
|                           |                |                |                |
| Net wellbeing (£m)        | £228.7 million | £419.4 million | £591.3 million |
| Total costs (£m)          | £137.3 million | £137.3 million | £137.3 million |
| Net Benefit to Cost Ratio | 1.67           | 3.05           | 4.31           |

Note: Total may not sum due to rounding

## 6.5 Sensitivity analysis for wellbeing (Approach 2)

As with the analysis of the monetary value of leadership skills, in the case of wellbeing impacts, there is a need to undertake a longer-term evaluation to identify the extent to which the early impacts dissipate or persist into the longer term. However, the value for money results presented in the main report reflect the in-year financial benefits associated with the change in wellbeing (as the financial baseline is a measure of median household income (in a particular year)).

Income data from the BHPS was used to estimate the relationship between household income and life satisfaction for a representative individual. Household income (rather than individual-level income) was selected to mirror the methodological approach (also using household income) in the underpinning analysis by Jump x Simetrica (2017)<sup>37</sup>. The BCRs associated with the wellbeing approach adopting these household income measures presented in the main report were estimated to be **3.05** (low impact scenario: **1.67**; high impact scenario: **4.31**).

<sup>37</sup> Jump x Simetrica. (2017). If you could bottle it...A wellbeing and human capital value-for-money analysis of the NCS 2015 programme. Available at: <https://wearencs.com/sites/default/files/2020-09/NCS%20Wellbeing%20and%20Human%20Capital%20Valuation%20-%20Jump.pdf>

However, clearly, there are issues in respect of whether median household income for 15-25 year olds is an appropriate measure of the income, given this potentially captures incomes of adults much older than the NCS cohort.

In some respect the low impact and high impact scenarios reflect any uncertainty in the parameters used in the analysis. However, to further understand the sensitivity of the findings depending on the measure of income adopted, we also present estimates of the BCRs using individual-level wages from the Annual Survey of Hours and Earnings (ASHE).

Using the relevant alternative income estimates for 18-21 year olds from the ASHE dataset<sup>38</sup>, we re-estimated the monetary impact associated with wellbeing. The median annual income of these individuals (including full and part time workers), is much lower than the BHPS value used in the original analysis, standing at £13,245 for males and £8,918 for females.

Therefore, the revised central wellbeing estimate is smaller - approximately £164.4m (with associated net Benefit-Cost ratio of **1.19**). The lower estimate of the wellbeing benefit and BCR using this alternative income data is primarily due to the relatively low wages of part-time female workers. If we were to adopt analysis based on full-time wages only reported in the ASHE dataset (£17,637 for males and £15,893 for females), the net Benefit-Cost ratio stands at **1.84**.

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<sup>38</sup> ONS (2019). "Earnings and hours worked, age group by industry by two-digit SIC: ASHE Table 21". Available ([here](#)).

# Appendix 1: Questionnaires

CAWI

Questionnaire

Name of survey: NCS Summer 2019 Baseline

This questionnaire was written according to Kantar quality procedures

**B001 - B001: Introduction****Begin block****Q001 - Age: Age****Single coded****Not back | Dummy****Normal**

1 Age = Time of completion - DOB

997 no answer \*Fixed \*Exclusive

Scripter notes: Please calculate Age = Time of Completion - Date of Birth

**Q002 - Region: Region****Single coded****Not back | Dummy****Normal**

1 EA1

2 EA2

3 EM1

4 EM2

5 LNN

6 LNS

7 NE1

8 NW1

9 NW2

10 NW3

11 SE1

12 SE2

13 SE3

14 SW1

15 SW2

16 WM1

17 WM2

18 YH1

19 YH2

**Q003 - Sample: Sample****Single coded****Not back | Dummy****Normal**

1 NCS participants (sign ups and assigned)

2 Comparison (EOI)

3 Comparison (Panel)

Ask only if Q003 - Sample,2,3

**Q004 - Q001: Intro EOI: Introduction and Price Draw**

**Text**

**Not back**

Welcome and thank you for taking part in the My Life Survey.  
This study is conducted by Kantar Public on behalf of Department for Digital Culture Media and Sport (DCMS). Participation is voluntary and results of this study will be used for research and statistical purposes.

DCMS would like to analyse the results of this survey using geographical areas. For this purpose, we would like to collect your postcode.

The survey will also ask you about your ethnicity and religion, which is considered as sensitive data. It will be used by our client for data classification purpose only. If answering these questions makes you uncomfortable, please feel free to choose the answer 'Prefer not to say' when you come to these questions.

Your data will be processed and kept securely in accordance with the My Life Survey Privacy Policy [LINK]. All information you provide is only used for research purposes related to this project, will remain confidential in line with our privacy policy and will not be shared in any public domain.

Please note that the research design of this survey requires us to use persistent identifiers, in line with our Privacy Policy. Your survey responses will be connected to your panel profile. You have the right to request that your survey personal data is erased, or to request that we no longer process your survey personal data at any time.

Please click next to start answering the questions if you would like to take part.  
Please note that by clicking next, you are confirming that you are content to take part in this study.

Scripter notes: Show if sample = 2-3

Please add a link on bottom right and label it as "Privacy Policy". Use the privacy policy for the EOI sample

If sample is 3, remove the line We are running this study in line with our privacy policy which can be accessed by clicking the "privacy policy" link below

Ask only if Q003 - Sample,1

**Q005 - Q002: Intro NCS: Introduction and Price Draw**

**Text**

**Not back**

Welcome and thank you for taking part in the NCS survey.  
This study is conducted by Kantar Public on behalf of the government Department for Digital Culture Media and Sport. Participation is voluntary and results of this study will be used for research and statistical purposes.

We are running this study in line with our privacy policy which can be accessed by clicking the "privacy policy" link below. Please click next to start answering the question if you would like to take part.

Please note that by clicking next, you are confirming that you are content to take part in this study.

Scripter notes: Show if sample =1

Please add a link on bottom right and label it as "Privacy Policy". Use the text in the online experiment privacy policy

Ask only if Q003 - Sample,1,2

**Q006 - Q003: Price draw contest**

**Single coded**

**Not back**

For taking time to complete these questions we would like to enter you into a prize draw to win £500 worth of Amazon vouchers. Are you happy for us to use your email address to enter you into the draw?

**Normal**

- 1 Yes
- 2 No

Scripter notes: Only show if dummysample = 1,2 - do not ask to panel sample

**Q007 - Q004: Instructions**

**Text**

**Not back**

You can change an answer by going back to choose another one. Please use the 'Next' and 'Back' buttons at the bottom of the screen, not the forward and back buttons on your browser. Your answers will be automatically saved when you move to the next page, so you can stop and close the internet browser at any time, and come back to it at a later date.

Ask only if Q003 - Sample,2,3

**Q008 - Q005: NCS Participant Screener**

**Single coded**

**Not back**

Firstly, have you ever taken part in National Citizen Service (NCS)?

**Normal**

- 1 Yes → GO TO SCREEN OUT
- 2 No

Scripter notes: Show if sample = 2,3. IF YES - have taken part in NCS this year - TERMINATE interview here

Ask only if Q003 - Sample,1

**Q009 - Q006: NCS Start**

**Single coded**

**Not back**

Has the NCS programme you signed up for started?

**Normal**

- 1 Yes, it has started
- 2 No, it hasn't started
- 3 I won't participate to NCS programme

Scripter notes: Show if sample = 1. IF ONLINE PARTICIPANT



Ask only if Q009 - Q006,1,2

**Q010 - Q007: NCS Start**

**Text**

**Not back**

When did it start? [SHOW IF Q009 - Q006: NCS Start =1]

When is it going to start? [SHOW IF Q009 - Q006: NCS Start =2]

Scripter notes: Include three drop down list. One for day, one for month and one for year. Year should be selected as 2019 by default. Month should have May, June, July and August only. Day should have from 1 to 31.

If the date entered is before today's date, TERMINATE Interview here. This condition should be up to date every day.

Drop down lists- first line should say in italics: select day, select month.

**B001 - B001: Introduction**

**End block**

**B002 - B002: About You**

**Begin block**

**Q011 - Q1: Gender**

**Single coded**

**Not back**

Which of the following describes how you think of yourself?

**Normal**

- 1 Male
- 2 Female
- 3 In another way (other specify)
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: ABOUT YOU to be a headline for all questions in this section (up to and including Q023-Q1000: Participate)

If respondent attempts to skip question and move to next, repeat question but with the additional answer code 'Prefer not to say' at the end.

**Q012 - Q2: Age****Single coded****Not back**

How old are you?

**Normal**

- |     |                                     |
|-----|-------------------------------------|
| 1   | 15 years old or under               |
| 2   | 16 years old                        |
| 3   | 17 years old                        |
| 4   | 18 years old or over                |
| 997 | Prefer not to say *Fixed *Exclusive |

**Q013 - Q3: Activities outside school/college****Single coded****Not back**

We are interested in what you do outside of school or college hours. So, thinking about your free time outside of school or college hours...

Have you taken part in any groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours in the last three months?

**Normal**

- |     |                                     |
|-----|-------------------------------------|
| 1   | Yes                                 |
| 2   | No                                  |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer code 'Prefer not to say' at the end.

**Q014 - Q4: Ways given help****Multi coded****Not back | Min = 1**

Have you given your time to help in any of the following ways outside of school or college hours in the last three months?

*Please select all that apply*

**Normal**

- 1 Helped out at a local club, group, organisation or place of worship
- 2 Helped out other organisations
- 3 Raised money for charity (including taking part in a sponsored event)
- 4 Contacted someone (e.g. council, media, school) about something affecting your local area
- 5 Organised a petition or event to support a local or national issue
- 6 Done something to help other people, or to improve a local area
- 7 Attended a public meeting, rally, or taken part in a public demonstration or protest
- 8 Signed a paper petition or an online/e-petition
- 9 Contacted a politician (e.g. and MP or a councilor)
- 10 None of these
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q015 - Q5: Ways helped not in family****Multi coded****Not back | Min = 1**

Have you helped anyone not in your family in any of these ways in the last three months? Do not include anything you were paid to do.

*Please select all that apply*

**Normal**

- 1 Doing shopping, collecting pension, or paying bills for someone
- 2 Cooking, cleaning, laundry, gardening or other routine household jobs for someone
- 3 Decorating, or doing any kind of home or car repairs for someone
- 4 Baby sitting or caring for children
- 5 Taking care of someone who is sick or frail
- 6 Looking after a pet for someone who is away
- 7 Helping with a university or job application
- 8 Helping out in some other way
- 9 Writing letters or filling in forms for someone
- 10 None of these
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

Ask only if Q015 - Q5,1,2,3,4,5,6,7,8,9 or Q014 - Q4,1,2,3,4,5,6,7,8,9

**Q016 - Q6: Hours spent helping**

**Numeric**

**Not back | Max = 360**

Thinking about the last 4 weeks, can you say approximately how many hours in total you have spent helping out in any of these ways?

That is, [TEXT FILL: All ways selected at Q014-Q011 and Q15-Q012 separated by comma, with final two codes joined with 'and'].

If you are not sure, please give us your best estimate.

Please type in the hours in a recent typical month

999 Don't know \*Fixed \*Exclusive

997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: That is, [TEXT FILL: All ways selected at Q014-Q011 and Q15-Q012 separated by comma, with final two codes joined with 'and'].

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

Textfill input from Q016-Q011 should read slightly different to the answer codes, with the following replacements. Codes that start 'helped' should instead start 'helping', 'raised' should read 'raising' 'organised' should read 'organising', 'contacted' should read 'contacting' and 'done something' should read 'doing something'

**Q017 - Q7: Friends**

**Single coded**

**Not back**

And now thinking about your friends. How many of them are from the same ethnic group as you?

**Normal**

1 All the same as me

2 More than half

3 About a half

4 Less than a half

5 Don't have any friends

999 Don't know \*Fixed \*Exclusive

997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q018 - Q9: Local area statements****Matrix****Not back | Number of rows: 3 | Number of columns: 7**

How much do you agree or disagree with the following statements?

**Rows: Normal | Columns: Normal****Rendered as Dynamic Grid**

|   | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| I feel able to have an impact on the world around me                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I feel a sense of responsibility towards my local community             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I would know how to deal with a problem in my local area if I wanted to | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

**Q019 - Q10: Likelihood of voting****Single coded****Not back**

At the next election or referendum, where you are legally old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

*Currently, the legal voting age in England and Wales is 18.*

**Normal**

|     |   |
|-----|---|
| 1   | 1 - Absolutely certain not to vote                |
| 2   | 2   |
| 3   | 3   |
| 4   | 4   |
| 5   | 5   |
| 6   | 6   |
| 7   | 7   |
| 8   | 8   |
| 9   | 9   |
| 10  | 10 - Absolutely certain to vote                   |
| 999 | Don't know <i>*Fixed</i> <i>*Exclusive</i>        |
| 997 | Prefer not to say <i>*Fixed</i> <i>*Exclusive</i> |

Scripter notes: Please display the scale as a horizontal scale reading 1 to 10 with the text 'absolutely certain not to vote' under 1 and 'absolutely certain to vote' below the 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q020 - Q10a: Allows****Single coded****Not back**

How much would you say that the political system in the UK allows people like you to have a say in what the government does?

**Normal**

- |     |  |
|-----|--|
| 1   | Not at all                                 |
| 2   | Very little                                |
| 3   | Some                                       |
| 4   | A lot                                      |
| 5   | A great deal                               |
| 999 | Don't know <i>*Fixed *Exclusive</i>        |
| 997 | Prefer not to say <i>*Fixed *Exclusive</i> |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q021 - Q10b: Influence****Single coded****Not back**

And how much would you say that the political system in the UK allows people like you to have an influence on politics?

**Normal**

- |     |  |
|-----|--|
| 1   | A great deal                               |
| 2   | A lot                                      |
| 3   | Some                                       |
| 4   | Very little                                |
| 5   | Not at all                                 |
| 999 | Don't know <i>*Fixed *Exclusive</i>        |
| 997 | Prefer not to say <i>*Fixed *Exclusive</i> |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q022 - Q10c: Active role****Single coded****Not back**

How able do you think you are to take an active role in a group involved with political issues?

**Normal**

- 1 Completely able
- 2 Very able
- 3 Quite able
- 4 A little able
- 5 Not at all able
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q023 - Q10d: Participate****Single coded****Not back**

How confident are you in your own ability to participate in politics?

**Normal**

- 1 Completely confident
- 2 Very confident
- 3 Quite Confident
- 4 A little confident
- 5 Not at all confident
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**B002 - B002: About You****End block****B003 - B003: What have you been doing recently****Begin block**

**Q024 - Q11: Doing before summer****Multi coded****Not back | Min = 1**

What were you doing before this summer?

*Please select all that apply***Normal**

- 1 Studying for GCSEs
- 2 Studying for AS/A-levels
- 3 Studying for other qualification
- 4 Apprenticeship, similar type of training or work experience
- 5 Paid work (full-time or part-time)
- 6 Unpaid voluntary help or community work
- 7 Looking after the home or children
- 8 Caring for a friend or family member
- 9 Staying at home for another reason
- 10 Something else
- 11 Nothing
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: WHAT YOU HAVE BEEN DOING RECENTLY to serve as a header from this question up to (and including) Q027 - Q020: Attitudes towards the future

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q025 - Q12: Plans for after school or college****Single coded****Not back**Which of the following would you most like to do when you are 18 after you have finished school or college?**Normal**

- 1 Get a full- time job or part time job
- 2 Go to/ stay in further education college
- 3 Go to university or higher education institution
- 4 Get an apprenticeship
- 5 Do something else
- 6 I haven't decided yet
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.



**Q026 - Q13: Problem solving and decision making****Matrix****Not back | Number of rows: 4 | Number of columns: 7**

How much do you agree or disagree with the following statements?

**Rows: Normal | Columns: Normal****Rendered as Dynamic Grid**

|   | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| I enjoy finding new ways to do things   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| When solving a problem, I try to think of as many solutions as possible               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I think about both long term and short term consequences when I work through problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I usually make good decisions, even in difficult situations                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end

**Q027 - Q14: Attitudes towards the future****Matrix****Not back | Number of rows: 3 | Number of columns: 7**

How much do you agree or disagree with the following statements?

**Rows: Normal | Columns: Normal**

|   | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| I am optimistic about my future   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I feel positive about my chances of getting a job in the future                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I am confident I will have the skills and experience to get a job in the future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**B003 - B003: What have you been doing recently**

**End block**

**B004 - B004: More about your life**

**Begin block**

**Q028 - Q15: Confidence statements**

**Matrix**

**Not back | Number of rows: 7 | Number of columns: 7**

The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

**Rows: Normal | Columns: Normal**

|  | Very confident        | Confident             | Neither confident nor not confident | Not very confident    | Not at all confident  | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|-----------------------|-----------------------|-------------------------------------|-----------------------|-----------------------|--|---|
| Meeting new people                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Having a go at things that are new to me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Working with other people in a team      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Being the leader of a team               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Explaining my ideas clearly              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Speaking in public                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Managing disagreements and conflict      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: MORE ABOUT YOUR LIFE to serve as a header across questions from here until (and including) Q034 - Q027: Anxiety.

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q029 - Q16: Attitudinal statements part 1****Matrix****Not back | Number of rows: 4 | Number of columns: 7**

How much do you agree or disagree with the following statements?

**Rows: Normal | Columns: Normal**

|  | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| It's hard to say 'no' to friends                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I can usually handle whatever comes my way                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| When things go wrong I usually get over it quickly               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| When I'm faced with a stressful situation I am able to stay calm | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

Not a dynamic grid, just a simple table

**Q030 - Q17: Attitudinal statements part 2****Matrix****Not back | Number of rows: 6 | Number of columns: 7**

The next questions about are about relationships with others. The way people interact with others is different for everybody.

There are no right or wrong answers, we are interested in your views and experiences.

Please read the statements below and say how much you agree or disagree with them.

**Rows: Normal | Columns: Normal**

**Rendered as Dynamic Grid**

|  | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| Setbacks don't normally discourage me                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I get along with people easily                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I can usually tell if someone says one thing but means another | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I notice quickly if someone in a group is feeling awkward      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I am able to see things from the other person's viewpoint      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| If I needed help there are people who would be there for me    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Not back**

The next few questions are about how you feel about your life.

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

*Please select one answer only*

**Normal**

- |     |                                     |
|-----|-------------------------------------|
| 1   | 0 - Not at all satisfied            |
| 2   | 1                                   |
| 3   | 2                                   |
| 4   | 3                                   |
| 5   | 4                                   |
| 6   | 5                                   |
| 7   | 6                                   |
| 8   | 7                                   |
| 9   | 8                                   |
| 10  | 9                                   |
| 11  | 10 - Completely satisfied           |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |

Scripter notes: Layout the answers as a vertical scale running from 0 to 10 with 'Not at all satisfied' text under 0 and 'Completely satisfied' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Not back**

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

*Please select one answer only*

**Normal**

- |     |                                     |
|-----|-------------------------------------|
| 1   | 0 - Not at all worthwhile           |
| 2   | 1                                   |
| 3   | 2                                   |
| 4   | 3                                   |
| 5   | 4                                   |
| 6   | 5                                   |
| 7   | 6                                   |
| 8   | 7                                   |
| 9   | 8                                   |
| 10  | 9                                   |
| 11  | 10 - Completely worthwhile          |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |

Scripter notes: Layout the answers as a vertical scale running from 0 to 10 with 'Not at all worthwhile' text under 0 and 'Completely worthwhile' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Not back**

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

*Please select one answer only*

**Normal**

|     |                                     |
|-----|-------------------------------------|
| 1   | 0 - Not at all happy                |
| 2   | 1                                   |
| 3   | 2                                   |
| 4   | 3                                   |
| 5   | 4                                   |
| 6   | 5                                   |
| 7   | 6                                   |
| 8   | 7                                   |
| 9   | 8                                   |
| 10  | 9                                   |
| 11  | 10                                  |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |

Scripter notes: Layout the answers as a vertical scale running from 0 to 10 with 'Not at all happy' text under 0 and 'Completely happy' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Not back**

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please select one answer only

**Normal**

- |     |                                     |
|-----|-------------------------------------|
| 1   | 0 - Not at all anxious              |
| 2   | 1                                   |
| 3   | 2                                   |
| 4   | 3                                   |
| 5   | 4                                   |
| 6   | 5                                   |
| 7   | 6                                   |
| 8   | 7                                   |
| 9   | 8                                   |
| 10  | 9                                   |
| 11  | 10 - Completely anxious             |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |

Scripter notes: Layout the answers as a vertical scale running from 1 to 10 with 'Not at all anxious' text under 1 and 'Completely anxious' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.



**Q035 - Q22: Trust****Single coded****Not back**

On a scale of 0-10, where 0 is not at all and 10 is completely, in general how much do you think people can be trusted?

*Please select one answer only*

**Normal**

- 1      0 - Not at all
- 2      1
- 3      2
- 4      3
- 5      4
- 6      5
- 7      6
- 8      7
- 9      8
- 10     9
- 11     10 - Completely
- 999    Don't know \*Fixed \*Exclusive
- 997    Prefer not to say \*Fixed \*Exclusive

Scripter notes: YOUR RELATIONSHIPS WITH OTHER PEOPLE to serve as a header from here up to (and including) Q038 - Q031: Experience with different backgrounds. Layout the answers as a vertical scale running from 1 to 10 with 'Not at all' text under 1 and 'Completely' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q036 - Q23: Loneliness****Single coded****Not back**

How often do you feel lonely?

*Please select one answer only*

**Normal**

- 1      Often / always
- 2      Some of the time
- 3      Occasionally
- 4      Hardly ever
- 5      Never
- 999    Don't know \*Fixed \*Exclusive
- 997    Prefer not to say \*Fixed \*Exclusive

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q037 - Q24: Comfortable with friends relationships**

**Matrix**

**Not back | Number of rows: 6 | Number of columns: 13**

Some people may feel differently about who their close friends and family go out with. Some people may feel comfortable while others do not.

Please use this scale to show how you would personally feel about a close relative or friend of yours going out with someone from each of the following backgrounds. There are no right or wrong answers we are interested in your views and experiences. All your answers are completely confidential.

A close relative or friend going out with someone...

**Rows: Normal | Columns: Normal**

**Rendered as Dynamic Grid**

|  | 0 - Very uncomfortable | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10 - Very comfortable | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|---|
| ... from a different school or college to you    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ... from a different race or ethnicity to you    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ... from a different religious background to you | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ... from a richer or poorer background to you    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ... who is gay or lesbian                        | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ...who is disabled                               | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q038 - Q25: Experience with different backgrounds****Matrix****Not back | Number of rows: 2 | Number of columns: 7**

People report having positive and negative social contact with others from all kinds of backgrounds.

Thinking of your own experiences with people from a *different* race or ethnicity to you, how often, if at all, would you say have had...

Please select one box per line

**Rows: Normal | Columns: Normal****Rendered as Dynamic Grid**

|  | Never                 | Rarely                | Sometimes             | Quite often           | Very often            | Don't know<br>*Fixed<br>*Exclusive | Prefer not to say<br>*Fixed<br>*Exclusive |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------------------|---|
| POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/>                     |
| NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/>                     |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**B005 - B005: Your relationships with other people****End block****B006 - B006: Your health, lifestyle and more about you****Begin block****Q039 - Q27: Disability/Health problem****Single coded****Not back**

Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?

Please select on answer only

**Normal**

- 1 Yes
- 2 No
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU to serve as a header from this question up to and including Q46-Q040: Carer. Prefer not to say needs to be available with all answer codes.

Ask only if Q039 - Q27,1

**Q040 - Q28: Limiting illness/disability**

**Single coded**

**Not back**

Does this physical or mental health condition limit your daily activities in any way?

*Please select one answer only*

**Normal**

- 1 Yes
- 2 No
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: All answer codes should be available to participant from outset.

**Q041 - Q29: SEND**

**Single coded**

**Not back**

Do you consider yourself to have a special educational need?

*Please select one answer only*

**Normal**

- 1 Yes
- 2 No
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: All answer codes should be available to participant from outset.

**Q042 - Q30: DOB**

**Single coded**

**Not back**

What is your date of birth?

*Please write in DD/MM/YY*

**Normal**

- 1 Date of birth
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer code 'Don't want to answer' at the end.

Please add individual drop down menus for Day, Month and Year in the order of Day / Month / Year.

For Q003 – Sample, 3: Please do NOT include DD, show MM/YY only.

**Q043 - Q31: Ethnicity****Single coded****Not back**

What is your ethnic group?

*Please select one answer only***Normal**

- 1 White (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller or any other White background)
- 2 Black (including Black British, African, Caribbean and any other Black background)
- 3 Asian (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)
- 4 Mixed (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: Add text box for 'Other ethnic group (including Arab and any other ethnic group)' to specify what other ethnic group this is. All answer codes should be available to participant from outset.

**Q044 - Q32: Religion****Single coded****Not back**

What is your religion?

*Please select one answer only***Normal**

- 1 No religion
- 2 Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
- 3 Buddhist
- 4 Hindu
- 5 Jewish
- 6 Muslim
- 7 Sikh
- 8 Any other religion
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: All answer codes should be available to participant from outset.

**Q045 - Q33: FSM****Single coded****Not back**

Have you been eligible for Free School Meals at any point in the last year?

*Please select one answer only***Normal**

- 1 Yes
- 2 No
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: All answer codes should be available to participant from outset.

**Q046 - Q34: Carer****Single coded****Not back**

Is there anyone living with you who you look after or give special help to because they are elderly, or have a long standing illness or disability?

*Please select one answer only***Normal**

- 1 Yes
- 2 No
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer no to say \*Fixed \*Exclusive

Scripter notes: All answer codes should be available to participant from outset.

**B006 - B006: Your health, lifestyle and more about you****End block**

Ask only if Q003 – Sample, 3

**Q058 – Qpostconsent: postcodeconsent****Open****Not back**

Our client DCMS would like to analyse the results of this survey using geographical areas. For this purpose, DCMS would like to collect your postcode. Your data will be processed and kept securely in accordance with the Kantar Privacy Policy [LINK]. All information you provide is only used for research purposes related to this project, will be held in strict confidence and will not be shared in any public domain. Do you agree to share your postcode with DCMS for that purpose?

- 1 Yes, I agree
- 2 No, I do not agree

Ask only if Q003 – Sample, 3 and Q058 – Qpostconsent: postcodeconsent, 1

**Q057 – Qpost: postcode****Open**

If you agree, please enter your postcode:

|   |                                     |
|---|-------------------------------------|
| 999   | Don't know *Fixed *Exclusive        |
| 997   | Prefer not to say *Fixed *Exclusive |
| Scripter notes: Please have DK and Prefer not to say showing. |                                     |

|                             |
|-----------------------------|
| Ask only if Q003 - Sample,3 |
|-----------------------------|

|  |                     |
|--|---------------------|
| <b>Q056 - QReconpanel: Recontact consent</b> | <b>Single coded</b> |
|--|---------------------|

**Not back**

Thank you very much for participating in this survey. Sometimes we like to re-contact respondents about a survey to ask additional questions or to investigate further one particular opinion. Would you agree for us to re-contact you in the future about this survey?

**Normal**

- |   |                    |
|---|--------------------|
| 1 | Yes, I agree       |
| 2 | No, I do not agree |

|                               |
|-------------------------------|
| Ask only if Q003 - Sample,1,2 |
|-------------------------------|

|   |                     |
|---|---------------------|
| <b>Q047 - QRecon: Recontact consent</b> | <b>Single coded</b> |
|---|---------------------|

**Not back**

Thank you for taking part. This survey is conducted by Kantar, an independent social research organization, on behalf the Government Department for Digital, Culture, Media and Sport (DCMS).

We would like to contact you again to invite you to take part in a short survey about your experiences within the next 6 months. To do this, we will keep a secure record of your name, address, email and/or telephone number which will then be securely deleted unless you give your permission for us to use your data in the way set out in the data linkage section below.

Everyone who takes part in the follow up research will be entered into a prize draw, with another opportunity to win a £500 Amazon voucher.

Would it be okay for Kantar to contact you to invite you to take part in this research within the next 6 months? Taking part will be voluntary and you can decide to take part if and when we contact you.

**Normal**

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

|   |
|---|
| Scripter notes: Please mask this question for panel respondents – this should mean subsequent collection of details are masked (Q048: Q042: Recontact: Name - Q051: Q045: Recontact: Address) |
|---|

Ask only if Q047 - QRecon,1

**Q048 - Q042: Recontact: Name**

**Open**

**Not back**

Thank you! So we can get back in touch with you, please confirm you contact details.

Please type your full name carefully

999 Don't know \*Fixed \*Exclusive

Scripter notes: Please have two boxes labelled 'first' and 'surname'. If click 'next' without answering, then 'Prefer not to say' should appear.

Ask only if Q047 - QRecon, 1

**Q055 - Q055: Recontact: Email**

**Single coded**

**Not back**

Is [EMAIL ADDRESS FROM SAMPLE FILE] the correct email address for you?

**Normal**

- 1 Yes
- 2 No

Ask only if Q055 - Q055,2

**Q049 - Q043: Recontact: Email**

**Open**

**Not back**

Please can you provide an email address that we can contact you at. Please type carefully.

999 Don't know \*Fixed \*Exclusive

Scripter notes: If click 'next' without answering, then 'Prefer not to say' should appear.

Ask only if Q047 - QRecon,1

**Q050 - Q044: Recontact: Number**

**Open**

**Not back**

We may get back in touch with you by telephone. Please provide up to two telephone numbers on which we can contact you. These can be landlines or mobile numbers.

999 Don't know \*Fixed \*Exclusive

Scripter notes: Provide two text boxes for phone numbers, which only accept numerical values. If click 'next' without answering, then 'Prefer not to say' should appear.



Ask only if Q047 - QRecon,1

**Q051 - Q045: Recontact: Address**

**Open**

**Not back**

Please type your full address carefully

999 Don't know *\*Fixed \*Exclusive*

Scripter notes: Format text boxes so as to allow 4 lines with labelling e.g. street name, town and postcode. If click 'next' without answering, then 'Prefer not to say' should appear.

**B007 - B007: Recontact**

**End block**

**B008 - B008: Data Linkage**

**Begin block**

Ask only if Q003 – Sample,1,2

**Q052 - Qdata: Data linkage**

**Single coded**

**Not back**

We would also like to add information from the records held by some other government agencies to your survey answers. This includes things like information on your education and employment and will provide us with a more accurate picture of your life and experiences. This information will be used for research purposes only.

We would like to link this information on a yearly basis. If you decide that you wish to withdraw your consent to data linkage at a later point we will make no further links. You can withdraw your permission at any time by emailing [evidence@culture.gov.uk](mailto:evidence@culture.gov.uk). We will keep your personal data for a maximum of 6 years.

To locate your education, employment and benefit records, we need to send the data holder some personal information. Do you give permission to pass your name, address, gender and date of birth [TEXTFILL: (which we will ask in the next few screens)] to The Department for Education, Higher Education Statistics Authority (HESA), Universities and Colleges Admission Service (UCAS), Her Majesty's Revenue and Customs (HMRC) and Department for Work and Pensions for these purposes?

**Normal**

1 Yes

2 No

999 Don't know *\*Fixed \*Exclusive*

997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If they answer yes please ensure they have been asked Q048 - Q042: Recontact: Name, Q049 - Q043: Recontact: Email, Q050 - Q044: Recontact: Number, Q051 - Q045: Recontact: Address. If these questions have not been asked please repeat and ask them after this question then end survey.

Show textfill if these questions have not been asked.

**Q053 - Q047: Recontact: Name****Open****Not back**

Please type your name carefully

999 Don't know \*Fixed \*Exclusive

Scripter notes: Please have two boxes labelled 'first' and 'surname'. If click 'next' without answering, then 'Prefer not to say' should appear.

**Q054 - Q048: Recontact: Address****Open****Not back**

Please type your full address carefully

999 Don't know \*Fixed \*Exclusive

Scripter notes: Format text boxes so as to allow 4 lines with labelling e.g. street name, town and postcode. If click 'next' without answering, then 'Prefer not to say' should appear.

**B008 - B008: Data Linkage****End block**

CAWI

Questionnaire

Name of survey: NCS Summer 2019 Follow-up

This questionnaire was written according to Kantar quality procedures

**B001 - B001: Introduction****Begin block****Q001 - Age: Age****Single coded****Not back | Dummy****Normal**

1 Age = Time of completion - DOB

997 no answer \*Fixed \*Exclusive

Scripter notes: Please calculate Age = Time of Completion - Date of Birth

**Q002 - Region: Region****Single coded****Not back | Dummy****Normal**

1 EA1

2 EA2

3 EM1

4 EM2

5 LNN

6 LNS

7 NE1

8 NW1

9 NW2

10 NW3

11 SE1

12 SE2

13 SE3

14 SW1

15 SW2

16 WM1

17 WM2

18 YH1

19 YH2

**Q003 - Sample: Sample****Single coded****Not back | Dummy****Normal**

1 NCS participants

2 Comparison (EOI)

3 Comparison (Panel)

Ask only if Q003 – Sample,1,2,3 – Ask all

**Q004 - Q001: Intro EOI: Introduction and Price Draw**

**Text**

**Not back**

Welcome and thank you for taking part in {Textfill if Sample = 1: 'this study about you and your NCS experience'; if Sample = 2,3: 'the My Life Survey'}.

This study is conducted by Kantar on behalf of the Department for Digital Culture Media and Sport (DCMS). Participation is voluntary and results of this study will be used for research and statistical purposes.

We are running this study in line with our privacy policy [LINK]. All information you provide is only used for research purposes related to this project, and will remain confidential in line with our privacy policy. Individual responses and personal data will not be shared in any public domain.

{Textfill if Sample = 3: 'Please note that the research design of this survey requires us to use persistent identifiers, in line with our Privacy Policy. Your survey responses will be connected to your panel profile. You have the right to request that your survey personal data is erased, or to request that we no longer process your survey personal data at any time.'}

Please click next to start answering the questions if you would like to take part. Please note that by clicking next, you are confirming that you are content to take part in this study.

Scripter notes: If sample = 1,2  
Please add a link on bottom right and label it as "Privacy Policy". Use the privacy policy for the EOI sample.

Ask only if Q003 - Sample,1,2

**Q006 - Q003: Prize draw contest**

**Single coded**

**Not back**

As a thank you for taking time to complete these questions we would like to enter you into a prize draw to win £500 worth of Amazon vouchers. Are you happy for us to use your email address to enter you into the draw?

**Normal**

- 1 Yes
- 2 No

**Q007 - Q004: Instructions**

**Text**

**Not back**

You can change an answer by going back to choose another one. Please use the 'Next' and 'Back' buttons at the bottom of the screen, not the forward and back buttons on your browser. Your answers will be automatically saved when you move to the next page, so you can stop and close the internet browser at any time, and come back to it at a later date.

Ask only if Q003 - Sample,1,3

**Q008 - Q005: NCS Participant Screener**

**Single coded**

**Not back**

Firstly, have you ever taken part in National Citizen Service (NCS)?

**Normal**

- 1 Yes → (IF SAMPLE 3) **GO TO SCREEN OUT**
- 2 No → (IF SAMPLE 1) **GO TO SCREEN OUT**

Scripter notes: Show if sample = 1,3. IF Sample= 1 AND NO – have not taken part in NCS this year – OR IF Sample =3 AND YES – have taken part in NCS this year TERMINATE interview here

**B002 - B002: Experience of NCS**

**Begin block**

Ask only if Q003 - Sample,1

**Q101 - Q101: NCS Project**

**Single coded**

**Not back**

YOUR NCS EXPERIENCE

The first questions we would like to ask you are about your experience of National Citizen Service (NCS).

How many hours have you spent on your team's National Citizen Service project in your local area? By this we mean your team's social action project for charity.

Please select one answer only

**Normal**

- 1 Fewer than 10 hours
- 2 10 to 19 hours
- 3 20 to 29 hours
- 4 30 to 59 hours
- 5 60 hours or more
- 6 I did not take part in my team's project
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Ask only if Q003 - Sample,1

**Q102 - Q102: NCS experience worth**

**Single coded**

**Not back**

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, how worthwhile did you find your National Citizen Service experience overall?

Please select one answer only

**Normal**

- 1 0 - Not at all worthwhile
- 2 1
- 3 2
- 4 3
- 5 4
- 6 5
- 7 6
- 8 7
- 9 8
- 10 9
- 11 10 - Completely worthwhile
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Ask only if Q003 - Sample,1

**Q103 - Q103: NCS experience enjoyable**

**Single coded**

**Not back**

On a scale from 0-10, where 0 is not at all enjoyable and 10 is completely enjoyable, how enjoyable did you find your National Citizen Service experience overall?

Please select one answer only

**Normal**

- 1 0 - Not at all enjoyable
- 2 1
- 3 2
- 4 3
- 5 4
- 6 5
- 7 6
- 8 7
- 9 8
- 10 9
- 11 10 - Completely enjoyable
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Ask only if Q003 - Sample,1

**Q104 - Q104: Working with staff**

**Multi coded**

**Not back | Min = 1**

Which, if any, of the following statements describes the member of staff who spent the most time with you and your team during your National Citizen Service experience?

Please select all that apply

**Normal**

- 1 They challenged me to step out of my comfort zone
- 2 They were supportive
- 3 They provided a safe environment
- 4 They encouraged me to fully take part in the programme
- 5 They were interested in me and my development
- 6 They were knowledgeable about the programme
- 7 They ran the programme well
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Ask only if Q003 - Sample,1

**Q105 - Q105: Stay involved**

**Single coded**

**Not back**

Would you like to stay involved in National Citizen Service in the future?

Please select one answer only

**Normal**

- 1 Yes, definitely
- 2 Yes, maybe
- 3 No
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Ask only if Q003 - Sample,1

**Q106 - Q106: Recommendation of NCS**

**Single coded**

**Not back**

Would you recommend National Citizen Service to other young people?

Please select one answer only

**Normal**

- 1 Yes, definitely
- 2 Yes, maybe
- 3 No
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*



Ask only if Q003 - Sample,1

**Q107 - Q107: NCS experience statements 1**

**Matrix**

**Not back | Number of rows: 9 | Number of columns: 7**

To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please select one answer only for each statement

**Rows: Rotated | Columns: Normal**

**Rendered as Dynamic Grid**

|  | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| I now feel more positive towards people from different backgrounds to myself   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I got a chance to develop skills which will be more useful to me in the future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I saw that there were more opportunities available to me than I had realised   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I am more likely to help out in my local area                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I am proud of what I achieved  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I learned something new about myself   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I now feel more confident about getting a job in the future                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I now feel I have greater responsibility to my local community                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I now feel capable of more than I had realised                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Ask only if Q003 - Sample,1

**Q108 - Q108: NCS experience statements 2**

**Matrix**

**Not back | Number of rows: 6 | Number of columns: 7**

To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please select one answer only for each statement

**Rows: Rotated | Columns: Normal**

**Rendered as Dynamic Grid**

|  | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| I now feel more responsible for my actions                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I feel I have a better understanding of my abilities                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I feel better prepared for further education/training                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I spend more time thinking about how I might do things differently in the future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I feel better prepared for the challenges that life might bring me               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I am more able to see the steps needed to achieve my goals                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

**B002 - B002: Experience of NCS**

**End block**

**B003 - B003: About You**

**Begin block**

**Q013 - Q3: Activities outside school/college****Single coded****Not back**

{Textfill if Sample =1: 'Now we would like to ask you some questions about what else you may have done recently apart from National Citizen Service.' ; if Sample = 2,3: 'First, we would like to ask you some questions about things you may have done recently.'}

We are interested in what you do outside of school or college. So, thinking about what you do in your free time...

Have you taken part in any groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours {Textfill if Sample = 1: 'since your summer NCS (i.e. after summer 2019)' ; if Sample = 2,3: 'since the summer holidays this year'}?

Please select one answer only

**Normal**

- 1 Yes
- 2 No
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer code 'Prefer not to say' at the end.

**Q014 - Q4: Ways given help****Multi coded****Not back | Min = 1**

Have you given your time to help in any of the following ways outside of school or college hour {Textfill if Sample=1: 'since your summer NCS experience (i.e. after summer 2019)'; if Sample=2,3: 'since the summer holidays this year'}?

{Textfill if Sample=1:'Please do not include anything you have done as part of NCS'}  
Please select all that apply

**Normal**

- 1 Helped out at a local club, group, organisation or place of worship
- 2 Helped out other organisations
- 3 Raised money for charity (including taking part in a sponsored event)
- 4 Contacted someone (e.g. council, media, school) about something affecting your local area
- 5 Organised a petition or event to support a local or national issue
- 6 Done something to help other people, or to improve a local area
- 7 Attended a public meeting, rally, or taken part in a public demonstration or protest
- 8 Signed a paper petition or an online/e-petition
- 9 Contacted a politician (e.g. and MP or a councillor)
- 10 None of these
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q015 - Q5: Ways helped not in family****Multi coded****Not back | Min = 1**

Have you helped anyone not in your family in any of these ways {Textfill if Sample=1: 'since your summer NCS experience (i.e. after summer 2019)'; if Sample=2,3: 'since the summer holidays this year'}?

Do not include anything you were paid to do {Textfill if Sample=1: 'or anything you have done as part of your NCS experience}'.

*Please select all that apply*

**Normal**

- 1 Doing shopping, collecting pension, or paying bills for someone
- 2 Cooking, cleaning, laundry, gardening or other routine household jobs for someone
- 3 Decorating, or doing any kind of home or car repairs for someone
- 4 Baby sitting or caring for children
- 5 Taking care of someone who is sick or frail
- 6 Looking after a pet for someone who is away
- 7 Helping with a university or job application
- 8 Helping out in some other way
- 9 Writing letters or filling in forms for someone
- 10 None of these
- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

Ask only if Q015 - Q5,1,2,3,4,5,6,7,8,9 or Q014 - Q4,1,2,3,4,5,6,7,8,9

**Q016 - Q6: Hours spent helping****Numeric****Not back | Max = 360**

Thinking about the last 4 weeks, can you say approximately how many hours in total you have spent helping out in these ways?

*That is, [TEXT FILL: All ways selected at Q014-Q011 and Q15-Q012 separated by comma, with final two codes joined with 'and'].*

If you are not sure, please give us your best estimate.

*Please type in the hours in a recent typical month*

- 999 Don't know \*Fixed \*Exclusive
- 997 Prefer not to say \*Fixed \*Exclusive

Scripter notes: That is, [TEXT FILL: All ways selected at Q014-Q011 and Q15-Q012 separated by comma, with final two codes joined with 'and'].

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

Texfill input from Q016-Q011 should read slightly different to the answer codes, with the following replacements. Codes that start 'helped' should instead start 'helping', 'raised' should read 'raising' 'organised' should read 'organising', 'contacted' should read 'contacting' and 'done something' should read 'doing something'

**Q017 - Q7: Friends**

**Single coded**

**Not back**

And now thinking about your friends. How many of them are from the same ethnic group as you?

**Normal**

- 1 All the same as me
- 2 More than half
- 3 About a half
- 4 Less than a half
- 5 Don't have any friends
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q018 - Q9: Local area statements**

**Matrix**

**Not back | Number of rows: 3 | Number of columns: 7**

How much do you agree or disagree with the following statements?

**Rows: Normal | Columns: Normal**

**Rendered as Dynamic Grid**

|   | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed *Exclusive</i> | Prefer not to say<br><i>*Fixed *Exclusive</i> |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| I feel able to have an impact on the world around me                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                  | <input type="radio"/>                         |
| I feel a sense of responsibility towards my local community             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                  | <input type="radio"/>                         |
| I would know how to deal with a problem in my local area if I wanted to | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                  | <input type="radio"/>                         |

**Q019 - Q10: Likelihood of voting****Single coded****Not back**

At the next election or referendum, where you are legally old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

**Normal**

|     |  |
|-----|--|
| 1   | 1 - Absolutely certain not to vote         |
| 2   | 2  |
| 3   | 3  |
| 4   | 4  |
| 5   | 5  |
| 6   | 6  |
| 7   | 7  |
| 8   | 8  |
| 9   | 9  |
| 10  | 10 - Absolutely certain to vote            |
| 999 | Don't know <i>*Fixed *Exclusive</i>        |
| 997 | Prefer not to say <i>*Fixed *Exclusive</i> |

Scripter notes: Please display the scale reading 1 to 10 with the text 'absolutely certain not to vote' under 1 and 'absolutely certain to vote' below the 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q020 - Q10a: Allows****Single coded****Not back**

How much would you say that the political system in the UK allows people like you to have a say in what the government does?

**Normal**

|     |  |
|-----|--|
| 1   | Not at all                                 |
| 2   | Very little                                |
| 3   | Some                                       |
| 4   | A lot                                      |
| 5   | A great deal                               |
| 999 | Don't know <i>*Fixed *Exclusive</i>        |
| 997 | Prefer not to say <i>*Fixed *Exclusive</i> |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q021 - Q10b: Influence****Single coded****Not back**

And how much would you say that the political system in the UK allows people like you to have an influence on politics?

**Normal**

- 1 Not at all
- 2 Very little
- 3 Some
- 4 A lot
- 5 A great deal
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q022 - Q10c: Active role****Single coded****Not back**

How able do you think you are to take an active role in a group involved with political issues?

**Normal**

- 1 Not at all able
- 2 A little able
- 3 Quite able
- 4 Very able
- 5 Completely able
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q023 - Q10d: Participate****Single coded****Not back**

How confident are you in your own ability to participate in politics?

**Normal**

- 1 Not at all confident
- 2 A little confident
- 3 Quite Confident
- 4 Very confident
- 5 Completely confident
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**B003 – B003: About You**

**End block**

**B004 – B004: What have you been doing recently**

**Begin block**

**Q024 - Q11: Doing before summer**

**Multi coded**

**Not back | Min = 1**

Which, if any, of the following did you do after {Textfill if Sample=1: 'your summer NCS experience (i.e. after summer 2019)' ; if Sample=2,3: 'the summer holidays this year')}?

*Please select all that apply*

**Normal**

- 1 Studied for GCSEs
- 2 Studied for AS/A-levels
- 3 Studied for other qualification
- 4 Apprenticeship, similar type of training or work experience
- 5 Paid work (full-time or part-time)
- 6 Unpaid voluntary help or community work
- 7 Looked after the home or children
- 8 Cared for a friend or family member
- 9 Stayed at home for another reason
- 10 Something else
- 11 Nothing
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: WHAT YOU HAVE BEEN DOING RECENTLY to serve as a header from this question up to (and including) Q027 - Q020: Attitudes towards the future

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q025 - Q12: Plans for after school or college**

**Single coded**

**Not back**

Which of the following would you most like to do when you are 18 after you have finished school or college?

**Normal**

- 1 Get a full-time job or part-time job
- 2 Go to/ stay in further education college
- 3 Go to university or higher education institution



- 4 Get an apprenticeship
- 5 Do something else
- 6 I haven't decided yet
- 999 Don't know *\*Fixed \*Exclusive*
- 997 Prefer not to say *\*Fixed \*Exclusive*

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q026 - Q13: Problem solving and decision making**

**Matrix**

**Not back | Number of rows: 4 | Number of columns: 7**

To what extent do you agree or disagree with the following statements?

**Rows: Normal | Columns: Normal**

**Rendered as Dynamic Grid**

|   | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed *Exclusive</i> | Prefer not to say<br><i>*Fixed *Exclusive</i> |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| I enjoy finding new ways to do things   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                  | <input type="radio"/>                         |
| When solving a problem, I try to think of as many solutions as possible               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                  | <input type="radio"/>                         |
| I think about both long term and short term consequences when I work through problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                  | <input type="radio"/>                         |
| I usually make good decisions, even in difficult situations                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                  | <input type="radio"/>                         |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end

**Q027 - Q14: Attitudes towards the future****Matrix****Not back | Number of rows: 3 | Number of columns: 7**

To what extent do you agree or disagree with the following statements?

**Rows: Normal | Columns: Normal**

|   | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| I am optimistic about my future   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I feel positive about my chances of getting a job in the future                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I am confident I will have the skills and experience to get a job in the future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**B004 – B004: What have you been doing recently****End block****B005 – B005: More about your life****Begin block**

**Q028 - Q15: Confidence statements**

**Matrix**

**Not back | Number of rows: 7 | Number of columns: 7**

The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

**Rows: Normal | Columns: Normal**

|  | Very confident        | Confident             | Neither confident nor not confident | Not very confident    | Not at all confident  | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|-----------------------|-----------------------|-------------------------------------|-----------------------|-----------------------|--|---|
| Meeting new people                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Having a go at things that are new to me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Working with other people in a team      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Being the leader of a team               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Explaining my ideas clearly              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Speaking in public                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| Managing disagreements and conflict      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: MORE ABOUT YOUR LIFE to serve as a header across questions from here until (and including) Q034 - Q027: Anxiety.

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q029 - Q16: Attitudinal statements part 1****Matrix****Not back | Number of rows: 4 | Number of columns: 7**

To what extent do you agree or disagree with the following statements?

**Rows: Normal | Columns: Normal**

|  | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| It's hard to say 'no' to friends                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I can usually handle whatever comes my way                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| When things go wrong I usually get over it quickly               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| When I'm faced with a stressful situation I am able to stay calm | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

Not a dynamic grid, just a simple table

**Q030 - Q17: Attitudinal statements part 2****Matrix****Not back | Number of rows: 6 | Number of columns: 7**

The way people think about others, how they see and interact with each other are different from one person to another.

Please read the statements below and say to what extent you agree or disagree with them.

**Rows: Normal | Columns: Normal**

**Rendered as Dynamic Grid**

|  | Strongly agree        | Agree                 | Neither agree nor disagree | Disagree              | Strongly disagree     | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|--|---|
| Setbacks don't normally discourage me                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I get along with people easily                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I can usually tell if someone says one thing but means another | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I notice quickly if someone in a group is feeling awkward      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| I am able to see things from the other person's viewpoint      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| If I needed help there are people who would be there for me    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q031 - Q18: Satisfaction with life**

**Single coded**

**Not back**

The next few questions are about how you feel about your life.

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

*Please select one answer only*

**Normal**

- 1 0 - Not at all satisfied
- 2 1
- 3 2
- 4 3
- 5 4
- 6 5
- 7 6
- 8 7
- 9 8
- 10 9
- 11 10 - Completely satisfied
- 999 Don't know *\*Fixed* *\*Exclusive*
- 997 Prefer not to say *\*Fixed* *\*Exclusive*

Scripter notes: Layout the answers as a vertical scale running from 0 to 10 with 'Not at all satisfied' text under 0 and 'Completely satisfied' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q032 - Q19: Worthwhile**

**Single coded**

**Not back**

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

*Please select one answer only*

**Normal**

- |     |                                     |
|-----|-------------------------------------|
| 1   | 0 - Not at all worthwhile           |
| 2   | 1                                   |
| 3   | 2                                   |
| 4   | 3                                   |
| 5   | 4                                   |
| 6   | 5                                   |
| 7   | 6                                   |
| 8   | 7                                   |
| 9   | 8                                   |
| 10  | 9                                   |
| 11  | 10 - Completely worthwhile          |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |

Scripter notes: Layout the answers as a vertical scale running from 0 to 10 with 'Not at all worthwhile' text under 0 and 'Completely worthwhile' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q033 - Q20: Happiness**

**Single coded**

**Not back**

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

*Please select one answer only*

**Normal**

- |   |                      |
|---|----------------------|
| 1 | 0 - Not at all happy |
| 2 | 1                    |
| 3 | 2                    |
| 4 | 3                    |
| 5 | 4                    |
| 6 | 5                    |

|     |                                     |
|-----|-------------------------------------|
| 7   | 6                                   |
| 8   | 7                                   |
| 9   | 8                                   |
| 10  | 9                                   |
| 11  | 10 – Completely happy               |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |

Scripter notes: Layout the answers as a vertical scale running from 0 to 10 with 'Not at all happy' text under 0 and 'Completely happy' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

### Q034 - Q21: Anxiety

Single coded

#### **Not back**

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

*Please select one answer only*

#### **Normal**

|     |                                     |
|-----|-------------------------------------|
| 1   | 0 - Not at all anxious              |
| 2   | 1                                   |
| 3   | 2                                   |
| 4   | 3                                   |
| 5   | 4                                   |
| 6   | 5                                   |
| 7   | 6                                   |
| 8   | 7                                   |
| 9   | 8                                   |
| 10  | 9                                   |
| 11  | 10 - Completely anxious             |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |

Scripter notes: Layout the answers as a vertical scale running from 1 to 10 with 'Not at all anxious' text under 1 and 'Completely anxious' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

### B005 – B005: More about your life

End block

## Q035 - Q22: Trust

Single coded

**Not back**

On a scale of 0-10, where 0 is not at all and 10 is completely, in general how much do you think people can be trusted?

Please select one answer only

**Normal**

- |     |                                     |
|-----|-------------------------------------|
| 1   | 0 - Not at all                      |
| 2   | 1                                   |
| 3   | 2                                   |
| 4   | 3                                   |
| 5   | 4                                   |
| 6   | 5                                   |
| 7   | 6                                   |
| 8   | 7                                   |
| 9   | 8                                   |
| 10  | 9                                   |
| 11  | 10 - Completely                     |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |

Scripter notes: YOUR RELATIONSHIPS WITH OTHER PEOPLE to serve as a header from here up to (and including) Q038 - Q031: Experience with different backgrounds. Layout the answers as a vertical scale running from 1 to 10 with 'Not at all' text under 1 and 'Completely' text under 10

If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

## Q036 - Q23: Loneliness

Single coded

**Not back**

How often do you feel lonely?

Please select one answer only

**Normal**

- |     |                                     |
|-----|-------------------------------------|
| 1   | Often / always                      |
| 2   | Some of the time                    |
| 3   | Occasionally                        |
| 4   | Hardly ever                         |
| 5   | Never                               |
| 999 | Don't know *Fixed *Exclusive        |
| 997 | Prefer not to say *Fixed *Exclusive |



Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q037 - Q24: Comfortable with friends relationships**

**Matrix**

**Not back | Number of rows: 6 | Number of columns: 13**

Everyone feels differently about who their close friends and family go out with. Some people may feel comfortable while others do not.

Please use this scale to show how you would personally feel about a close relative or friend of yours going out with someone from each of the following backgrounds. All your answers are completely confidential.

A close relative or friend going out with someone...

**Rows: Normal | Columns: Normal**

**Rendered as Dynamic Grid**

|  | 0 - Very uncomfortable | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10 - Very comfortable | Don't know<br><i>*Fixed</i><br><i>*Exclusive</i> | Prefer not to say<br><i>*Fixed</i><br><i>*Exclusive</i> |
|--|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|---|
| ... from a different school or college to you    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ... from a different race or ethnicity to you    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ... from a different religious background to you | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ... from a richer or poorer background to you    | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ... who is gay or lesbian                        | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |
| ...who is disabled                               | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                            | <input type="radio"/>                                   |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**Q038 - Q25: Experience with different backgrounds****Matrix****Not back | Number of rows: 2 | Number of columns: 7**

People report having positive and negative social contact with others from all kinds of backgrounds.

Thinking of your own experiences with people from a *different* race or ethnicity to you, how often, if at all, would you say you have had...

Please select one box per line

**Rows: Normal | Columns: Normal****Rendered as Dynamic Grid**

|  | Never                 | Rarely                | Sometimes             | Quite often           | Very often            | Don't know<br>*Fixed<br>*Exclusive | Prefer not to say<br>*Fixed<br>*Exclusive |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------------------|---|
| POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/>                     |
| NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/>                     |

Scripter notes: If respondent attempts to skip question and move to next, repeat question but with the additional answer codes 'Don't know' and 'Prefer not to say' at the end.

**B006 – B006: Your relationships with other people****End block**

Ask only if NCS participant

## QFUCONSENT

To better understand young people's experiences of NCS, and wider issues affecting young people, the Government Department for Digital, Culture, Media and Sport (DCMS) and NCS Trust (who run the NCS programme) may be interested in conducting some follow-up research with you.

This will involve Kantar securely recording your name, address, email address and telephone number, and passing this to DCMS and NCS Trust. DCMS and/ or NCS Trust, or independent researchers working on their behalf, may then contact you for the research purposes described above, within the next 12 months. Your contact details will only be used for such research purposes, will be stored securely, and will be destroyed after 12 months.

Your responses to the questions in this survey will remain confidential. It will not be possible for DCMS, NCS Trust or research organisations working on their behalf to link your personal contact information to the survey answers you have just provided.

If you answer 'yes', you are giving your permission to be re-contacted to discuss taking part in follow-up research within the next 12 months by NCS Trust, DCMS and/ or independent researchers working on their behalf. You are not agreeing to take part in any research; only to be contacted about it. You can decide at the time if you want to take part or not.

Please also note that, separate to this request for possible follow-up research, you may still be contacted by NCS Trust, DCMS or organisations acting on their behalf in the future, as set out in NCS Trust's [privacy policy](#).

Do you agree to Kantar passing on your personal contact details to NCS Trust and DCMS so they, or independent researchers working on their behalf, can contact you about taking part in further research within the next 12 months?

1. Yes
2. No

Ask only if QFUCONSENT,1 AND Q003 – Sample, 1

Q115 - DISPLAY7: DISPLAY7

Text

Not back

Thank you. Please could we just check your contact information...

Ask only if QFUCONSENT,1 AND Q003 – Sample, 1

Q101 - QCONTACT\_CONEMAIL: Contact email

Single coded

Not back

Is [EMAIL ADDRESS FROM SAMPLE FILE] the correct email address for you?

Normal

- 1 Yes
- 2 No

Scripter notes: ASK IF QFUONSENT=1 AND WHERE EMAIL ADDRESS IS AVAILABLE IN SAMPLE FILE

Ask only if Q101 - QCONTACT\_CONEMAIL,2 OR Q003 - Sample, 1 AND EMAIL BLANK IN SAMPLE FILE

Q102 - QCONTACT\_EMAIL: Email confirm Open

Not back

Please could you confirm your email address?

Scripter notes: FILTERING FOR THIS QUESTION SHOULD EITHER BE IF [QCONTACT\_CONEMAIL=2] OR [QFUONSENT=1AND NO EMAIL ADDRESS RECORDED ON SAMPLE]

Ask only if Q100 - QFUONSENT,1 AND Q003 - Sample, 1

Q103 - QCONTACT\_CONTEL: Contact telephone Single coded

Not back

And is [TELEPHONE NUMBER FROM SAMPLE FILE] the correct telephone number for you?

Normal

- 1 Yes
- 2 No

Scripter notes: [ASK ALL THAT CONSENT ABOVE WHERE TELEPHONE NUMBER AVAILABLE]

Ask only if Q103 - QCONTACT\_CONTEL,2 OR Q003 – Sample, 1 AND TELEPHONE NUMBER IS BLANK

Q104 - QCONTACT\_TEL: Confirm telephone Text

Not back

And please could you confirm your telephone number?

Scripter notes: [IF QCONTACT\_CONTEL=2 OR NO TELEPHONE NUMBER RECORDED]

Ask only if Q100 - QFUCONSENT,1 AND Q003 – Sample, 1

Q105 - QCONTACT\_ADDRESS: Open

Finally, when we get back in touch with you, we may need to contact you by post. Is this the correct address for you?

[SHOW ADDRESS FROM SAMPLE FILE]

Not back

1 Yes

2 No

Ask only if Q105-QCONTACT\_ADDRESS, 2 OR AND Q003 – Sample, 1 AND ADDRESS IS BLANK

Q105 - QCONTACT\_ADDRESS: Open

[[IF ADDRESS IS BLANK] Finally, when we get back in touch with you, we may need to contact you by post].

Please could you confirm your address?

Please be reassured that the purpose of this re-contact is for possible follow up research only. Taking part will be voluntary and you can decide to take part if and when you are contacted.

#### SURVEY CLOSE

That's the end of the survey. Thank you very much for your time and cooperation

Your feedback is really important in helping us understand how well we are doing in supporting young people, and how we can do more.




## Appendix 2: Difference in outcome measures between 2018 and 2019

The difference between the measures used in 2018 and 2019 is outlined below. The table shows which measures were agreed to be added for the 2019 evaluation and which measures were agreed to be removed from the 2018 evaluation, as per discussions between Kantar, NCS Trust and DCMS.

| Measures added for 2019 Evaluation  | 2018 measures removed   |
|---|---|
| Teamwork, communication and leadership outcome measures   |   |
| N/A   | N/A   |
| Transition to adulthood outcome measures  |   |
| N/A   | N/A   |
| Community involvement outcome measures  |   |
| (% who) <ul style="list-style-type: none"> <li>• 'Attended a public meeting, rally, or taken part in a public demonstration or protest'</li> <li>• 'Signed a paper petition or an online/e-petition'</li> <li>• 'Contacted a politician' (e.g. and MP or a councillor)</li> </ul> | N/A   |
| Social cohesion outcome measures  |   |
| N/A   | (% agree) <ul style="list-style-type: none"> <li>• 'My local area is a place where people from different backgrounds get on well together'</li> </ul> (% report...) <ul style="list-style-type: none"> <li>• 'Frequency of young person having positive or good experiences with people from the same race or ethnicity'</li> <li>• 'Frequency of young person having negative or bad experiences with people from the same race or ethnicity'</li> </ul> |
| Wellbeing and loneliness outcome measures   |   |
| N/A   | N/A   |

# Appendix 3: Example of survey invitation letters

Comparison group:



{First Name} {Surname}  
{Address Line 1}  
{Address Line 2}  
{Address Line 3}  
{Address Line 4} {country}  
{Postcode}

Ref: 40309311 {ID}  
{Date letter sent}

Dear {First name},


**My Life Survey: Tell us what you think**

We are writing to ask you to take part in an important online study, commissioned by the Government Department for Digital, Culture, Media and Sport (DCMS), to help us understand the experiences of young people today. Taking part is up to you, but we hope you will decide to help us with this research.

The survey typically takes between 10 and 15 minutes to complete. If you decide to take part, as a thank you for your participation, you will have the option of entering a **prize draw for a chance to win a £500 Amazon Voucher**.

Taking part is easy. To access the survey, please go to the website below or scan the QR code below and enter the respondent ID and passcode.

- 1 Go to this website: [www.mylifesurvey.co.uk](http://www.mylifesurvey.co.uk)
- 2 Enter these details:  
Respondent ID: {ID}  
Passcode: {password}



This survey is being conducted by Kantar, an independent research company, who have been commissioned by DCMS. **All answers you give are confidential and will only be used for research purposes.** For more information about the research and prize draw, please see the information included on the second page.

Thank you in advance for your help!

Yours sincerely,  
Jasmin Keeble  
Research Lead  
Department for Digital, Culture, Media and Sport

**What is this research about?**  
The survey covers topics such as: the activities you chose to do outside of school hours, your plans for the future, opinions on your local area, general wellbeing and your social network. It also includes demographic questions such as ethnicity, religion, age, disability, whether you have special educational needs and whether you are eligible for free school meals.

If you decide to participate, you will also be invited to take part in a short follow up survey in a few months' time. This research will help us understand how your attitudes and views change, to support our work in the youth sector.

**Who is conducting this research?**  
DCMS have commissioned Kantar, an independent research agency to run this study on their behalf.

You can learn more about Kantar here: <http://www.kantar.com/public>

You can find out more about DCMS by visiting [www.gov.uk](http://www.gov.uk) and searching for DCMS.

**How did we find your contact details?**  
We have your contact details from the interest you previously expressed in the National Citizen Service (NCS). **It doesn't matter whether or not you end up taking part in NCS, and we are not asking you to do so** - we are just interested in your views in general.

All answers you give are completely confidential and will only be used for research purposes.

If you have any questions about the research, or would like to opt out of taking part in the survey please send an email to [mylifesurvey@kantarpublic.com](mailto:mylifesurvey@kantarpublic.com)

You can read about the National Citizen Service's privacy policy at: <https://www.ncsvs.co.uk/privacy-policy>





**How is confidentiality maintained?**  
All of your information will be treated as confidential. Kantar will provide anonymised results of the study to government departments and NCS Trust. We will not share your personal information collected within this survey with anyone outside of Kantar or DCMS unless we have your permission to link the data. All answers you give are **confidential** and will only be used for research purposes.

**Who can you contact if you have any questions?**  
If you have any questions **about this survey**, at any point in time, you can visit the Kantar FAQ page at [www.mylifesurvey.co.uk](http://www.mylifesurvey.co.uk) or email Kantar at [mylifesurvey@kantarpublic.com](mailto:mylifesurvey@kantarpublic.com)

**About the prize draw**  
Full terms and conditions can be found at [www.mylifesurvey.co.uk](http://www.mylifesurvey.co.uk). The closing date for entries is 16<sup>th</sup> August 2019 at 11am. The prize draw will take place on 23<sup>rd</sup> August 2019.



## Participant group:

|   |  |
|---|--|
|    <p>(First Name) (surname)<br/>(Address Line 1)<br/>(Address Line 2)<br/>(Address Line 3)<br/>(Address Line 4) (country)<br/>(Postcode)</p> <p>Ref: 43303801 (ID)<br/>(Date letter sent)</p> <p>Dear (First name),</p> <p><b>We would like your help to improve NCS</b></p> <p>You have expressed an interest in taking part in the National Citizen Service programme. You may have already had your place confirmed, or still be waiting to hear. Either way, we would like to hear from you before you set off on your NCS experience, by taking part in a voluntary online survey.</p> <p>Your views are very important to us. Your answers will help us to understand the impact the NCS programme has on young people and to make improvements to the programme in the future. If you decide to take part, as a thank you for your participation, you will be entered into an optional <b>prize draw to win a £500 Amazon Voucher</b>.</p> <p><b>To access the survey, please go to the website below or scan the QR code below and enter the respondent ID and passcode.</b></p> <ol style="list-style-type: none"><li>1 Go to this website: <a href="http://www.ncssurvey.co.uk">www.ncssurvey.co.uk</a></li><li>2 Enter these details:<br/>Respondent ID: (ID)<br/>Passcode: (password)</li></ol>  <p><b>Taking part in the survey is up to you, you can still take part in NCS whatever you decide.</b></p> <p>This survey is being conducted by Kantar, an independent research company, who have been commissioned by The Government Department for Digital, Culture, Media and Sport. For more information about the research and prize draw, please see the information included on the second page.</p> <p>Thank you in advance for your help!</p> <p>Yours sincerely,<br/>Jaein Keeble<br/>NCS Survey Lead<br/>Department for Digital, Culture, Media and Sport</p> | <p><b>What is this research about?</b><br/>The survey covers topics such as: the activities you choose to do outside of school hours, your plans for the future, opinions on your local area, general wellbeing and your social network. It also included demographic questions such as ethnicity, religion, age, disability, whether you have special educational needs and whether you are eligible for free school meals.</p> <p>This information will help us to explore the impact the NCS programme has on young people from a range of different backgrounds to make sure the programme works well for everyone.</p> <p><b>Who is conducting this research?</b><br/>The Government Department for Digital, Culture, Media and Sport (DCMS) have commissioned Kantar, an independent research agency to run this study on their behalf. DCMS provides funding for the NCS.</p> <p>You can learn more about Kantar here: <a href="http://www.kantar.com/public">http://www.kantar.com/public</a></p> <p>You can find out more about DCMS by visiting <a href="http://www.dcms.gov.uk">www.dcms.gov.uk</a> and searching for DCMS.</p> <p><b>How did we find your contact details?</b><br/>NCS Trust has shared your contact details with us as someone who has expressed an interest in NCS this summer. For more information about what NCS do with your information, please see their privacy policy at <a href="http://www.ncsyes.co.uk/privacy-policy">http://www.ncsyes.co.uk/privacy-policy</a>.</p> <p>If you have any questions about the research, or would like to opt out of taking part in the survey please send an email to <a href="mailto:ncs@ncsyes.co.uk">ncs@ncsyes.co.uk</a></p> <p><b>How is confidentiality maintained?</b><br/>All of your information will be treated as confidential. Kantar will provide anonymised results of the study to government departments and NCS Trust. We will not share your personal information collected with in this survey with anyone else other than Kantar and DCMS unless we have your permission to link the data.</p> <p><b>All answers you give are confidential and will only be used for research purposes.</b></p> <p><b>Who can you contact if you have any questions?</b><br/>If you have any questions about this survey, at any point in time, you can visit the Kantar FAQ page at <a href="http://www.ncssurvey.co.uk">www.ncssurvey.co.uk</a>. You can also contact the NCS Evaluation team at Kantar at <a href="mailto:ncs@ncsyes.co.uk">ncs@ncsyes.co.uk</a> including if you do not want us to contact you about this study again.</p> <p>Please note, that if you have any questions related to your NCS experience these should be directed to the NCS contact centre on 0800 197 8010. If you are still waiting to hear about your place on programme, someone from NCS will be in touch in due course.</p> <p><b>About the prize draw</b><br/>Full terms and conditions can be found at <a href="http://www.ncssurvey.co.uk">www.ncssurvey.co.uk</a>. The closing date for entries is 16<sup>th</sup> August 2019 at 11am. The prize draw will take place on 23<sup>rd</sup> August 2019.</p> |
|---|--|

# Appendix 4: Summary of 2018 online experiment

## Overview

From 2013 to 2018, the annual evaluations of the NCS involved surveying participants near the beginning of their programme, as young people make their way to their programme, and again around three months later.

Ideally, the first survey would have been conducted *before* the start of the programme so that responses would not be affected by any aspect of the programme itself. This would also remove the data collection burden required of NCS providers to administer the baseline survey as participants are in transit to their Phase 1 venue. However, there were concerns that it would be operationally difficult or prohibitively expensive to survey young people via a paper survey prior to the start of the programme.

As a result of this approach, there were a number of differences between the baseline data collection approaches for NCS participants and the comparison group due to the design of the evaluations between 2013 and 2018, including:

- The participant baseline surveys were on paper, while the comparison group surveys were online;
- The comparison group completed the survey at a time of their own choosing, while participants completed the baseline survey at the time designated by programme providers;
- Participants completed the baseline survey in the presence of other young people and adults running the course (many of whom they will not have met before);
- Participants will have completed the baseline survey away from their home.

The impact estimates for the evaluation rely on the assumption that the participant sample and the comparison group are *equivalent* at the baseline.<sup>39</sup> If any differences in the baseline data collection methods influenced the answers respondents gave – for example, if being away from home or being with strangers led to participants feeling more anxious – the estimates for programme impacts could be biased.

Therefore, in summer 2018 it was agreed Kantar would test a fully online data collection design, where *both* the baseline and follow-up survey were conducted

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<sup>39</sup> More precisely, that the comparison group can be made equivalent to the participant sample, such that the expected level of change between the baseline and follow-up surveys *without the programme* would be the same for both groups. Each year, the participant samples were weighted to the profile of NCS participants. Propensity score matching was then used to attempt to account for systematic differences between the comparison group and the (weighted) participant sample.

online. This was supplementary to the main 2018 impact evaluation; the data from the online experiment was not used in the 2018 evaluation report. The intention was for the data collection method for participants to mirror that of the comparison group as far as possible. The aims of the experiment were to:

- i. Assess the risk of *bias* to the previous (2013-2018) evaluation impact estimates due to differences in the baseline data collection approaches;
- ii. Assess the *feasibility* of using the online approach for participant baseline data collection in the future.

Following the experiment, the fully online method was adopted for the 2019 NCS evaluation.

In summary, the approach taken for the experiment was young people who had signed up for NCS were identified in the NCS Trust Salesforce database. Kantar then contacted them by email and/or letter to invite them to take part in the online experiment survey. The experiment covered all young people registered for NCS programmes starting in the three weeks immediately before the period covered by the main 2018 evaluation, as well as a small number from the immediately after the period covered by the main 2018 evaluation (which was the final week of the summer programme). To be included in the analysis, young people had to complete the baseline survey online before the start of their NCS programme.

#### Key findings of the 2018 online experiment

The main conclusion of the experiment was that the online method is a viable approach for the NCS evaluations going forward, and that it would provide a more robust design than the approach used up until 2018.

On average, the level of change between the baseline and follow-up surveys was less positive in the online experiment than the 2018 main evaluation. As such, Kantar believes it is likely that the change to an online only approach may lead to estimated impacts for some outcome measures being somewhat smaller in 2019 than in previous years. Nonetheless, previous evaluations are still valid and use a robust research methodology.

For the online experiment, the method of data collection at the baseline was designed to be as similar as possible to the method used in the main NCS evaluations for the comparison group of non-participants. It is crucial for the evaluation design that these two groups are comparable. This is a strong reason to consider the online approach as more robust than the methods used in the main evaluation until 2018.

The online method can deliver samples of comparable size and quality to the 2018 main evaluation.

- There is no evidence that the additional emails and letters sent to young people prior to the programme as part of the online method negatively affects actual participation rates in NCS;
- The profiles of the online experiment sample and the main evaluation were reasonably similar, suggesting that the two methods produce comparably representative samples;
- Among respondents taking part in the surveys, there was less missing data in the online experiment than the 2018 main evaluation. This is an advantage in the data quality of the online method. It is also one way in which the data for the participant and comparison groups are more comparable in the online method than the 2018 main evaluation method.

Programme participation: The online experiment does not appear to have adversely affected programme participation rates.

- The non-participation rates (that is, the proportion of young people registered for NCS who did not attend), were very similar for young people invited to the online survey and those not invited. In both cases, around 15% of young people registered were not flagged in the NCS Trust database as attending an NCS programme.

Response and re-contact: It is possible to achieve a sample size through the online method of a similar size to the 2018 main evaluation design, as long as reminder letters are used and/or the baseline data collection starts early enough to cover most of the NCS summer programme.

- Baseline response rates ranged from 13% to 25%, depending on the age of participants and the contact strategy used. On the 2018 main evaluation, around 70-75% of participants completed the baseline survey. The lower response rate does increase the risk of non-response bias (that the results may not be representative of the population as a whole).
- However, a greater proportion of online respondents gave *permission for re-contact* than main evaluation respondents. This makes up, for some degree, for the lower overall response rates.
- Reminder letters led to a substantial increase in response: around nine percentage points for over-16s and seven percentage points for under-16s.
- The main evaluation covered less than two weeks of the summer programme. For the online approach to achieve a similar *baseline* sample size, data collection would have to cover most if not all of the summer programme.
- Taking re-contact agreement into account, the online approach can deliver a similar number of respondents at the follow-up stage as the main evaluation. To do so, reminder letters would have to be offered and/or fieldwork extended to cover the majority of the summer programme.

Sample profiles: The sample profiles from the online experiment and the 2018 main evaluation were generally reasonably similar.

- This gives some confidence that the two methods produce samples which are similarly representative of the population of NCS participants as a whole.
- Some groups were relatively under-represented in the online sample, in particular: male participants (among over-16s) and young people living in the most deprived areas (among under-16s). However, when letter reminders were used, the sample profile was more in line with the population profile with respect to both gender and area deprivation.
- Through weighting, the sample profile can be adjusted to be representative of the population of NCS participants according to certain observed characteristics (such as gender, age, region, area deprivation). To some extent, weighting can also account for additional non-response between the baseline and follow-up surveys with respect to characteristics collected as part of the baseline survey.

Data quality: There was no evidence that the quality of data obtained was any worse in the online experiment than the 2018 main evaluation. Indeed, there was less missing data in the online experiment, and less evidence of straightlining.<sup>40</sup>

- There was considerably less missing data in the online experiment than the 2018 main evaluation. The levels of missing data at the baseline survey in the online experiment were very similar to those of the 2018 summer comparison group of non-participants.
- This is a key advantage of the online method. Where data for key outcomes is missing, it is necessary to make additional assumptions. There is a greater risk of bias in the impact estimates if this missingness is unbalanced between the participant and comparison groups.
- There was also less evidence of straightlining among respondents in the online experiment than the 2018 main evaluation.

Differences in measurement: Comparing the two methods, the broad pattern is that the level of change between the baseline and follow-up surveys is more positive for the 2018 main evaluation than for the online experiment. While the experiment cannot identify the precise reasons for this difference (for example, the extent to which it is due to the difference in the mode of data collection, anxiety due to being away from home, and so on) it is clear that the two methods give slightly different results.

- On average, the estimates for the online experiment are slightly higher than the 2018 main evaluation at the baseline, but slightly lower at the follow-up survey.
- Although there is some uncertainty about the scale of the difference for any given outcome, some outcomes are clearly more affected than others. For example, there are large differences in measurement for the 'Problem solving

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<sup>40</sup> Straightlining here is defined as giving the same answer to each item in a set of questions with a common scale.

and decision-making' outcomes (Q13), while the differences in measurement are small for the core social mixing outcomes (Q24).