



UK Health  
Security  
Agency

# **Barriers to reporting LFD test results during the universal testing offer period**

## Technical annexe

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# 1. Overview of approach

## 1.1 Overview

The qualitative research was conducted between 5 February and 26 March 2024, among 91 members of the public. To address the research objectives, we took an iterative, immersive and multi-stranded approach.

### Phase 1 (5 to 29 February 2024)

#### Phase 1a

- a. Objective: explore past testing and reporting behaviours
- b. Methods:
  - A 1-week+ online platform<sup>1</sup> with 50 members of the general public
  - 5 x 45 minute in-depth interviews with participants who were digitally disengaged (DD) or had English as a second language (ESL)

#### Phase 1b

- a. Objective: Focusing on testing past communication strategies
- b. Methods:
  - 6 x 90-minute online focus groups with 36 members of the public

### Phase 2 (18 to 26 March 2024)

- a. Objective: focusing on future incentives and interventions
- b. Methods:
  - Interim workshop: after Phase 1 of the research, a joint workshop between UKHSA and Thinks explored potential interventions to improve reporting if a future pandemic scenario were to occur. A longlist of mitigating actions were developed from which then key interventions to help overcome the main barriers identified through the COM-B behaviour change model (see section 5) were chosen for further exploration. The shortlist includes a range of interventions across communications, incentives, reducing burden and mechanisms to discourage non-reporting. More information on the development and testing of the interventions can be found in Chapter 6.
  - a 1-week+ online platform with 50 reconvened members of the public to explore the acceptability and impact of the key interventions
  - 5 x 45-minute in-depth interviews with reconvened DD or ESL members of the public covering similar but more focused ground to the above online platform.

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<sup>1</sup> An online platform is a digital space in which participants take part in both structured and unstructured activities over the course of a week or more.

## 1.2 Online platform methodology

An online platform is a digital space in which participants take part in both structured and unstructured activities over the course of a week or more. We used an online platform to explore the full depth and breadth of participants' experiences and behaviours around testing and reporting LFD results, and their feelings about possible future interventions.

Participants completed a series of online tasks through the platform [Recollective](#), over the course of 1.5 weeks both in Phase 1 and Phase 2. The tasks were 'closed' individual responses, meaning participants were asked to reflect on their own experiences and behaviours, with no interaction or open discussion with the other participants.

The platform was actively moderated by Thinks researchers, who were able to follow up and probe on responses to elicit deeper insight. Some of the UKHSA Behavioural Science and Insights Unit (BSIU) team were also given observer logins so they could observe the research 'live' as it unfolded.

## 2. Sample

### 2.1 Sampling approach

We recruited a total of 91 participants.

For Phase 1a - the online platform, we recruited 50 participants. The sample comprised 30 participants with a spread of socio-demographics broadly reflective of the adult population in England (see Table 1), and a further 20 participants to give an additional boost to groups who the existing literature had shown were historically less engaged with testing. This included participants across the following groups: young people aged 16 to 24, lower socio-economic groups (SEG) or unemployed and those from an ethnic minority background.

In addition to the participants taking part on the online platform, we also recruited an additional 5 participants who were less able to take part in the online platform. The sample for the depth interviews was skewed to older and lower SEG groups. This included:

- 2 participants who are digitally disengaged
- 3 participants with English as a second language

For the Phase 1b sample, we reconvened all 55 participants. This included those who took part in the online platform and in-depth interviews in Phase 1a.

Completely separate focus groups were conducted to focus on testing communications and were segmented by socio-economic background and age. Across the whole sample:

- participants were recruited from 5 locations across England – including urban, suburban and rural locations
- no participants were classified as clinically extremely vulnerable (shielding), or looking after someone who was classified as clinically vulnerable during the COVID-19 pandemic or previously (or currently) employed in health and social care or the armed forces. They would have had different and targeted communications around the need to test and report LFD test results
- we also set minimum quotas on participants who had some form of caring responsibility (for example, for a child under 18 or for a parent or partner)

To identify and recruit participants for the research, we used Thinks' network of freelance qualitative recruiters based in the chosen locations. As we went out to 5 different locations: Birmingham, Bristol, London, Manchester and Newcastle, we used 5 individual recruiters who were specialised and local to the area. The recruiters were all MRS accredited and have their own local network, which they regularly refresh and expand through techniques such as snowballing, door-knocking, on-street interviewing and advertising through community channels

(for example, neighbourhood newsletters and social media groups). For this project, they used a number of ways to find people from their database based on our screening criteria including phone calls, emails and social media. It was a requirement that participants did not know each other and therefore recruiters did not use snowball sampling.

All profiles were reviewed by a Thinks team member before participants were confirmed.

## 2.2 Sample breakdown

**Table 1. Online platform achieved sample**

Demographic	Criteria	Number
Location	Participants recruited across England: London, Manchester, Newcastle, Birmingham and Bristol	50
	Urban	20
	Suburban	18
	Rural	12
Gender	Male	25
	Female	25
Age	16 to 24	10
	25 to 44	23
	45 to 64	7
	65 to 74	9
	75 and over	1
Socio-economic group (SEG)	AB	12
	C1	13
	C2	4
	DE	20
Ethnicity	Identify as non-White	14
Caring responsibilities	Child under 16	11
	Caring for other family member	5
Unemployment	Unemployed	5

**Table 2. Focus group achieved sample**

Demographic	Criteria	Number
Location	Participants recruited across England: London, Manchester, Newcastle, Birmingham and Bristol	36
	Urban	13
	Suburban	15
	Rural	8
Gender	Male	16
	Female	20
Age	18 to 24	4
	25 to 44	13
	45 to 64	17
	65 to 74	2
	75 and over	0
Socio-economic group (SEG)	AB	9
	C1	9
	C2	11
	DE	7
Ethnicity	Identify as non-White	15
Caring responsibilities	Child under 16	12
	Caring for other family member	6

**Table 3. In-depth interview achieved sample**

Demographic	Criteria	Number
Location	Participants recruited across England	5
	Urban	2
	Suburban	3
	Rural	0
Gender	Male	3
	Female	2
Age	18 to 24	0
	25 to 44	1
	45 to 64	3
	65 to 74	1

Demographic	Criteria	Number
	75 and over	0
Socio-economic group (SEG)	AB	0
	C1	3
	C2	1
	DE	1
Ethnicity	Identify as non-White	3
Language	English	2
	English as a second language	3
Digital confidence	Digitally confident	3
	Not digitally confident	2



## 3. Behavioural frameworks and analysis

### 3.1 COM-B behavioural framework

The COM-B model of behaviour change<sup>2</sup> is a simple yet comprehensive diagnostic framework that ensures that a full range of possible influences on a behaviour, both conscious, subconscious, and contextual, are taken into consideration. This model was designed to provide a unifying, transdisciplinary framework for other models and theories in behavioural science. It can be generalised to understand and explain the behaviour of groups, organisations and whole populations.

Analysing behavioural barriers and drivers using the COM-B model allows us to unpick why a behaviour may or may not be happening, and pinpoint which factors we might need to change in order to prompt a desired behaviour. This ensures that behavioural interventions are as effective as possible.<sup>3</sup>

COM-B rests on the understanding that people need sufficient levels of 3 interacting components – capability, opportunity and motivation – in order to perform a behaviour. For someone to enact a particular behaviour they must have the capability to do it (for example, the knowledge and skills), the opportunity to do it (for example, the time and resources and a conducive social environment), and they must be more motivated to do it than anything else they might be doing.

Each of these components can then be further split down into 2 sub-components, summarised in the model below:

Capability includes:

- psychological capability - knowing how to do something, understanding why, and having the mental skills and resilience to achieve it
- physical capability – having the physique and physical skills to be able to do it

Motivation includes:

- reflective motivation - involving conscious thought processes like planning, making evaluative judgement, and deciding what we should be doing
- automatic motivation - involving our feelings of desire, our habits and our instincts

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<sup>2</sup> Michie S, Atkins L and West R. 'The behaviour change wheel: a guide to designing interventions' First edition (2014)

<sup>3</sup> Michie S, van Stralen MM and West R. '[The behaviour change wheel: A new method for characterising and designing behaviour change interventions](#)' Implementation Science 2011: volume 6, article 42

Opportunity includes:

- environmental opportunity - relating to time and the objects, materials, and spaces in the world we inhabit
- social opportunity – relating to the people, groups and organisations with whom we interact, directly or indirectly

The COM-B model has been applied throughout this research. The model has been applied in the design of the research (from devising the qualitative discussion guides and moderating probes) and has provided a framework for analysis and the development of potential future communications and interventions. We have used the framework to help address the following questions during each phase of the research:

- research design: how can we uncover the barriers and facilitators to reporting test results?
- interim analysis: what are the most important barriers and facilitators?
- development of interventions: how can these barriers be addressed? How can these facilitators help?
- final analysis: which interventions can bring about this behaviour change?

### 3.2 Theoretical framework of acceptability

Following consultation with the UKHSA Behavioural Science and Insights Unit, we used the Theoretical Framework of Acceptability (TFA)<sup>4</sup> to structure the phase 2 discussion guide and analysis of the data.

The TFA is a model designed to assess the acceptability of health interventions, by understanding which factors are most influential. It is comprised of 7 dimensions:

- Affective attitude: how an individual feels about the intervention
- Burden: the amount of perceived effort required to participate in the intervention
- Ethicality: the extent to which the intervention is morally acceptable from the perspective of the individual
- Perceived effectiveness: the extent to which the intervention has achieved its intended purpose
- Intervention coherence: how well the individual understands the intervention and how it works
- Self-efficacy: the individual's confidence that they can perform the behaviours required to engage in the intervention
- Opportunity cost: the benefits or values given up to engage in the intervention

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<sup>4</sup> Mandeep Sekhon, Martin Cartwright and Jill J. Francis. 'Development of a theory-informed questionnaire to assess the acceptability of healthcare interventions' (2012)

## 4. Limitations of qualitative research

Quantifiable conclusions cannot be drawn from our qualitative research, due to small sample sizes and non-random sampling methods. This also applies to any sub-group differences highlighted in this research. In order to mitigate this, we set quotas and limits on specific demographics and characteristics, to achieve a diverse sample that reflects the profile of the population of interest.

Moreover, as a result of qualitative methods' reliance on observation and interpretation, qualitative analysis is more prone to researcher bias. Qualitative research deploys reflexivity, data triangulation, thematic data analysis frameworks and other self-evaluation methods and processes, all to ensure researcher conclusions fully convey participant views and experiences. For more on research bias and reflexivity please go to the referenced article from the UK Statistics Authority.<sup>5</sup>

### 4.1 Interpreting qualitative research findings

We used a qualitative approach to meet the requirements of the study. Qualitative research is illustrative, detailed and exploratory. It offers deep insight into the perceptions, feelings and behaviours of a small sample of people, rather than quantifiable conclusions from a statistically representative sample.

#### 4.1.1 What is qualitative research?

Qualitative research is a methodology that draws insight from observation and dialogue, rather than numerical and statistical measurement. It involves collecting and analysing non-numerical data, such as interviews, observations, focus groups, diaries and so on.

#### 4.1.2 What is the value of qualitative research?

Qualitative research provides rich insight into individual and groups lived experience, answering the 'how' and 'why', rather than 'how many' or 'how much'. It can identify causal explanations, and spectrums of opinion on subjects alongside key drivers of these.

#### 4.1.3 How should qualitative findings be interpreted?

In reporting qualitative data, researchers use words such as 'a few', 'some' or 'many' to indicate the proportion of the given sample that expressed certain views or experiences. The terms 'rare' 'common' or 'typical' is used to capture how reoccurring a theme is. Researchers also use language to reflect strength of feeling within views or perceptions, such as 'a strongly held view'.

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<sup>5</sup> [Ethical considerations associated with qualitative research methods](#)

## 5. Design and research materials

### 5.1 Communications tested

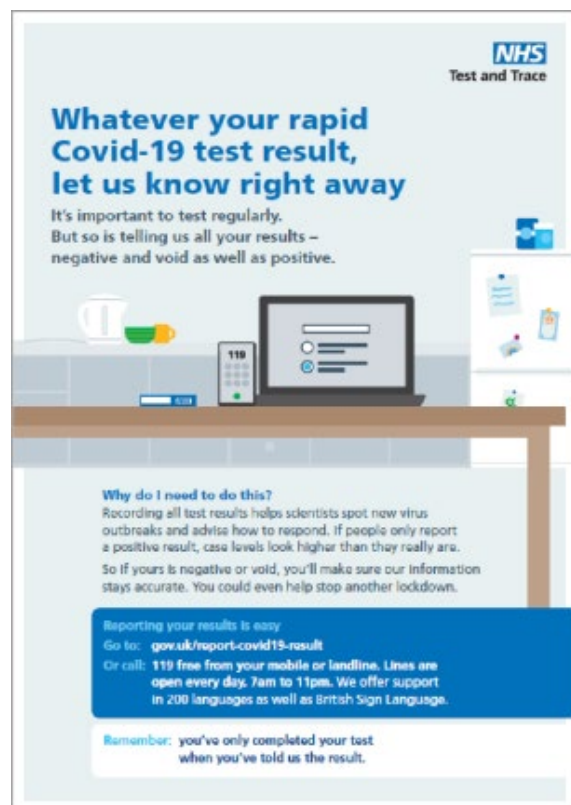
In order to select the specific communications to explore with the public, the project team liaised with various teams within the UKHSA including the COVID-19 Inquiry Communications Team, Strategy, and Policy and Programmes and Testing Operations.

The communications tested aimed to cover the breadth of the UTO period and the key touchpoints when the messaging around reporting LFD test results changed or increased in prominence.

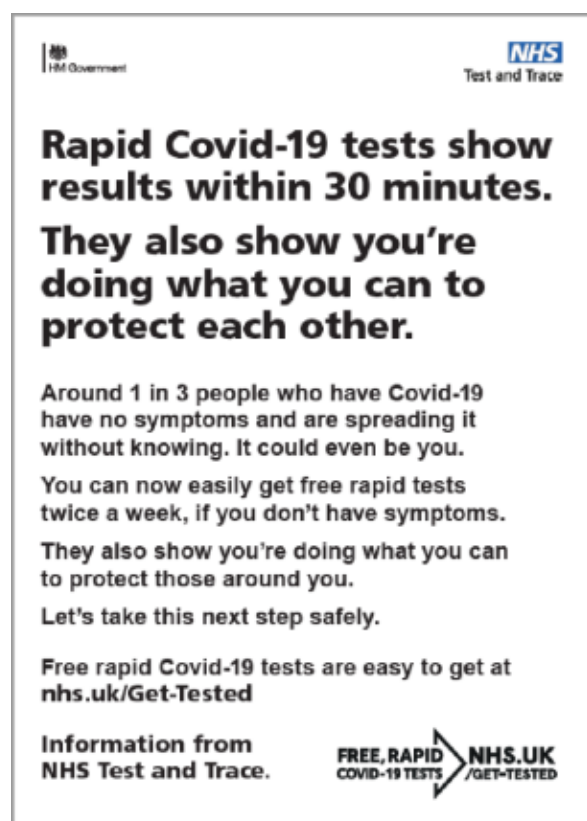
**Figure 1. Early universal testing offer (UTO) radio asset (static), April to July 2021**



**Figure 2. Middle universal testing offer (UTO) leaflet and poster used during religious festivals, August to November 2021**

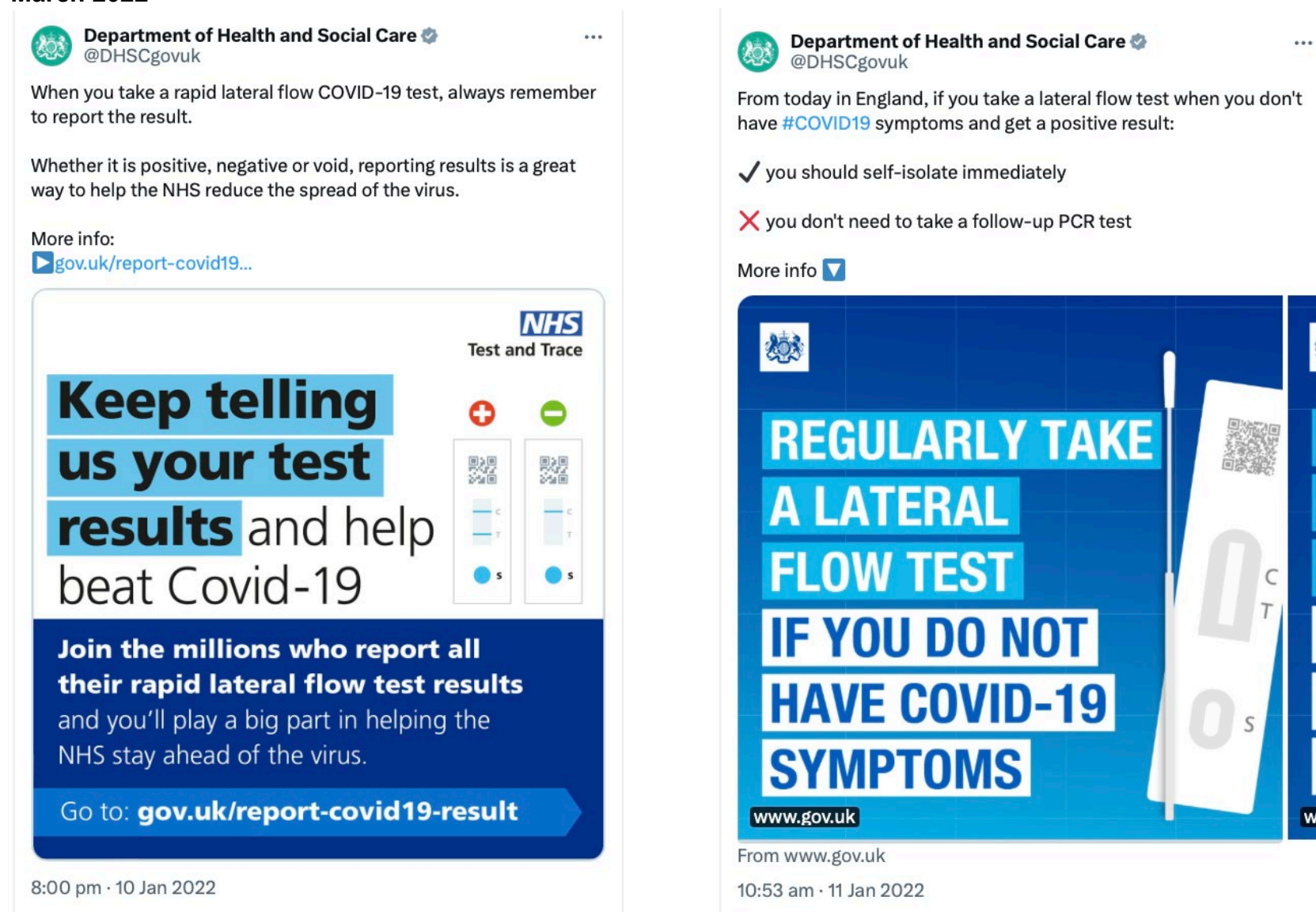


**Figure 3. Middle universal testing offer (UTO) leaflet and poster used during religious festivals, August to November 2021**





**Figure 4. Late universal testing offer (UTO) tweets from the official Department Health and Social Care X account, December 2021 to March 2022**



## 5.2 Discussion guide design

### 5.2.1 Coverage and aims

All 50 participants participated in online research via our online research platform, Recollective. Over the course of 1.5 weeks, participants spent around 120 minutes completing online tasks and activities. Participants had the flexibility to complete these exercises at a time that was convenient for them. The engagement platform went live on 5 February and ended on 14 February at midnight.

The discussion guides and online platform scripts were developed in collaboration between Thinks and UKHSA.

The online platform script aimed, across 2 phases, to:

- explore behaviours around reporting lateral flow COVID-19 test results (not PCR tests), both positive and negative, including barriers and facilitators to reporting. This would include examining the cultural and socio-economic factors that may have influenced reporting behaviours, with a particular focus on vulnerable or underserved populations
- investigate the impact of various communication strategies employed during the pandemic, including public awareness of campaigns, messaging clarity, and accessibility of information, on reporting behaviours
- assess the role of digital tools and technology in streamlining the reporting process and improving user experience, including the potential for mobile apps or online portals – such as digital readers
- understand spontaneous perceptions on how to increase reporting behaviours in a future pandemic scenario – exploring approaches to removing barriers to reporting, increasing motivations to report and improving messaging
- explore reactions to a series of potential proposals, understanding which are perceived to be most promising in increasing reporting behaviour

The in-depth interviews covered similar ground and the discussion guides aimed to:

- explore recall around past testing behaviour and LFD result reporting specifically
- explore the barriers and facilitators to reporting positive and negative LFD test results
- explore perceptions of existing digital tools that could have been used as part of the reporting process.
- understand spontaneous perceptions on how to increase reporting behaviours in a future pandemic scenario – exploring approaches to removing barriers to reporting, increasing motivations to report and improving messaging
- explore reactions to a series of potential proposals, understanding which are perceived to be most promising in increasing reporting behaviour of all LFD test results

The online focus groups focussed more on communications about self-testing and how they related to reporting test results. This discussion guide aimed to:

- investigate the impact of various communication strategies employed during the pandemic, including public awareness of campaigns, messaging clarity, and accessibility of information, on reporting behaviours
- explore recall around past testing behaviour and LFD result reporting specifically
- explore perceptions of existing digital tools that could have been used as part of the reporting process
- explore recommendations for future messaging on reporting LFD test results

The following pages set out the script for the online research. It includes details of the activities and questions that we asked, as well as instructions for scripting and for participants.

## 5.2.2 Phase 1. Online platform script

### [Landing page](#)

Welcome to the online research platform.

Hello everyone!

Welcome to the first part of the online research. We're really excited about kicking off this project and getting to hear from you over the coming week and a half.

We're conducting this research with the general public. We are really keen to hear your honest views – there are no right or wrong answers! Please also only share what you feel comfortable sharing.

Over the next few days, we'll be asking you to complete 6 activities. Members of the Thinks team may also ask you additional questions about your responses to better understand your opinion. Please make sure to look at your notifications on this website to check whether you've received any follow-up questions – you can do this by clicking on the bell icon in the top right-hand corner of the screen.

Please make sure to log in to complete all activities and answer any follow-up questions before the first part of the research ends on Wednesday 14 February at midnight.

Most activities will take 15 to 20 minutes to complete, with one longer activity that will take 30 to 40 minutes. At the end of this first part, you will receive £155 as a thank you for your time. We'll then take a small break, before launching the second part of the online research later in the year (week commencing 4 March). More information will be provided after completing this research phase but it will be a similar online platform with a further week of activities.

Here is a quick summary of what we have planned for this first phase:



Activity number	Title	Time needed for activity
1	Welcome and getting to know you	5
2	Reflecting on the COVID-19 pandemic	40
3	Recalling public health measures	20
4	Lateral flow testing behaviours	20
5	Reporting test results	20
6	Reporting processes	15
Total		120

If you have any questions at any point or are struggling to complete any of the activities, then please get in touch with us by email or send us a message via the online platform. We are very happy to help.

Thanks for taking part, and we very much look forward to engaging with you and reading your responses!

## Activity 1. Welcome and getting to know you (5 minutes)

Activity aim: to warm up participants to online platform and share introductions

Task	Task type	Task name	Script
1.	Prompt	Welcome!	Welcome! Hello and welcome to the first activity! We'd like to start off by getting to know a bit about you.
2.	Multimedia (with an open text box and option to include video)	About you	To get started, we would love to hear a bit more about you. Please record a short video (1 to 2 minutes), telling us: <ul style="list-style-type: none"> <li>• your first name</li> <li>• where you live and who, if anyone, you live with</li> <li>• what you do for education or work</li> <li>• any interests you have</li> </ul> Feel free to add anything else we think you should know about you. If you don't want to record a video, you can type your answer in the box below.
3.	Prompt	Thanks for completing the first activity!	Click 'finish' below to finish this activity and move on to the next one. You can do the next activity now, or at another time that suits you. We only ask that all activities are completed by the deadline of 14 February.

## Activity 2. Reflecting on the COVID-19 pandemic (40 minutes)

Aim: to remind participants of the social context of the time, to better ground their responses in behaviours that they would have taken during the pandemic.

Task	Type	Name	Script
1.	Fill the blanks (with multiple open text boxes)	Reflecting on the COVID-19 pandemic.	<p>Throughout today's task, we'll be asking you to reflect back on different points during the COVID-19 pandemic.</p> <p>For this activity, we'd like you to think back to the COVID-19 pandemic. We have included some news headlines to remind you of what was happening around this time.</p> <p>Thinking back to each of these different points:</p> <ul style="list-style-type: none"> <li>• how did you feel at this time?</li> <li>• what were the 3 main ways that your life changed in these stages of the pandemic?</li> </ul>
2.	Open text	Timeline of restrictions	<p>Please take a look at this timeline of restrictions:</p> <ul style="list-style-type: none"> <li>• are there any points that you remember that particularly stand out to you?</li> <li>• is there anything here that you had forgotten?</li> </ul>
3.	Multimedia (with an open text box and option to upload photos)	Your personal timeline	<p>We'd like you to document your own personal timeline of events throughout the later stages of the pandemic, starting in April 2021 and continuing up to March 2022.</p> <p>To do this, you could go back through your emails, texts, photos or social media to remind yourself of what you were doing at different points within this timeframe.</p> <p>As a refresher, April 2021 is when the second set of restrictions was introduced and represented an easing of previous restrictions.</p> <p>Please download our timeline template and edit it to include at least 5 events that you can remember from this time. This can be made up of anything that stands out to you from bigger events, for example getting married, having a baby, starting university, starting a new job and so</p>

Task	Type	Name	Script
			<p>on to more day-to-day events, for example, going around to a friend's house, going out to a café, restaurant or pub or a day trip somewhere and so on.</p> <p>Looking at each of these 5 events, for each can you:</p> <ul style="list-style-type: none"> <li>• pick an emoji that describes how you felt about this event. Please explain the emoji you have selected</li> <li>• how would you describe how you felt about coronavirus at this time? How, if at all, did this affect your behaviour?</li> <li>• how vulnerable to catching coronavirus did you feel? Please answer on a scale from 1 to 5 where 1 is not at all vulnerable and 5 is very vulnerable</li> <li>• how severe did you think the impact of catching coronavirus would have been for you at this time? Please answer on a scale from 1 to 5 where 1 is not at all severe and 5 is very severe</li> </ul>

### Activity 3. Recalling public health measures (20 minutes)

Activity aim: to understand the extent to which participants recall reporting requirements, and explore which of these were seen as important, compared to other measures.

Task	Task type	Task name	Script
1.	Prompt	Welcome to activity 3!	<p>Welcome to your third activity. Today we would like you to think back to public health measures that took place during the pandemic.</p> <p>A public health measure is, as defined by the World Health Organisation (WHO), any preventive measure that was introduced to reduce exposure to, and the spread of, COVID-19.</p>

Task	Task type	Task name	Script
2.	Open end	Public health measures	<p>Without looking it up, and using the WHO definition, to the best of your memory please write a list of as many of the public health measures that you can remember that were put in place due to COVID-19, and what you believe was the main reason for that health measure.</p> <p>Please remember this isn't a test, we are just interested in hearing about what you can remember.</p> <p>And which of these measures do you recall hearing about a lot from the government or the NHS?</p> <p>And which did you hear about less?</p>
3.	<p>Fill in the blanks (with open text boxes and grid)</p> <p>Scale</p> <p>Open end</p>	Ranking measures	<p>Here is a list of some public health measures that were implemented at various stages of the pandemic. In your opinion, how important was each of the following in limiting the impact of coronavirus. Please answer on a scale of 1 to 5 where 1 is not at all important and 5 is very important.</p> <ul style="list-style-type: none"> <li>• contact tracing</li> <li>• self-isolation when feeling unwell or testing positive</li> <li>• hygiene precautions (for example, frequent hand washing)</li> <li>• wearing a mask in public</li> <li>• taking a lateral flow test</li> <li>• reporting results from lateral flow tests</li> <li>• social distancing</li> <li>• vaccinations</li> <li>• covering your mouth and nose when coughing or sneezing</li> <li>• avoiding crowded spaces</li> <li>• shielding for vulnerable people</li> <li>• lockdown</li> <li>• COVID passport</li> </ul>

Task	Task type	Task name	Script
			<ul style="list-style-type: none"> <li>• COVID app</li> <li>• other [OPEN END]</li> </ul> <p>(Note for moderator, probe any particularly low scores to understand why these were seen as less important.)</p> <p>Looking back at the list, which 2 do you think were the most important? Why do you say that?</p> <p>Do you think other people viewing this list would select the same 3?</p> <ul style="list-style-type: none"> <li>• why or why not?</li> </ul>
5.	Fill in the blanks (with open text boxes)	Thinking about public health measures	<p>Please see below a list of some of the key public health measures that were implemented at the time:</p> <ul style="list-style-type: none"> <li>• social distancing</li> <li>• regular testing with lateral flow tests</li> <li>• vaccinations</li> </ul> <p>For each one please tell us:</p> <ul style="list-style-type: none"> <li>• what do you think was the key motivation for introducing this measure?</li> <li>• did you feel these were easy public health measures to abide by?</li> <li>• how important was this public health measure to you as an individual?</li> <li>• how important was this public health measure on England as a whole? <ul style="list-style-type: none"> <li>○ do you think this public health measure was widely used or implemented in England? Why?</li> </ul> </li> </ul>

## Activity 4. Lateral flow testing behaviours (20 minutes)

Aim: to understand testing behaviour, including motivations for testing and the steps participants went through when testing.

Task	Type	Name	Script
1.	Fill in the blanks (with open text boxes and multiselect)	Recalling testing steps	<p>As part of the pandemic response, the government launched a universal testing offer in April 2021. This gave people in the UK free access to rapid testing.</p> <p>You have told us that you completed a lateral flow test at one point during the pandemic. Without looking it up, please recap the steps involved in the testing process, from the very first step to the very last. Please provide as much detail as you can remember.</p> <p>Now more generally, how confident are you that you remember the testing process involved in taking a lateral flow test?</p> <ul style="list-style-type: none"> <li>• not very confident, I can only remember one or 2 steps</li> <li>• fairly confident, I think I can remember the key important steps</li> <li>• very confident, I think I can remember almost all of the steps</li> </ul>
2.	Heatmapping exercise	Lateral flow testing	<p>[Heat mapping]</p> <p>Here is an example of some instructions that would have been included in a lateral flow test box.</p> <p>Please read through these instructions and highlight what you think the most important steps are.</p> <p>[Moderator] Probe if reporting highlighted specifically:</p> <ul style="list-style-type: none"> <li>• why have you highlighted reporting as one of the important steps?</li> </ul>
3.	Fill in the blanks (with open text boxes and multiselect)	Testing behaviour	<p>Looking again at your timeline of the pandemic, picking 3 different points on the timeline, for each can you describe:</p> <ul style="list-style-type: none"> <li>• how frequently or infrequently were you using a lateral flow test? Please select from the options below:</li> </ul>

Task	Type	Name	Script
			<ul style="list-style-type: none"> <li>○ daily</li> <li>○ more than once a week</li> <li>○ weekly</li> <li>○ monthly</li> <li>○ other</li> </ul> <ul style="list-style-type: none"> <li>● in each of these occasions, what was the main reason or motivation for testing?</li> </ul> <p>We'd now like to understand how your approach to lateral flow testing changed between April 2021 and continuing up to March 2022. We'll break this down into 3 time periods and please answer the following questions for each period.</p> <p>Time periods:</p> <ul style="list-style-type: none"> <li>● start of free universal testing offer (April to July 2021)</li> <li>● the middle of free universal testing (August to November 2021)</li> <li>● the end of free universal testing (December 2021 to March 2022)</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>● did the frequency of your testing change at all during this time period?</li> <li>● did your reasons for testing change?</li> <li>● did your attitudes towards testing change at all? For example, did you become more and less strict towards testing?</li> <li>● what do you think was behind these changes?</li> </ul>
4.	Multiselect Open end	Testing motivations	<p>Thank you for your answer. Looking at the list below, please select anything of the following that motivated you to test with a lateral flow:</p> <ul style="list-style-type: none"> <li>● I had coronavirus-type symptoms</li> <li>● I had been in contact with someone who had coronavirus-type symptoms</li> <li>● I was or am an essential worker</li> </ul>



Task	Type	Name	Script
			<ul style="list-style-type: none"> <li>• I was contacted by Test and Trace</li> <li>• I was curious</li> <li>• I was travelling in the near future or have just returned from travelling</li> <li>• a negative test was needed before attending an event</li> <li>• a negative test was needed to see friends or family</li> <li>• for the safety of others</li> <li>• for the safety of close friends or family</li> <li>• I was part of a testing scheme</li> <li>• it was required for my work</li> <li>• it was required by my place of study</li> <li>• I was told by a healthcare professional</li> <li>• other [OPEN END]</li> </ul> <p>Again, did any of these reasons become more or less important at different stages of the pandemic?</p>

## Activity 5. Reporting test results (20 minutes)

Aim: to understand past reporting behaviour, motivations for reporting, and barriers and facilitators for reporting.

Task	Type	Name	Script
1.	Open end	Reporting test results	<p>For this task, we're going to be thinking specifically about reporting lateral flow test results to the NHS or the government.</p> <p>How likely would you say that you would report a result from:</p> <ul style="list-style-type: none"> <li>• a positive lateral flow test</li> <li>• a negative lateral flow test</li> </ul>

			<p>Scale:</p> <ul style="list-style-type: none"> <li>• very unlikely</li> <li>• unlikely</li> <li>• neither likely nor unlikely</li> <li>• likely</li> <li>• very likely</li> <li>• don't know</li> </ul> <p>Again looking at your timeline, how if at all did this change at different parts of the pandemic.</p>
1.	Open end	Reporting test results	<p>Using the box below, please tell us about a time you reported a test result. Please could you tell us:</p> <ul style="list-style-type: none"> <li>• what motivated you to report your test result and why did you report it?</li> <li>• where you reported your test result, including: <ul style="list-style-type: none"> <li>○ online through government website</li> <li>○ calling 119</li> <li>○ using the digital reader</li> <li>○ using the Be My Eyes app</li> </ul> </li> <li>• whether your test result was positive or negative.</li> <li>• what the process involved in reporting your test result.</li> </ul> <p>We'd now like to ask you some further questions about reporting test results:</p> <ul style="list-style-type: none"> <li>• can you confirm if the test result we just asked you about was a positive or negative test?</li> <li>• would your motivation change if the result had been different? Would your reason for reporting change?</li> <li>• would you have followed a different process of reporting if the result had been different?</li> </ul> <p>Thank you for your answers so far, we'd now like to know how important, in your opinion, was it to report test results?</p>

			<ul style="list-style-type: none"> <li>• what is it makes you think that?</li> </ul> <p>If you didn't report a test result, or can't remember, how do you imagine you might have reported a test result?</p> <ul style="list-style-type: none"> <li>• where would you have gone to report it?                             <ul style="list-style-type: none"> <li>○ including: Online through government website, calling 119, using the digital reader or using the Be My Eyes app</li> </ul> </li> <li>• why would you report a test result in your opinion?</li> <li>• how important, in your opinion, was it to report test results?                             <ul style="list-style-type: none"> <li>○ what is it makes you think that?</li> </ul> </li> <li>• was this test a positive result or negative?                             <ul style="list-style-type: none"> <li>○ would your motivation change if the result had been different? Would your reason for reporting change?</li> <li>○ would you have followed a different process of reporting if the result had been different?</li> </ul> </li> </ul>
2.	Open end plus single-select question	Reporting test results	<p>Throughout the pandemic, lots of people who took tests didn't report their results for a range of different reasons.</p> <p>Why do you think other people throughout England didn't report their test results? How, if at all, was this different for positive and negative test results.</p> <p>And now looking at the list below, please select the option below that you think was the main reason people didn't report their test results. Please provide an answer for both positive and negative test results.</p> <ul style="list-style-type: none"> <li>• they didn't understand that they needed to report their test results</li> <li>• they didn't have the right information to be able to report their results</li> <li>• they didn't feel obligated to report test results or didn't think they needed to</li> <li>• they thought it was difficult to read or interpret the test results</li> <li>• they found it difficult to report test results</li> <li>• other people around them weren't reporting test results</li> </ul>

			<ul style="list-style-type: none"> <li>• they didn't have the time to report test results</li> <li>• they didn't think it was important to report their test results</li> <li>• they tested negative and you don't need to report negative results</li> <li>• they reported results to work, school, university or people who need to know</li> <li>• other [OPEN END]</li> </ul> <p>And now thinking about yourself, were there any times when you didn't report a test result? What was the main reason for this?</p>
3.	Fill in the blanks (with open text boxes)	Importance of reporting	<p>To what extent do you think it was important for people to report their test results? Why?</p> <ul style="list-style-type: none"> <li>• to what extent was this different for positive and negative test results?</li> <li>• do you think it was made clear that test results should be reported? Why?</li> <li>• how clear do you think it was that if you received a negative test result it did not guarantee that you were not infectious?</li> <li>• how clear do you think it was that you should still follow precautions such as social distancing if you received a negative test result?</li> <li>• for what reasons do you think the government wanted people to report test results?</li> </ul> <p>What would have made you report COVID-19 testing results (more) during the pandemic?</p>
5.	Fill in the blanks (with open text boxes)	Communications for reporting	<p>Three key reasons the government wanted people to report test results can be found below:</p> <ul style="list-style-type: none"> <li>• monitoring positive and negative test results to track patterns of infection.</li> <li>• to assess how effective the delivery of testing was as a public health intervention.</li> <li>• government accountability: the rolling out of testing involved using public money, so it was important tests were used properly and effectively, include reporting results.</li> </ul> <p>For each of the above, can you answer the following questions:</p> <ul style="list-style-type: none"> <li>• to what extent do you think this reason was communicated to you?</li> <li>• to what extent do you think the importance of this reason was communicated to others?</li> <li>• did, or would, this reason motivate you to report testing results? Why?</li> </ul>

## Activity 6. Reporting processes (15 minutes)

Aim: to understand perceptions of the reporting process and barriers to using digital tools.

Task	Type	Name	Script
1.	Fill in the blanks (with open text boxes)  Single-select	Accessing reporting websites	<p>Please take a look through the following websites, taking some time to read the instructions and explore the page [Show 'Visitors to adult social care settings: reporting rapid lateral flow tests at home' on GOV.UK, now withdrawn].</p> <p>You may have seen some of these websites before if you have previously reported a test result.</p> <p>How would you describe your overall impression of the websites?</p> <ul style="list-style-type: none"> <li>• what 3 words would you use to describe the websites you visited?</li> </ul> <p>How easy or difficult was it to read and navigate the website when you arrived on it?</p> <ul style="list-style-type: none"> <li>• what features or aspects of the website made it easy to navigate or read?</li> <li>• what, if anything, made it harder to navigate or read?</li> <li>• was there anything you were expecting to see on the website that wasn't there?</li> <li>• how could it be made easier?</li> </ul> <p>Can you think of any particular individuals or groups of people who may have found navigating the website harder to do? If so, who?</p> <p>We'd now like to ask you about the COVID-19 digital reader, this is an online service where people can submit pictures of a COVID-19 lateral flow test and it will correctly identify whether it is showing a positive or negative result.</p> <p>Firstly, have you heard of the COVID-19 digital reader?</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul> <p>Secondly, what do you think is the reason for a digital COVID-19 results reader?</p>
2.	Prompt	Thank you!	Thank you for completing the final activity of this first phase of the research! We really appreciate you taking the time to help us with this research – so a huge thank you from us!

Task	Type	Name	Script
			<ul style="list-style-type: none"> <li>• do you have any final comments?</li> <li>• is there anything that could have made this research experience better for you?</li> </ul> <p>While you have completed the activities, the online platform will remain open until XXX. Please do look out for any final follow-up questions from the Thinks team.</p> <p>Thank you again for taking part in the research. A member of our research team will be in touch soon with more details about your payment and the next phase of the research.</p>

### 5.2.3 Phase 1. In-depth interview discussion guide

The purpose of this document was to serve as a guide to inform the flow of the discussions, rather than a definitive list of questions to cover. As these were qualitative sessions, the moderator used the guide flexibly and was guided by what comes out of the discussions.

Section and aim	Key questions and probes	Time	Total
Introduction	<p>My name is [XXX] and I'm a researcher from an independent research agency called Thinks Insight and Strategy. My job is to hear from people all over the country to hear what they think and feel on a really wide range of topics.</p> <p>We're here today because we'd like to hear about your experiences of lateral flow testing during the pandemic, specifically between April 2021 and March 2022.</p> <p>Moderator to explain:</p> <ul style="list-style-type: none"> <li>• there are no right or wrong answers to any of the questions, we just want to hear your honest views.</li> <li>• the research findings will be anonymised. This means you will not be personally identified in any of our reporting</li> <li>• the only exception to this is if you say something that gives me reason to think you or someone else is at risk of harm. In the unlikely event that this happens, we may be legally obliged to pass this information on to the relevant authorities</li> </ul>	5	5

Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>• you can opt out of the research at any time before the end of this session. We won't then provide your input to the report</li> <li>• we'll be talking for 45 minutes – finishing up at [XXX]</li> <li>• incentives for this phase will be paid by Ayda</li> </ul> <p>Moderator to cover:</p> <ul style="list-style-type: none"> <li>• introduce any observers, colleagues or clients in the room [as applicable]</li> <li>• obtain permission to video record the research session and recap how the recording will be used</li> <li>• offer participants the opportunity to ask questions about the research process</li> </ul> <p>Moderator to ask participant to introduce themselves, including:</p> <ul style="list-style-type: none"> <li>• where you live and who you live with</li> <li>• what you do for work if you're currently working or in your spare time</li> </ul>		
<p>Illustrating the context of the time</p> <p>Aim: to remind participants of the social context of the time, to better ground their responses in behaviours that they would have taken during the pandemic.</p>	<p>To begin, we would like you to think back to the different stages of the COVID-19 pandemic. We are going to show you some headlines to remind you of what was happening at this time.</p> <p>Moderator to show headlines on screen (3 slides):</p> <p>Thinking back to these headlines,</p> <ul style="list-style-type: none"> <li>• how did you feel at this time? <ul style="list-style-type: none"> <li>○ what were your concerns or sentiments at this time?</li> </ul> </li> <li>• what were the main ways your life changed at this time of the pandemic?</li> </ul> <p>We are now going to look at a timeline of the COVID-19 restrictions that were put in place during the pandemic.</p> <p>Moderator to show a timeline of restrictions:</p> <ul style="list-style-type: none"> <li>• are there any points on the timeline that particularly stand out to you?</li> </ul>	5	10

Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>○ why is that restriction particularly memorable?</li> <li>• are there any restrictions here that you had forgotten?</li> <li>• what, if anything, would you add to the timeline based on your own experience of that time?</li> </ul>		
<p>Recall and perceptions of public health measures</p> <p>Aim: to understand the extent to which participants recall reporting requirements, and explore which of these were seen as important, compared to other measures.</p>	<p>We would now like to ask you to think back to public health measures that took place during the pandemic. By public health measures we mean preventive measures that were introduced to reduce exposure to, and the spread of, COVID-19.</p> <p>Please remember this is not a test, we are just interested in hearing about your experiences of the pandemic and what you can remember from that time.</p> <ul style="list-style-type: none"> <li>• to the best of your memory, what public health measures were put in place during the pandemic?</li> <li>• what were the reasons for these measures?</li> </ul> <p>We are now going to look at a list of some public health measures that were implemented at various stages of the pandemic.</p> <ul style="list-style-type: none"> <li>• social distancing</li> <li>• regular testing with lateral flow tests</li> <li>• Covid passport to travel abroad</li> <li>• vaccinations</li> </ul> <p>Moderator to share screen.</p> <p>Moderator to ask questions for each measure in turn:</p> <ul style="list-style-type: none"> <li>• what do you think was the key motivation for introducing this measure?</li> <li>• did you feel these were easy public health measures to abide by?</li> <li>• how important was this public health measure to you as an individual?</li> <li>• how important was this public health measure on England as a whole?</li> <li>○ do you think this public health measure was widely implemented in England? Why?</li> </ul>	5	15



Section and aim	Key questions and probes	Time	Total
<p>Recall of behaviours around testing</p> <p>Aim: to understand testing behaviour, including motivations for testing and the steps participants went through when testing.</p>	<p>As part of the pandemic response, the government launched the universal testing offer. This ran between April 2021 and March 2022. This gave people in the UK access to free lateral flow tests.</p> <ul style="list-style-type: none"> <li>to the best of your memory, please take us through step-by-step what you did when you took or take a lateral flow test</li> </ul> <p>(Moderator to listen out for the extent to which reporting is mentioned spontaneously)</p> <p>Here are some images of a test kit and the instructions that came with it. Moderator to share screen:</p> <ul style="list-style-type: none"> <li>what do you think are the most important steps?</li> <li>looking at the instructions specifically, what, if anything, stands out?</li> <li>in your opinion, was the message to report test results clear?</li> <li>did the importance of reporting test results come through?</li> </ul> <p>We'd now like to understand how your approach to testing changed between April 2021 and continuing up to March 2022. We'll break this down into 3 time periods and please answer the following questions for each period.</p> <p>Time periods:</p> <ul style="list-style-type: none"> <li>start of free universal testing offer (April to July 2021)</li> <li>the middle of free universal testing (August to November 2021)</li> <li>the end of free universal testing (December 2021 to March 2022)</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>did the frequency of your testing change at all during this time period?</li> <li>did your reasons for testing change?</li> <li>did your attitudes towards testing change at all? For example, did you become more and less strict towards testing?</li> </ul>	10	25

Section and aim	Key questions and probes	Time	Total
<p>Behaviours around reporting test results</p> <p>Aim: to understand past reporting behaviour, motivations for reporting, and barriers and facilitators for reporting.</p>	<ul style="list-style-type: none"> <li>• what do you think was behind these changes?</li> </ul> <p>Now we would like to you to think specifically about reporting test results.</p> <p>How frequently or infrequently would you say that you would report a result from:</p> <ul style="list-style-type: none"> <li>• a positive lateral flow test</li> <li>• a negative lateral flow test</li> <li>• [if there's a difference] why?</li> </ul> <p>And now, thinking back to a time when you reported a lateral flow test result:</p> <ul style="list-style-type: none"> <li>• what motivated you to report your test result and why did you report it?</li> <li>• where you reported your test result.                             <ul style="list-style-type: none"> <li>○ if needed, prompt: Online through government website, calling 119, using the digital reader or using the Be My Eyes app</li> </ul> </li> <li>• whether your test result was positive or negative.</li> <li>• what the process involved in reporting your test result.</li> </ul> <p>I'd now like to ask you some further questions about reporting test results:</p> <ul style="list-style-type: none"> <li>• can you confirm if the test result we just asked you about was a positive or negative test?</li> <li>• would your motivation change if the result had been different? Would your reason for reporting change?</li> <li>• would you have followed a different process of reporting if the result had been different?</li> </ul> <p>If you didn't report a test result, or can't remember, how do you imagine you might have reported a test result?</p> <ul style="list-style-type: none"> <li>• where would you have gone to report it?</li> </ul>	10	35

Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>○ if needed, prompt: Online through government website, calling 119, using the digital reader or using the Be My Eyes app</li> <li>● why would you report a test result in your opinion?</li> <li>● how important, in your opinion, was it to report test results? <ul style="list-style-type: none"> <li>○ what is it makes you think that?</li> </ul> </li> <li>● was this test a positive result or negative? <ul style="list-style-type: none"> <li>○ would your motivation change if the result had been different? Would your reason for reporting change?</li> <li>○ would you have followed a different process of reporting if the result had been different?</li> </ul> </li> </ul> <p>Throughout the pandemic, people did not always report their test results (positive or negative) for a range of different reasons.</p> <ul style="list-style-type: none"> <li>● do you remember a time when you took a test and didn't report the result? <ul style="list-style-type: none"> <li>○ if so, why do you think you didn't report the result at the time?</li> <li>○ why do you think other people may not have reported their test result?</li> <li>○ was this test positive or negative? <ul style="list-style-type: none"> <li>▪ if the test result was the opposite, would this have made you more or less likely to report the result?</li> </ul> </li> </ul> </li> <li>● to what extent do you think it was important for people to report their test results? Why?</li> <li>● to what extent was this different for positive and negative test results?</li> <li>● do you think it was made clear that test results should be reported? Why? <ul style="list-style-type: none"> <li>○ was this clarity, or lack of, different for positive and negative test results?</li> </ul> </li> <li>● how clear do you think it was that if you received a negative test result it did not guarantee that you were not infectious?</li> </ul>		

Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>• how clear do you think it was that you should still follow precautions such as social distancing if you received a negative test result?</li> <li>• for what reasons do you think the government wanted people to report test results?</li> </ul> <p>Three key reasons the government wanted people to report test results can be found below:</p> <ul style="list-style-type: none"> <li>• monitoring positive and negative test results to track patterns of infection</li> <li>• to assess how effective the delivery of testing was as a public health intervention</li> <li>• government accountability: the rolling out of testing involved using public money, so it was important tests were used properly and effectively, include reporting results</li> </ul> <p>For each of the above, can you answer the following questions:</p> <ul style="list-style-type: none"> <li>• to what extent do you think this reason communicated to you?</li> <li>• to what extent do you think the importance of this reason was communicated to others?</li> <li>• did, or would, this reason motivate you to report testing results? Why?</li> </ul>		
<p>Perceptions of testing infrastructure</p> <p>Aim: to understand perceptions of the reporting process and barriers in using digital tools.</p>	<p>Thanks for sharing your experiences so far. We are now going to look through some webpages for reporting results from a lateral flow test.</p> <p>Moderator to share screen and show:</p> <p><a href="#">Visitors to adult social care settings: reporting rapid lateral flow tests at home</a></p> <ul style="list-style-type: none"> <li>• do you recognise this website? <ul style="list-style-type: none"> <li>◦ if so, how easy or difficult did you find reading and navigating the website?</li> </ul> </li> <li>• what are your initial impressions of the website? <ul style="list-style-type: none"> <li>◦ is information organised in the way you would expect it to be?</li> </ul> </li> <li>• how easy or difficult is it to find where you need to report a test result? <ul style="list-style-type: none"> <li>◦ what do you think of the language being used on this website?</li> </ul> </li> </ul>	10	45

Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>• is there anything you were expecting to see on the website that wasn't there?</li> <li>• what, if anything, could be improved to facilitate the reporting process?</li> </ul> <p>We'd now like to ask you about the COVID-19 digital reader, this is an online service where people can submit pictures of a COVID-19 lateral flow test and it will correctly identify whether it is showing a positive or negative result.</p> <p>Firstly, have you heard of the COVID-19 digital reader?</p> <ul style="list-style-type: none"> <li>• yes</li> <li>• no</li> </ul> <p>Secondly, what do you think is the reason for a digital COVID-19 results reader?</p>		
Wrap-up and close	<p>Thank you for your responses today.</p> <ul style="list-style-type: none"> <li>• do you have any final thoughts or comments?</li> </ul> <p>Remind participants to upload payment details to Ayda, thank and close.</p> <p>Will get an email from Ayda: are you ok with email?</p>	-	45

## 5.2.4 Phase 1. Online focus group discussion guide

Section and aim	Key questions and probes	Time	Total
Introduction	<p>My name is [XXX] and I'm a researcher from an independent research agency called Thinks Insight and Strategy. My job is to hear from people all over the country to hear what they think and feel on a really wide range of topics.</p> <p>We're here today because we'd like to hear about your experiences of lateral flow testing during the pandemic, specifically between April 2021 and March 2022. This is the period during which lateral flow COVID 19 tests (LFDs) were available – free of charge – to the general public. This gave universal access to rapid testing and was known as the universal testing offer.</p>	5	5

Section and aim	Key questions and probes	Time	Total
	<p>Moderator to explain:</p> <ul style="list-style-type: none"> <li>• there are no right or wrong answers to any of the questions, we just want to hear your honest views</li> <li>• the research findings will be anonymised. This means you will not be personally identified in any of our reporting</li> <li>• the only exception to this is if you say something that gives me reason to think you or someone else is at risk of harm. In the unlikely event that this happens, we may be legally obliged to pass this information on to the relevant authorities</li> <li>• you can opt out of the research at any time before the end of this session. We won't then provide your input to the report</li> <li>• we'll be talking for 90 minutes – finishing up at [XXX]</li> <li>• incentives for this phase will be paid by Ayda</li> </ul> <p>Moderator to cover:</p> <ul style="list-style-type: none"> <li>• introduce any observers, colleagues or clients in the room [as applicable]</li> <li>• obtain permission to video record the research session and recap how the recording will be used</li> <li>• offer participants the opportunity to ask questions about the research process</li> </ul> <p>Moderator to ask participant to introduce themselves, including:</p> <ul style="list-style-type: none"> <li>• where you live and who you live with</li> <li>• what you do for work if you're currently working or in your spare time</li> </ul>		
Warm-up and steps involved in testing	Before joining today, we asked you to complete a short pre-task that involved building your own personal timeline of events between April 2021 to March 2022. You don't need to share anything personal if you'd prefer not to, but we'd be interested in hearing a bit about how you found this task.	10	15

Section and aim	Key questions and probes	Time	Total
	<p>Using the chat function, please let me know <u>one</u> thing that stood out to you as you were building your timeline. This could be something that you'd forgotten about, something that reminded you of how you felt at a certain time or how easy or difficult you found completing this task!</p> <p>As part of the pandemic response, the government launched the universal testing offer. This ran between April 2021 and March 2022 and gave people in the UK access to free lateral flow tests. We'd like to spend the rest of the session talking about lateral flow testing from this time period.</p> <p>To start off I'd like us to work together to make a step-by-step list of the lateral flow testing process. Starting right at the first step and working towards the very last.</p> <ul style="list-style-type: none"> <li>• moderator to use boxes on PPT to build out a step-by-step list of the testing process, based on participants recollection, prompting occasionally if needed.</li> <li>• (moderator to listen out for the extent to which reporting (positive, negative or void results) is mentioned spontaneously)</li> </ul> <p>Once participants feel the list is complete:</p> <ul style="list-style-type: none"> <li>• how easy was it to recall the different steps of the lateral flow test?</li> <li>• was there anything that was mentioned that you had forgotten was part of the testing process?</li> </ul>		
Comprehension and key take-outs from LFD messaging during different stages of the UTO	<p>As we'll be discussing the UTO today, we'll be breaking it into 3 different time periods. These are:</p> <ul style="list-style-type: none"> <li>• start of free universal testing offer (April to July 2021)</li> <li>• the middle of free universal testing (August to November 2021)</li> <li>• the end of free universal testing (December 2021 to March 2022)</li> </ul> <p>I'm going to show you 5 different communications on screen, from different periods of the UTO period. I'll then take them away and ask you to answer some questions in the chat.</p>	20	35

Section and aim	Key questions and probes	Time	Total
	<p>Moderator to play the radio advert, along with the text, once before taking it off screen. Please could you write in the chat:</p> <ul style="list-style-type: none"> <li>• what do you think the key message in these adverts are?</li> <li>• what stood out to you?</li> </ul> <p>Moderator to pick 3 to 4 to probe on their responses, before bringing back up on screen.</p> <ul style="list-style-type: none"> <li>• how clear is this advert? Moderator to probe around accessibility of language, tone, detail.</li> <li>• do you think others would agree?</li> <li>• is there anything about this advert you would change to make it more clear?</li> <li>• how relevant does this advert feel to you?</li> <li>• what, if anything, would you do if you saw this advert?</li> <li>• what do you think this advert is asking you to do?</li> <li>• do you think seeing this advert would have encouraged you to [report results, test and so on]</li> </ul> <p>Moderator to show 2 assets from the religious festivals deck before taking it off screen. Please could you write in the chat:</p> <ul style="list-style-type: none"> <li>• what do you think the key message in these adverts are?</li> <li>• what stood out to you?</li> </ul> <p>Moderator to bring the assets back up.</p> <ul style="list-style-type: none"> <li>• how clear is this advert? Moderator to probe around accessibility of language, tone, detail.</li> <li>• do you think others would agree?</li> <li>• is there anything about this advert you would change to make it more clear?</li> <li>• how relevant does this advert feel to you?</li> </ul>		



Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>• what, if anything, would you do if you saw this advert?</li> <li>• what do you think this advert is asking you to do?</li> <li>• do you think seeing this advert would have encouraged you to [report results, test and so on]</li> <li>• which, if either, of these adverts would encourage you to act the most? Why?</li> <li>• does anything feel different in this advert compared to the previous ones we've looked at? Moderator to probe around perceived differences in tone, language, information given</li> </ul> <p>Repeat above questions for the <a href="#">2 tweets</a> from the end of the UTO offer.</p>		
Behaviours and compliance around testing	<p>We'd now like to understand your approach to testing, and how this changed between April 2021 and continuing up to March 2022. As a reminder, we'll break this down into 3 time periods and please answer the following questions for each period.</p> <p>Time periods:</p> <ul style="list-style-type: none"> <li>• start of free universal testing offer (April to July 2021)</li> <li>• the middle of free universal testing (August to November 2021)</li> <li>• the end of free universal testing (December 2021 to March 2022)</li> </ul> <p>Moderator to listen out for and probe on mention of reporting throughout:</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• did the frequency of your testing change at all during this time period?</li> <li>• did your reasons for testing change?</li> <li>• did your attitudes towards testing change at all? For example, did you become more and less strict towards testing?</li> <li>• what do you think was behind these changes? Moderator to probe on impact of communications against other factors</li> </ul> <p>Moderator to bring up 2 to 3 of the previous assets:</p>	10	45

Section and aim	Key questions and probes	Time	Total
	<p>Thinking again about the adverts we saw earlier, to what extent do you feel like you were carrying out the actions mentioned in this advert? As you are answering it would be helpful if you could let me know which advert you are referring to.</p> <ul style="list-style-type: none"> <li>• if yes: what motivated you to take these actions? Moderator to ask participants to specify which advert they are referring to throughout the discussion, and to probe around the impact of comms compared to other factors.</li> <li>• if not: to what extent do you feel that the importance of doing these actions was communicated to you?</li> <li>• if not mentioned, moderator to probe specifically on reporting of tests.</li> <li>• was there anything in particular that prevented you or put you off from doing these actions?</li> <li>• if you were in charge of changing these adverts, what would you change to encourage more people to do each of the actions suggested? Moderator to ask participants to specify which action they are talking about in discussion</li> </ul>		
Comprehension and key take outs from messaging on reporting of LFD results	<p>Having worked together earlier in the session to write a list of steps involved in the lateral flow testing process, I'd now like you to take a look through a set of instructions that would have come in a lateral flow test box.</p> <p>Please spend about 5 minutes taking a look through this information booklet, noting down anything that stands out to you. This could be anything that is:</p> <ul style="list-style-type: none"> <li>• particularly clear</li> <li>• feels unclear</li> <li>• an important step</li> <li>• feels irrelevant or not applicable to testing</li> <li>• something you had forgotten</li> </ul>	20	65

Section and aim	Key questions and probes	Time	Total
	<p>Moderator to share link to information for use booklets and allow participants c. 5 minutes to skim through.</p> <p>What, if anything, stood out to you in looking through the booklet?</p> <ul style="list-style-type: none"> <li>• how did it differ from the steps we wrote down at the beginning?</li> <li>• was there any steps you had forgotten?</li> <li>• was anything particularly clear or unclear?</li> <li>• can you remember what the final step in the testing is?</li> </ul> <p>In your opinion, was the message to report your test results clear?</p> <ul style="list-style-type: none"> <li>• based on the information in the booklet, can you remember what kind of test result needs to be reported (for example, positive, negative, void)?</li> <li>• how clear do you think it is that it is important to report all test results?</li> <li>• and how relevant do you think it would have felt to you personally at the time?</li> </ul> <p>Moderator to probe difference between positive, negative and void results.</p> <ul style="list-style-type: none"> <li>• did the importance of reporting all test results come through for you?</li> <li>• to what extent do you feel that the booklet communicates why it is important to report your test results?</li> <li>• what, if anything, would make this more clear?</li> </ul> <p>Based on the information booklet, can you remember what it means if you receive a negative test result?</p> <ul style="list-style-type: none"> <li>• can you remember what actions you should take if you received a negative test result?</li> <li>• how clear do you think it is that if you receive a negative test result it does not guarantee that you are not infectious?</li> <li>• how clear do you think it is that you should still follow precautions such as social distancing if you received a negative test result?</li> </ul>		

Section and aim	Key questions and probes	Time	Total
	Moderator to share screen with YouTube video on reporting and re-ask the above questions.		
Behaviours around reporting test results	<p>Thinking again about reporting, I'd like you to think back to a time when you reported a lateral flow test result:</p> <ul style="list-style-type: none"> <li>• was your test result positive or negative?</li> <li>• what the process involved in reporting your test result?</li> </ul> <p>What were some of the key things that motivated you to report a test result? Moderator to record responses on screen in boxes, prompting with impact of comms, social pressure, access to venues and so on, if not spontaneously mentioned.</p> <ul style="list-style-type: none"> <li>• if we had to rank these reasons from most motivating to least motivating, where would you place each reason? Moderator to allow participants to rank different motivators for reporting a test result.</li> </ul> <p>To what extent do you think it was important for people to report their test results? Why?</p> <ul style="list-style-type: none"> <li>• to what extent was this different for positive and negative test results?</li> <li>• do you think it was made clear that test results should be reported? Why? <ul style="list-style-type: none"> <li>○ was this clarity, or lack of, different for positive and negative test results?</li> </ul> </li> <li>• for what reasons do you think the government wanted people to report test results?</li> </ul> <p>Three key reasons the government wanted people to report test results include:</p> <ul style="list-style-type: none"> <li>• monitoring positive and negative test results to track patterns of infection</li> <li>• to assess how effective the delivery of testing was as a public health intervention</li> <li>• government accountability: the rolling out of testing involved using public money, so it was important tests were used properly and effectively, include reporting results</li> </ul> <p>With this in mind, and thinking about the messages you have seen so far:</p>	10	75

Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>• to what extent do you think these reasons were communicated to you?</li> <li>• did, or would, these reasons motivate you to report testing results? Why?                             <ul style="list-style-type: none"> <li>○ are any of these reasons more motivating than others?</li> </ul> </li> </ul>		
<p>Future messaging on reporting</p> <p>Aim: participants to give feedback on how best to communicate around reporting</p>	<p>Thank you for all of your responses so far. For this final section we'd like to discuss how messages like the ones you have seen this evening could be improved. In a possible future pandemic, at home tests like the lateral flow tests would likely still be essential in containing the spread of a virus or infection. And, as we have heard, getting the public to report their test results (positive, negative and void) is essential in helping to understand the spread of the virus or infection.</p> <p>With that in mind, we'd like your help in understanding how the government – whether that's the NHS, Department of Health and Social Care or UKHSA – can better communicate the importance of reporting tests to the public.</p> <p>Thinking forward to future campaigns like this:</p> <ul style="list-style-type: none"> <li>• what is the best way to reach someone like you with these kinds of messages?</li> <li>• where do you think would be the most effective place to see these adverts? Moderator to probe around potential channels, including social media, print media, in-situ and so on</li> <li>• what kind of messages would be the most effective in grabbing your attention?</li> </ul> <p>Who would you expect to be delivering these sorts of messages?</p> <ul style="list-style-type: none"> <li>• who would you trust to deliver the messages? Who would you not trust? Why?</li> <li>• if you were in charge of this campaign, what channels and people would you use to deliver these messages to other people like you?</li> </ul> <p>Moderator to share reporting asset, rotating between groups the asset shown:</p> <p>What, if anything, would you change to help highlight the importance of reporting all LFD test results?</p>	15	90

Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>• probe around accessibility of language, tone, detail, format</li> <li>• what, if anything, would make the messages in the communications clearer?</li> <li>• what, if anything, would make the messages in the communications more memorable?</li> <li>• what, if anything, would you change to encourage more people to take the actions called out in these messages? Moderator to clarify which action is being referred to</li> </ul>		
Wrap-up and close	<p>Thanks so much. I have one final question to sum up our discussion this evening:</p> <ul style="list-style-type: none"> <li>• what, if anything, have you learned about reporting LFD tests today?</li> </ul> <p>Moderator to thank participants and close the group.</p>	-	90

## 5.2.5 Phase 2. Online platform script

### Landing page

Welcome to the online research on reporting LFD test results in the future.

Hello everyone!

Welcome back to the second part of the online research. We're really excited about continuing this project with you and getting to hear from you again over the coming week.

As a reminder, we are really keen to hear your honest views – there are no right or wrong answers! Please also only share what you feel comfortable sharing.

Last time we heard about your experiences of taking and reporting lateral flow tests during the COVID-19 pandemic. Getting the public to report their test results (positive, negative and void) is essential in helping to understand the spread of the virus or infection. In a possible future pandemic, at home tests like the lateral flow tests would likely still be essential in containing the spread of a virus or infection. Over the next week, we are going to be asking you about what you think might help to encourage people to report all their test results in the future and to see reporting of test results as part of the self testing process.

Over the next few days, we'll be asking you to complete 6 activities. Members of the Thinks team may also ask you additional questions about your responses to better understand your opinion. Please make sure to look at your notifications on this website to check whether you've received any follow-up questions – you can do this by clicking on the bell icon in the top right-hand corner of the screen.

Please make sure to log in to complete all activities and answer any follow-up questions before the first part of the research ends on 24 March at midnight.

Most activities will take 20 minutes to complete. At the end you will receive £75 as a thank you for your time.

Here is a quick summary of what we have planned for this second phase:

Activity number	Title	Time needed for activity
1	Welcome back to the platform	5
2	What you told us last time	15
3	Solutions: communications	30
4	Solutions: improving the reporting process	15
5	Solutions: encouraging people to report LFD results	20
6	Summing up	5
Total		90

If you have any questions at any point or are struggling to complete any of the activities, then please get in touch with us by email or send us a message via the online platform. We are very happy to help.

Thanks for taking part, and we very much look forward to engaging with you and reading your responses!



## Activity 1. Welcome back (5 minutes)

Activity aim: to warm up participants to online platform.

Task	Task type	Task name	Script
1.	Prompt	Welcome!	Welcome! Hello and welcome back! This is the first activity of our second online research with you. Let's kick things off with you telling us what you've been up to since we last spoke to you.
2.	Multimedia (with an open text box and option to include video)	About you	To get started, we would love to hear what you have been up to in the last few weeks. Please feel free to respond with a video, images, or text: <ul style="list-style-type: none"> <li>• can you tell us what you've been up to since we last spoke? <ul style="list-style-type: none"> <li>○ what has been your favourite thing that has happened?</li> <li>○ have you watched any new TV series or films?</li> </ul> </li> </ul>
3.	Prompt	Thanks for completing the first activity!	Click 'finish' below to finish this activity and move on to the next one. You can do the next activity now, or at another time that suits you. We only ask that all activities are completed by the deadline of 22 March.

## Activity 2. What you told us last time (15 minutes)

Activity aim: to refamiliarise participants with the barriers to reporting, and understand which they feel are most important to address.

Task	Type	Name	Script
1.	Fill the blanks (with multiple open text boxes)	Reflecting on the previous online platform	Previously we asked you some questions relating to lateral flow tests in the COVID-19 pandemic. This task will focus on what you can remember talking about during our first set of activities in February. Using the boxes below, can you please tell us:

Task	Type	Name	Script
			<ul style="list-style-type: none"> <li>what are the key things you can remember from the first piece of online research we did with you?</li> </ul>
2.	Multimedia	Barriers and findings to reporting all test results	<p>Last time we spoke about what motivated people to report all their COVID-19 lateral flow test (LFD) test results (positive, negative or void) and reasons why people may have not reported all test results.</p> <p>Please remember, we are focussing on the period April 2021 and continuing up to March 2022, when the government was offering free rapid lateral flow tests under the universal testing offer (UTO).</p> <p>Press play to hear some of the main findings we discovered in our last session.</p> <p>[Thinks moderator to record and upload video with readout]</p> <p>During the first phase of this research, we discovered that many people didn't see the reporting of all test results, including positive, negative, and void results, as a key part of the testing process. We discovered that:</p> <ul style="list-style-type: none"> <li>understanding of why reporting all test results was important was low</li> <li>the reasons behind reporting all test results weren't made clear or publicised especially when compared with the reasons for testing</li> <li>people were much more likely to report positive test results rather than negative and void results despite being asked to report all results</li> </ul> <p>This led to:</p> <ul style="list-style-type: none"> <li>reporting all test results not being seen as part of the testing process and not knowing that testing was only complete once the test result had been reported</li> <li>reporting all test results did not become a habit for people, like testing</li> <li>people not understanding the key reasons why the government wanted positive, negative, and void results reported</li> </ul> <p>To what extent do you agree or disagree with this? How, if at all, does it reflect your experience?</p>


Task	Type	Name	Script
			Why do you think reporting all test results didn't become a habit for the public?
4.	Open Text	Encouraging reporting	<p>Throughout the first phase, we saw mixed opinions on how likely people like yourself were to report a COVID-19 test result. We've already spoken about the barriers that can stop people from reporting test results, but what do you think would help increase the number of people who report test results?</p> <p>Feel free to be as imaginative as you'd like. This could be an idea about how best to remind people, how to incentivise them to report or how to make reporting tests more normal or day-to-day.</p> <p>Please feel free to respond with a video, drawing or text.</p>
5.	Sort and Rank	Overcoming barriers to reporting	<p>The testing guidelines at the time suggested that all test results from lateral flow tests should be reported – regardless of whether they were positive, negative or void.</p> <p>If we were to tackle the barriers to reporting, which of the items below would have the most impact on increasing the number of people who report a test result in a future pandemic scenario?</p> <p>Please drag and drop each factor below based on whether you think it would have a low, medium or high impact.</p> <ul style="list-style-type: none"> <li>• being made aware that they had to report a positive, negative, and void test result</li> <li>• understanding why they had to report a test result</li> <li>• process for reporting is easy</li> <li>• feeling that others are reporting test results</li> <li>• feeling that there was real benefit to society for reporting a test result</li> <li>• feeling that there was real benefit to them personally for reporting a test result</li> <li>• understanding how the government will use the data</li> <li>• understanding what may happen in response to test result (for example self isolation)</li> </ul>

## Activity 3. Solutions: communications (30 minutes)

Activity aim: to understand how communications could be improved to better encourage reporting of test results.

Task	Task type	Task name	Script
1.	Prompt	Welcome to activity 3!	<p>Welcome to your third activity. Today we will begin to think about different ways that could be used to try and help increase the number of people who report test results in a future pandemic scenario.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• better campaigns or information on the need for reporting test results</li> <li>• incentives or benefits people could receive for reporting test results as part of the testing process</li> <li>• discouraging non-reporting of test results</li> <li>• reducing the burden of the reporting process by making the process simpler</li> </ul> <p>The ultimate goal of these different ideas is to not only help increase the number of people who report test results, but also encourage reporting test results as the final step of the overall testing process.</p>
2.	Fill in the blanks	Previous campaigns and information	<p>We would like to show you some communications that were used during COVID-19 and capture how effective you think government campaigns, messages or information around reporting all LFD test results (positive, negative and void) was during this period.</p> <p>[Insert <a href="#">video of Dr Lawal explain reporting test results</a>, starts at 6:09]</p> <ul style="list-style-type: none"> <li>• how effective or ineffective would you say that this is as a way to encourage people to report their test results? Please answer on a scale of 0 to 10 where 0 is very ineffective and 10 is very effective.</li> <li>• what, if anything could be done to improve this?</li> </ul> <p>We'd now like to show you another piece of communication:</p>

Task	Task type	Task name	Script
			<p>[Insert image of tweet by the Department of Health and Social Care]</p> <ul style="list-style-type: none"> <li>• how effective or ineffective would you say that this is as a way to encourage people to report their test results? Please answer on a scale of 0 to 10 where 0 is very ineffective and 10 is very effective</li> <li>• what, if anything could be done to improve this?</li> </ul> <p>Having now seen some examples of how the government tried to provide information on the need for reporting, what final recommendations would you have for how they can better use campaigns and information to encourage people to report their all test results?</p>
3.	Open text	Campaigns and information: spontaneous recommendations	<p>As part of this research, we tested government communications with some focus groups and heard that many of the campaigns and information provided by the government were not effective in encouraging people to report their test results.</p> <p>We discovered that:</p> <ul style="list-style-type: none"> <li>• reasons given on why reporting all test results was important were not clear</li> <li>• communications were often too long and did not highlight the reporting of all test results specifically</li> <li>• messages and campaigns on reporting all test results weren't commonly recalled, and potentially lost amongst other government COVID-19 messaging</li> </ul> <p>With the above in mind:</p> <ul style="list-style-type: none"> <li>• how could the government communicate the importance of reporting all test results to someone like yourself? <ul style="list-style-type: none"> <li>○ what would they need to say?</li> </ul> </li> <li>• what would be the best way to reach you? How could they make this stand out so that people notice?</li> </ul>
4.	Grid	Future campaign messages:	Below are some ideas of messages we could use to encourage people to report all their test results which focus on letting you know how the reported test results are being used. We'd like to

Task	Task type	Task name	Script
		<ul style="list-style-type: none"> <li>daily briefing</li> <li>local level messaging</li> </ul>	<p>know how effective or ineffective you think they would be at increasing understanding of the link between getting better quality and more accurate infection monitoring data and higher rates of LFD test results being reported, including positive, negative, and void results.</p> <p>Messaging in the daily briefing (both positive and negative results)</p> <p>The first approach towards messaging would be to mention the impact of reporting your positive, negative, and void results when being updated on the daily pandemic figures on the news, or a video online, for example. This daily pandemic briefing was done on the BBC, usually by a member of the government and would give updates on the current status of COVID-19 infections and restrictions. See the image below for a reminder.</p>  <p>An example would be, during the morning pandemic briefing, by a government official, on TV where the COVID-19 figures are shared:</p>

Task	Task type	Task name	Script
			<p>“In order to accurately track cases of infection, it’s important for you to report your positive and negative test results. Using the figures provided by yourselves for all LFD self-test results. Reporting only positive tests gives us a partial picture of how infections might be spreading.”</p> <ul style="list-style-type: none"> <li>• how clear, if at all, is the explanation above? To what extent do you think people would understand the reasons why they have to report all test results?</li> <li>• what impact, if any, do you think this would have on people’s likelihood to report all their test results?</li> <li>• how comfortable are you, if at all, with reporting all your test results if it will improve data accuracy that helps monitor the spread of an infection?</li> <li>• to what extent, if at all, is this an acceptable way for the government to encourage the reporting of all your test results?</li> </ul> <p>Local level messaging.</p> <p>A second potential approach to messaging that could encourage reporting of all test results would be to focus more on local or community-level impacts. Encouraging people to report all their local test results could also allow the government to target specific areas where testing and reporting have been done incorrectly. A potential example of a message could be:</p> <p>“75% of people within your area have reported a recent COVID-19 test result. Please continue to report all LFD test results at this high rate to help us monitor the spread of infections and keep people safe.”</p> <ul style="list-style-type: none"> <li>• how clear is this explanation and message to you? To what extent do you think people would understand why they have to report all their test results?</li> <li>• how do you feel about the data of your local area being highlighted as a way to increase the reporting of all test results?</li> <li>• what impact, if any, do you think this would have on people’s likelihood to report all their test results?</li> </ul>

Task	Task type	Task name	Script
			<ul style="list-style-type: none"> <li>to what extent, if any, would the government being able to know local level reporting encourage reporting of all test results?</li> <li>to what extent, if at all, is this an acceptable way for the government to encourage the reporting of all your test results?</li> </ul> <p>Now using the scale below, can you indicate which form of messaging you think would encourage more reporting of test results:</p> <p>Show a scale with 'Local level messaging' on one side and 'Messaging in the daily briefing' on the other side.</p> <p>Why have you placed your marker there?</p>
5.	Grid	<p>Future campaign messages:</p> <ul style="list-style-type: none"> <li>pro-social messaging</li> </ul>	<p>We'd now like to capture your opinions that focus more generally on the benefits that reporting all test results would have on communities or society.</p> <p>Some potential examples of this type of communication could include:</p> <p>"Take care of yourself and test, take care of your community and report your test results."</p> <p>"Tracking the spread of this disease requires knowing both about every positive and every negative test result. Help protect your community by reporting all your test results."</p> <p>Please remember, we're not asking you about the specific messages above, but about general messaging that would highlight the benefit of reporting to society and the community. With this in mind:</p> <ul style="list-style-type: none"> <li>how clear is this explanation and message to you? To what extent do you think people would understand why they have to report all their test results?</li> <li>how open are you to messaging about reporting all your test results focusing on protecting others in your community?</li> <li>what impact, if any, would messaging on protecting others within communities encourage people to report all their test results?</li> </ul>



Task	Task type	Task name	Script
			<ul style="list-style-type: none"> <li>what concerns, if any, do you have about using the term of ‘protecting’ your local community when encouraging people to report all their test results?</li> <li>we previously looked at messaging around the use of reporting data in a daily briefing or at a local level. To what extent, if any, would this messaging on communities help people understand why all test results need to be reported better than these other two?</li> <li>to what extent, if at all, is this an acceptable way for the government to encourage the reporting of all your test results?</li> </ul>
6.	Fill in the blanks	A slogan for reporting	<p>Throughout the pandemic and in everyday life there are short phrases used to make it clear what is being asked of the public.</p> <p>For example, when you use public transport, you may often hear “See it. Say it. Sorted” or “Mind the Gap”. During the pandemic, the Government used slogans such as “Stay Home. Protect the NHS. Save Lives” and “Hands. Face. Space”.</p> <div data-bbox="719 809 1953 1374" data-label="Image"> </div> <ul style="list-style-type: none"> <li>can you think of any other slogans in everyday life that are memorable or grab your attention?</li> </ul>

Task	Task type	Task name	Script
			<p>A possible way to encourage people to report their test results may be through a catchy, memorable slogan or tagline.</p> <p>Please come up with your own slogan which you think would motivate yourself and others to report their test results.</p> <p>If you cannot come up with a proper slogan, that is completely fine! Please instead describe what you think an effective slogan to encourage reporting all test results should include. This can include key words or phrases that you think it needs to include.</p> <p>An example to help inspire you is a message we looked at earlier “Take care of yourself and test, take care of your community and report your test results.”</p> <ul style="list-style-type: none"> <li>• where would you expect to see this slogan? Where would it be best placed to grab your attention?</li> <li>• to what extent do you think a slogan would be effective?</li> </ul>
6.	Sort and rank	Summary	<p>Now thinking back to the different types of communications you have just been asked about, please drag and drop each option below based on whether you think it would have a high impact on increasing reporting, a medium impact, or a low impact.</p> <p>Communication intervention options:</p> <ul style="list-style-type: none"> <li>• during a pandemic situation, using the official daily briefings to highlight how LFD test results help improve the quality and accuracy of infection monitoring and surveillance data</li> <li>• issue messaging on the level of LFD test result reporting at a local level and how that affects the ability to identify rates of infection</li> <li>• highlighting the benefit of reporting on society and the community</li> <li>• a memorable slogan to remind people to report all LFD test results</li> </ul> <p>We mentioned earlier that something we discovered during the previous phase of research is that the public didn’t see reporting test results as part of the testing process or that that testing was only complete once the test result (positive, negative, and void) had been reported.</p>

Task	Task type	Task name	Script
			<p>Please drag and drop each option below based on whether you think it would have a high, medium, or low impact on encouraging the idea that reporting is part of a complete testing process.</p> <p>Communication intervention options:</p> <ul style="list-style-type: none"> <li>• highlighting the use of reporting data in a daily briefing to increase accuracy about how infections are spreading</li> <li>• messaging on the reporting numbers at a local level to help protect local communities</li> <li>• highlighting the benefit of reporting on wider society – a memorable slogan for reporting</li> </ul> <p>Why?</p>

## Activity 4. Solutions: improving the reporting process (15 minutes)

Task	Task type	Task name	Script
1.	Open text	Welcome to activity 4!	<p>Welcome to the fourth activity!</p> <p>We would like you to think back to the steps involved in reporting a lateral flow test. For all types of test results, this involved reporting your result online (on the GOV.UK website using the QR code or test number) or calling 119.</p> <p>[Insert image or screenshot of website to remind participants]</p> <p>The government offered many ways to report testing results:</p> <ul style="list-style-type: none"> <li>• using the online government website</li> <li>• scanning the QR code on the testing kit</li> <li>• calling 119</li> <li>• using the 'Be My Eyes' app</li> </ul> <p>How aware were you of the different options that you could use to report your test results?</p> <p>What is the impact, if any, of multiple options to report?</p>

Task	Task type	Task name	Script
			How, if at all, do you think the process of reporting a test result could have been made easier or simpler?
2.	Fill in the blank	Ease of reporting results	<p>In a possible future pandemic, at-home tests like the lateral flow tests would likely still be essential in containing the spread of a virus or infection. One way to encourage the amount of people who report their test results would be to make the reporting process as easy as possible.</p> <p>We heard in the previous platform that the reporting process on the government website could be quite a long process. One of the ways that the reporting process could be made easier is if you could submit your reporting results via an app. This app could be a standalone reporting app, or tied to a more general pandemic app like the NHS COVID-19 app.</p> <ul style="list-style-type: none"> <li>• how would you feel about reporting your test results via an app?</li> <li>• how much effort do you think will be needed to if you are asked to submit all your test results via an app?</li> <li>• what would you personally do in this scenario? <ul style="list-style-type: none"> <li>○ what would make you more likely to report test results via an app?</li> </ul> </li> <li>• how confident would you feel reporting all test results via an app?</li> <li>• what impact, if any, would reporting test results via an app have on encouraging people to always report all of their test results (positive, negative or void)?</li> </ul> <p>Our previous online platform touched on the use of a COVID-19 digital reader where people can submit pictures of a COVID-19 lateral flow test online, and it will correctly identify for you whether it is showing a positive or negative result with increased accuracy.</p> <ul style="list-style-type: none"> <li>• do you like or dislike the idea of the COVID-19 digital reader? Why or why not?</li> <li>• how much effort do you think will be needed to submit all your test results via a COVID-19 digital reader online?</li> <li>• what would you personally do in this scenario? <ul style="list-style-type: none"> <li>○ what would make you more likely to use a COVID-19 digital reader?</li> </ul> </li> </ul>

Task	Task type	Task name	Script
			<ul style="list-style-type: none"> <li>• how confident would you feel reporting all your results online via a digital reader?</li> <li>• what impact, if any, would a COVID-19 digital reader encourage people to report all their test results?</li> <li>• in a future scenario, when you submit a picture of your test result to the digital reader online service, there could be an option to automatically report your test result after the online service has identified whether it is showing a positive or negative, saving you the trouble of having to decide whether a results is positive or negative: <ul style="list-style-type: none"> <li>○ how would you feel about this?</li> <li>○ would this make you more likely to use a COVID-19 digital reader? Why or why not?</li> <li>○ to what extent do you think a COVID-19 digital reader would be effective in increasing the number of people reporting all of their test results?</li> </ul> </li> </ul>
3.	Open text	Reporting elements made available	<p>Thank you for your answers so far. As a quick reminder, as part of the pandemic response, the government launched a universal testing offer. This provided members of the public with free lateral flow tests between April 2021 and March 2022. This includes:</p> <ul style="list-style-type: none"> <li>• start of free universal testing offer (April to July 2021)</li> <li>• the middle of free universal testing (August to November 2021)</li> <li>• the end of free universal testing (December 2021 to March 2022)</li> </ul> <p>During the initial roll out of free lateral flow tests (April 2021), there was an initial focus on regularly taking COVID-19 tests. In June 2021, the government began to introduce tools for supporting the reporting of test results, such as the digital tool. The QR code which you could scan to report a test result wasn't implemented until later in the pandemic. Both of these were introduced to make the reporting process easier.</p> <ul style="list-style-type: none"> <li>• if having these options to report earlier in the pandemic, during the testing period, what impact, if any, do you think this would have on rates of reporting all test results? <ul style="list-style-type: none"> <li>○ why do you think that?</li> </ul> </li> </ul>

## Activity 5. Solutions: encouraging people to report LFD results (20 minutes)

Activity aim: to understand perceptions of how incentives and ways to discourage could be used to increase reporting behaviour.

Task	Task type	Task name	Script
1.	Open text	Using incentives to encourage reporting: spontaneous	<p>Next, we'd like to think about incentives or positive encouragement that could be used to increase the number of people reporting their test results.</p> <p>Before we get you to think of some yourself, incentives could include getting something for submitting and reporting a test result, for example, a free protective mask.</p> <p>Can you think of any other solutions that could help encourage people to report all their test results?</p>
2.	Fill in the blanks (with open text boxes)	Incentives prompted	<p>Companies often use financial incentives to encourage people to take part in an online or telephone survey, for example. Customers are sometimes entered into a prize draw – a competition, such as a lottery or raffle, in which customers obtain a random chance to win a prize.</p> <p>A similar idea has been suggested to encourage people to report their test results (positive, negative, or void). Reporting a test result would enter a person into a £10,000 monthly cash prize draw.</p> <ul style="list-style-type: none"> <li>• how clear is this idea? Do you have any questions about how it would work?</li> <li>• how do you feel about this idea? <ul style="list-style-type: none"> <li>○ probe: How comfortable would you feel about this idea? Why?</li> </ul> </li> <li>• what would you personally do in this situation?</li> <li>• what concerns, if any, do you have about this idea? <ul style="list-style-type: none"> <li>○ to what extent, if at all, do you think a prize draw feels appropriate?</li> <li>○ do you think having a prize draw is fair? or unfair?</li> </ul> </li> </ul>

Task	Task type	Task name	Script
			<ul style="list-style-type: none"> <li>• if you have to further submit other details when reporting your test result in order to be entered, would this still encourage you to report all your test results?</li> <li>• do your views change depending on the level of cash prize? Say it was increased to a top prize of £100,000 or several people could win £1,000?</li> <li>• what, if anything, would you change about this cash incentive idea to make it more effective?</li> </ul> <p>[Moderator probe: probe on risks around people testing when they don't need to in order for more chances to win, and/or the impact of diminishing the importance of testing or reporting as a public health intervention].</p>
3.	Fill in the blanks (with open text boxes)	Discouraging non-reporting: spontaneous	<p>Next, we'd like to think of ways to discourage non-reporting test results. An example that could be used is:</p> <ul style="list-style-type: none"> <li>• in order to get the result of your test, you would have to report it.</li> </ul> <p>Can you think of anything that might work to discourage people from skipping that stage of the testing process? Please come up with as many as possible.</p>
4.	Fill in the blanks (with open text boxes)	Discouraging non-reporting: prompted	<p>During COVID-19, you may remember that you needed a COVID pass to go to a restaurant or bar. This pass evidenced that you were vaccinated and had a negative COVID test result. A similar idea could be used during a future pandemic in which you would need to evidence reporting of any test result in order to access a COVID pass.</p> <ul style="list-style-type: none"> <li>• how clear is this idea? Do you have any questions about how it would work?</li> <li>• how do you feel about this idea? <ul style="list-style-type: none"> <li>○ probe: how comfortable would you feel about this idea? Why?</li> </ul> </li> <li>• what would you personally do in this situation? Would it encourage the reporting of test results in general? <ul style="list-style-type: none"> <li>○ would this change for positive, negative or void results?</li> </ul> </li> <li>• what concerns, if any, do you have about this idea? <ul style="list-style-type: none"> <li>○ how appropriate do you feel it is to tie a COVID pass to reporting all your test results?</li> </ul> </li> </ul>

Task	Task type	Task name	Script
5.	Fill in the blanks (with open text boxes)	Discouraging non-reporting: prompted	<p>During the universal testing offering period, lateral flow tests were made available for free to the public. A potential idea to encourage the reporting of test results would be to limit the amount of free lateral flow tests the public can get if they don't report their results.</p> <ul style="list-style-type: none"> <li>• how clear is this idea? Do you have any questions about how it would work?</li> <li>• how do you feel about this idea? <ul style="list-style-type: none"> <li>○ probe: how comfortable would you feel about this idea? Why?</li> </ul> </li> <li>• what would you personally do in this situation? What impact, if any, do you think it would have on encouraging the reporting of all test results in general? <ul style="list-style-type: none"> <li>○ would this change for positive, negative or void results?</li> </ul> </li> <li>• what concerns, if any, do you have about this idea? <ul style="list-style-type: none"> <li>○ how appropriate do you feel it is to tie a free lateral flow test to reporting all your test results?</li> </ul> </li> </ul>
6.	Sort and rank	Summary	<p>Now we'd like you to drag and drop each item below based on whether you think it would have a low, medium or high impact on encouraging people to report their test results.</p> <p>Please drag and drop each item below based on whether you think it would have a low, medium or high impact.</p> <p>Intervention options for ranking:</p> <ul style="list-style-type: none"> <li>• reporting a test result would enter a person into a £10,000 monthly prize draw</li> <li>• needing evidence of reporting any test result in order to access a COVID pass</li> <li>• linking reporting test results to getting free lateral flow tests</li> </ul> <p>And which of these do you think works the best in encouraging the idea that testing isn't complete until you have reported the result? Please drag and drop each option below based on whether you think it would have a high impact on increasing reporting, a medium impact, or a low impact.</p>



Task	Task type	Task name	Script
			<p>Communication intervention options:</p> <ul style="list-style-type: none"> <li>• reporting a test result would enter a person into a £100,000 monthly prize draw</li> <li>• needing evidence reporting of any test result in order to access a COVID pass</li> <li>• linking reporting test results to getting free lateral flow tests</li> </ul> <p>Why?</p>

## Activity 6. Summing up (5 minutes)

Aim: final comments from the participants.

Task	Type	Name	Script
1.	<p>Fill in the blank: yes or no dropdown</p> <p>Open text</p>	Final thoughts	<p>Do you think the measures we discussed would be effective in encouraging people to report testing results during a future pandemic?</p> <ul style="list-style-type: none"> <li>• yes, all of them</li> <li>• yes, but only some of them would be effective</li> <li>• yes, but only one would be effective</li> <li>• no, none of them would be effective</li> </ul> <p>And why have you said that?</p> <p>Probe:</p> <ul style="list-style-type: none"> <li>• if yes or yes but only some: which of the options we discussed during this session do you think would be most effective in encouraging the reporting of testing results?</li> <li>• if yes, but only one: which option do you think would be most effective?</li> <li>• if no: why do you not think the options we discussed during the online platform would work to effectively encourage people to report their test results?</li> </ul>

Task	Type	Name	Script
			Overall, what approach or combination of approaches do you think the government or NHS should take to get people to report all test results (positive, negative or void) if a future pandemic scenario was to occur?
2.	Prompt	Thank you!	<p>Thank you for completing the final activity the research! We really appreciate you taking the time to help us with this research – so a huge thank you from us!</p> <ul style="list-style-type: none"> <li>• was there anything you saw, or heard during the online community that surprised you about reporting lateral flow test results? <ul style="list-style-type: none"> <li>○ and why did that surprise you?</li> </ul> </li> <li>• is there anything that could have made this research experience better for you?</li> </ul> <p>While you have completed the activities, the online platform will remain open until midnight, 22 March. Please do look out for any final follow-up questions from the Thinks team.</p> <p>Thank you again for taking part in the research. A member of our research team will be in touch soon with more details about your payment and the next phase of the research.</p>

## 5.2.6 Phase 2. In-depth interview discussion guide

Section and aim	Key questions and probes	Time	Total
Introduction	<p>My name is [XXX] and I'm a researcher from an independent research agency called Thinks Insight and Strategy. My job is to hear from people all over the country to hear what they think and feel on a really wide range of topics.</p> <p>Thanks so much for agreeing to take part in a second interview with us. Last time we heard about your experiences of taking and reporting lateral flow test results during the COVID-19 pandemic. Getting the public to report all their test results (positive, negative and void) is essential in helping to understand the spread of the virus or infection. In a possible future pandemic, at home tests like the lateral flow tests would likely still be essential in containing the spread of a virus or infection.</p>	2	2

Section and aim	Key questions and probes	Time	Total
	<p>We are here today as we are really interested to hear about what you think might help to encourage people to report all their test results in the future and to see reporting of test results as an important part of the self-testing process.</p> <p>Moderator to explain:</p> <ul style="list-style-type: none"> <li>• there are no right or wrong answers to any of the questions, we just want to hear your honest views</li> <li>• the research findings will be anonymised. This means you will not be personally identified in any of our reporting</li> <li>• the only exception to this is if you say something that gives me reason to think you or someone else is at risk of harm. In the unlikely event that this happens, we may be legally obliged to pass this information on to the relevant authorities</li> <li>• you can opt out of the research at any time before the end of this session. We won't then provide your input to the report</li> <li>• we'll be talking for 45 minutes – finishing up at [XXX]</li> <li>• incentives for this phase will be paid by Ayda</li> </ul> <p>Moderator to cover:</p> <ul style="list-style-type: none"> <li>• introduce any observers, colleagues or clients in the room [as applicable]</li> <li>• obtain permission to video record the research session and recap how the recording will be used</li> <li>• offer participants the opportunity to ask questions about the research process</li> </ul> <p>Moderator to ask participant to introduce themselves, including:</p> <ul style="list-style-type: none"> <li>• what have you been up to since we last spoke?</li> </ul>		

Section and aim	Key questions and probes	Time	Total
<p>Playback from Phase 1</p> <p>Aim: to refamiliarise participants with the barriers to reporting, and understand which they feel are most important to address</p>	<p>Last time we spoke about what motivated people to report all their COVID-19 lateral flow test (LFD) results (positive, negative, or void) and reasons why people may have not reported all test results.</p> <p>Moderator to voice over slide:</p> <p>During the first phase of this research, we discovered that many people didn't see the reporting of all test results, including positive, negative, and void results, as a key part of the testing process. We discovered that:</p> <ul style="list-style-type: none"> <li>• there was low understanding of why reporting all test results was important</li> <li>• the reasons behind reporting all test results weren't made clear or publicised especially when compared with the reasons for taking a test</li> <li>• the public was much more likely to report positive test results rather than negative and void results despite being asked to report all results</li> </ul> <p>This led to:</p> <ul style="list-style-type: none"> <li>• reporting all test results not being seen as part of the testing process and not knowing that testing was only complete once the test result had been reported</li> <li>• reporting all test results did not become a habit for the public, unlike testing itself</li> <li>• the public not understanding the key reasons why the government wanted positive, negative, and void results reported</li> <li>• to what extent do you agree or disagree with these insights? How, if at all, does it reflect your experience?</li> <li>• why do you think reporting all test results didn't become part of the habit of taking a test among the public?</li> <li>• what do you think would help increase the number of people who report all types of test results?</li> </ul>	5	7

Section and aim	Key questions and probes	Time	Total
<p>Solutions: communications</p> <p>Aim: to understand how communications could be improved to better encourage reporting of test results</p>	<p>Now we will begin to think about different ways that could be used to try and help increase the number of people who report all test results in a future pandemic scenario, but also encourage them to see reporting test results as the final step of the overall testing process.</p> <p>[Comms interventions to be rotated across the depths to ensure equal coverage]</p> <p>Moderator to share screen with each comms intervention:</p> <p><b>Messaging in the daily briefing</b> (both positive and negative results)</p> <p>The first approach towards messaging would be to mention the impact of reporting all your positive, negative, and void results when being updated on the daily pandemic figures on the news, or a video online, for example. This daily pandemic briefing was done on the BBC, usually by a member of the government and would give updates on the current status of COVID-19 infections and restrictions.</p> <p>An example would be, during the morning pandemic briefing, by a government official, on TV where the COVID-19 figures are shared:</p> <p>“In order to accurately track cases of infection, it’s important for you to report your positive and negative test results. Reporting only positive tests gives us a partial picture of how infections might be spreading.”</p> <ul style="list-style-type: none"> <li>• what are your initial reactions to this idea of using daily briefings to make a clearer that all LFD test results are useful for monitoring the spread of infection? What impact do you think it would have on people’s likelihood to report all their test results?</li> <li>• how clear, if at all, is the explanation? To what extent do you think people would understand the reasons why they should report all test results?</li> <li>• to what extent, if at all, is this an acceptable way for the government to encourage the reporting of all your test results? <ul style="list-style-type: none"> <li>○ probe: are you comfortable with reporting all test results to improve data accuracy that helps monitor the spread of an infection?</li> </ul> </li> </ul>	15	22

Section and aim	Key questions and probes	Time	Total
	<p><b>Local level messaging</b></p> <p>A second potential approach to messaging that could encourage reporting of all test results would be to focus more on local or community-level impacts. Encouraging people to report all their local test results could also allow the government to target specific areas where testing and reporting appear to be low. A potential example of a message could be:</p> <p>“75% of people within your area have reported a recent COVID-19 test result. Please continue to report all LFD test results at this high rate to help us monitor the spread of infections and keep people safe.”</p> <ul style="list-style-type: none"> <li>• how do you feel about the data of your local area being highlighted as a way to increase the reporting of all test results?</li> <li>• how clear is this explanation and message to you? To what extent do you think people would understand why they should report all their test results?</li> <li>• to what extent, if any, would the government being able to know local level reporting encourage reporting of all test results? Do you think it would increase people’s likelihood to report all their test results?</li> </ul> <p><b>Pro-social messaging</b></p> <p>We’d now like to hear your views on messaging that focuses more generally on the benefits that reporting all test results would have on all types of communities or society.</p> <p>Some potential examples of this type of communication could include:</p> <p>“Take care of yourself and test, take care of your community and report your test results.”</p> <p>“Tracking the spread of this disease requires knowing both about every positive and every negative test result. Help protect your community by reporting all your test results.”</p> <ul style="list-style-type: none"> <li>• what is your initial reaction to this kind of messaging? What impact, if any, would messaging on protecting others within communities encourage people to report all their test results?</li> </ul>		

Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>to what extent do you think people would understand why they have to report all their test results? What concerns, if any, would you have about using the term of 'protecting' your community?</li> <li>to what extent, if at all, is this an acceptable way for the government to encourage the reporting of all your test results?</li> </ul> <p><b>A slogan for reporting</b></p> <p>Throughout the pandemic and in everyday life there are short phrases used to make it clear what is being asked of the public.</p> <p>For example, when you use public transport, you may often hear "See it. Say it. Sorted" or "Mind the Gap". During the pandemic, the government used slogans such as "Stay Home. Protect the NHS. Save Lives" and "Hands. Face. Space".</p> <p>A possible way to encourage people to report their test results may be through a catchy, memorable slogan or tagline.</p> <ul style="list-style-type: none"> <li>what do you think would make an effective slogan to encourage reporting all test results? <ul style="list-style-type: none"> <li>what key words or phrases would need to be included?</li> </ul> </li> </ul> <p>An example could be: "Take care of yourself and test, take care of your community and report your test results."</p> <ul style="list-style-type: none"> <li>where would you expect to see this slogan? Where would it be best placed to grab your attention?</li> <li>to what extent do you think a slogan would be effective?</li> </ul>		
Solutions: improving the reporting process	<p>In a possible future pandemic, at-home tests like the lateral flow tests would likely still be essential in containing the spread of a virus or infection. One way to encourage the amount of people who report their test results would be to make the reporting process as easy as possible.</p> <p><b>Reporting via an app</b> (5 minutes)</p> <p>One of the ways that the reporting process could be made easier is if you could submit your reporting results via an app.</p>	10	32

Section and aim	Key questions and probes	Time	Total
	<p>This app could be a standalone reporting app, or tied to a more general pandemic app like the NHS COVID-19 app.</p> <ul style="list-style-type: none"> <li>• how would you feel about reporting your test results via an app?</li> <li>• how much effort do you think will be needed to if you are asked to submit all your test results via an app, both positive and negative?</li> <li>• what impact, if any, would reporting test results via an app have on encouraging people to always report all of their test results (positive, negative or void)?</li> </ul> <p><b>COVID-19 digital reader</b> (5 minutes)</p> <p>The COVID-19 digital reader is an online service where people can submit pictures of a COVID-19 lateral flow test and it will correctly identify whether it is showing a positive or negative result, saving you the trouble of having to decide whether a results is positive or negative.</p> <ul style="list-style-type: none"> <li>• do you like or dislike the idea of the COVID-19 digital reader? Why or why not?</li> <li>• how much effort do you think will be needed to submit all your test results via a COVID-19 digital reader online?</li> <li>• what impact, if any, would a COVID-19 digital reader encourage people to report all their test results?</li> <li>• imagine a future pandemic scenario, in which you submit a picture of your test result to the digital reader online service, and there is an option to automatically report your test result after the online service has identified whether it is showing a positive or negative for you. Would this make you more likely to use a COVID-19 digital reader? Why or why not?</li> <li>• to what extent do you think a COVID-19 digital reader would be effective in increasing the number of people reporting all of their test results?</li> </ul>		
Solutions: encouraging people to report LFD results	Thank you for your answers so far! We'd now like to talk to you about incentives or positive encouragement that could be used to increase the number of people reporting all test results. We'll also show you some ideas that may discourage the non-reporting of test results.	13	45



Section and aim	Key questions and probes	Time	Total
	<p>One way in which companies have encouraged people is to enter them into a prize draw - a competition, such as a lottery or raffle, in which customers obtain a random chance to win a prize. A similar idea has been suggested to encourage people to report their test results (positive, negative, or void). Reporting a test result would enter a person into a £10,000 monthly cash prize draw.</p> <ul style="list-style-type: none"> <li>• how do you feel about this idea? Would it encourage you to report all your test results?</li> <li>• is it clear to you how this would work? Do you have any concerns? <ul style="list-style-type: none"> <li>○ probe: are you comfortable with this idea?</li> </ul> </li> </ul> <p>[If time, moderator probe: probe on risks around people testing when they don't need to in order for more chances to win, and/or the impact of diminishing the importance of testing or reporting as a public health intervention].</p> <p>We'd now like to show you some ideas that could be used to discourage the non-reporting of test results.</p> <p>The first idea is based on the COVID pass. During the COVID-19 pandemic, you needed to evidence vaccination and negative results in order to get the COVID pass so you could go to a restaurant or bar.</p> <p>A similar idea could be used in the future, you would need to evidence reporting of any test result in order to access a COVID pass.</p> <ul style="list-style-type: none"> <li>• how do you feel about this idea? Would it encourage you to report all your test results?</li> <li>• is it clear to you how this would work? Do you have any concerns? <ul style="list-style-type: none"> <li>○ probe: are you comfortable with this idea?</li> </ul> </li> </ul> <p>You may remember that during the universal testing offering period, free lateral flow tests were made available to the public. A potential idea is to limit the amount of free lateral flow tests the public can get if they don't report their results.</p> <ul style="list-style-type: none"> <li>• how do you feel about this idea? Would it encourage you to report all your test results?</li> <li>• is it clear to you how this would work? Do you have any concerns?</li> </ul>		

Section and aim	Key questions and probes	Time	Total
	<ul style="list-style-type: none"> <li>○ probe: are you comfortable with this idea?</li> </ul> <p>Which of the 3 ideas do you think would best encourage people to report all their test results?</p> <ul style="list-style-type: none"> <li>● reporting a test result would enter a person into a £10,000 monthly prize draw</li> <li>● needing evidence of reporting all test results in order to access a COVID pass</li> <li>● linking reporting all test results to getting free lateral flow tests</li> </ul>		
Wrap-up and close	<p>Thank you for your responses today.</p> <p>Moderator to share summary slide with list of interventions:</p> <ul style="list-style-type: none"> <li>● do you think the intervention we have discussed would be effective in encouraging people to report their test results during a future pandemic? Why or why not?                             <ul style="list-style-type: none"> <li>○ if yes: which option do you think would be most effective? Why?</li> <li>○ if no: why do you think the options we discussed today would not work effectively to encourage people to report their test results?</li> </ul> </li> </ul> <p>Remind participants to upload payment details to Ayda, thank and close.</p>	-	45

# About the UK Health Security Agency

The UK Health Security Agency (UKHSA) prevents, prepares for and responds to infectious diseases, and environmental hazards, to keep all our communities safe, save lives and protect livelihoods. We provide scientific and operational leadership, working with local, national and international partners to protect the public's health and build the nation's health security capability.

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