



UK Data Archive Study Number 8442

Taking Part: the National Survey of Culture, Leisure and Sport, 2017-2018: Adult and Child Data

**Ipsos MORI**

Social Research Institute

# **Taking Part: England's survey of Culture, Leisure and Sport**

## **Interviewer Instructions**

Year 13 Main stage



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# 1 About Taking Part

## 1.1 Aims and overview

The Taking Part survey is commissioned by the Department for Culture, Media and Sport (“DCMS”). The DCMS Single Departmental Plan covering 2015 to 2020 sets out the Department’s aims which are to drive growth, enrich lives and promote Britain to the world.

The Department’s vision covers six areas, including encouraging participation. Taking Part collects data on many aspects of leisure, cultural and sporting participation in England, and these data are used to produce four key measures to assist the monitoring of the Department’s performance. These are the percentages of adults in England who have:

- engaged with the arts;
- visited a heritage site;
- visited a museum or gallery; and
- visited a public library.

Like a number of major Government surveys, Taking Part has been accredited as one of the National Statistics. This means the survey has been formally assessed by the UK Statistics Authority and is compliant with the Code of Practice for Official Statistics. Taking Part is thus officially recognised as a high quality survey. The survey is long-running; it was commissioned in 2005 and has run continually since then.

The survey has two principal aims:

1. To estimate the **number of people** taking part in leisure, cultural and sporting activities in England.
  - This is done by collecting data directly from a nationally representative sample of adults (16+), and youths (aged 11-15) and by proxy from a nationally representative sample of children (aged 5-10). This is the part of the survey you will be working on.
2. To identify the **reasons for changes** in participation in leisure, cultural and sporting activities in England over time.
  - This is done by collecting data on the internet directly from a panel of adults and youths and by proxy for children.

The Taking Part survey instruments gather data covering:

- arts;

- museums and galleries;
- archives;
- libraries;
- heritage; and
- sport.

For each of these topics, data about the reasons for participating and not participating, barriers to participation, and the frequency of participation are also collected.

In addition to these topics, data are also gathered on a variety of other relevant topics. These include:

- free time activities;
- participation during childhood;
- volunteering;
- internet/TV use and access; and
- attitudes to heritage and the arts.

Demographic information about the respondents is also collected to use in analysis of the survey results.

## 1.2 Funding and governance

Taking Part is mainly funded by DCMS, but it is also part funded by a number of the Department's partner organisations, these being Sport England, Historic England and the Arts Council England.

The study is managed by a small team at DCMS comprising Olivia Christophersen (Head of Statistics) and Alison Reynolds (Assistant Statistician).

For eleven years TNS-BMRB were the contractor for Taking Part and undertook the survey design, data collection and data production on behalf of the Department. We are delighted that Ipsos MORI and NatCen Social Research were appointed one year ago to carry out Taking Part for the Department for at least the next two years. This is a prestigious Government study and one which is very important to both organisations.

We have almost completed our first year of fieldwork: Year 12 of Taking Part. The survey is already well established and we have made a good start to the contract. Soon we will start providing updates for you in a regular interviewer newsletter. We are grateful for all the hard work interviewers have put in so far, and look forward to consolidating on this good start in future years.

Our aim over the next two years is to ensure the smooth transition from the previous contractor continues, as well as to make a number of very significant improvements to the survey design and procedures.

Ipsos MORI are the lead partner in the consortium but Ipsos MORI and NatCen Social Research are very much equal partners in this endeavour.

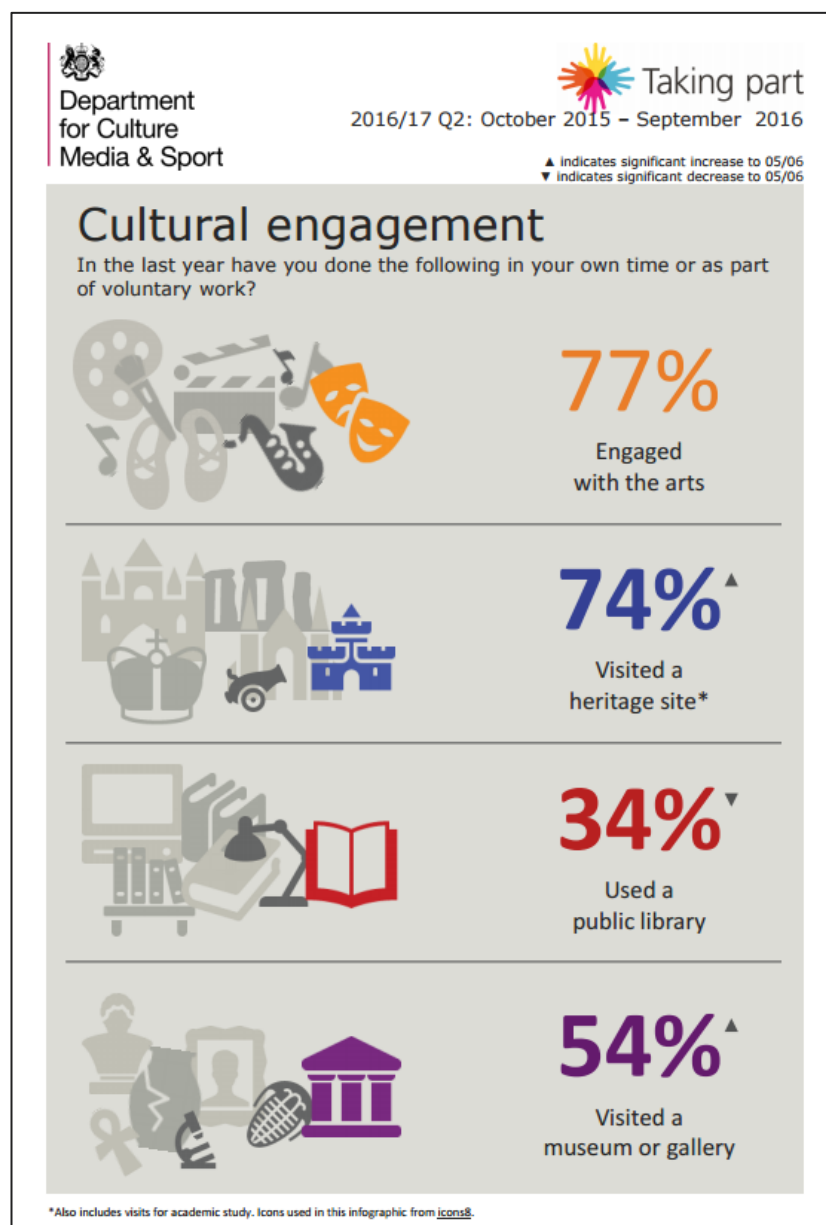
### 1.3 The impact of Taking Part

Demand for the survey data remains very high. Taking Part remains DCMS' only National Statistic, used to assess the Department's performance along with other sources of information. The wide scope of the survey means that Government departments, local authorities, academics and charities use the data that the survey provides.

Sue Owen, the Permanent Secretary at DCMS, has explained further:

"The Department for Culture, Media and Sport (DCMS) has set out its vision of driving growth, enriching lives and promoting Britain around the world. Participation in many DCMS sectors is proven to increase health and well-being and promote social mobility. The changes to the Taking Part survey will allow us to monitor progress and improve our understanding of how we can influence these areas, putting us in a better position to deliver our vision."

Taking Part enables the Government to monitor changes in participation since the survey launched in 2005, as the graphic below demonstrates (using our first data collected, which were released on 31 January):



DCMS believes everyone should be able to access and participate in the arts, heritage and sport no matter what their background or where they come from. Taking Part data are used to monitor:

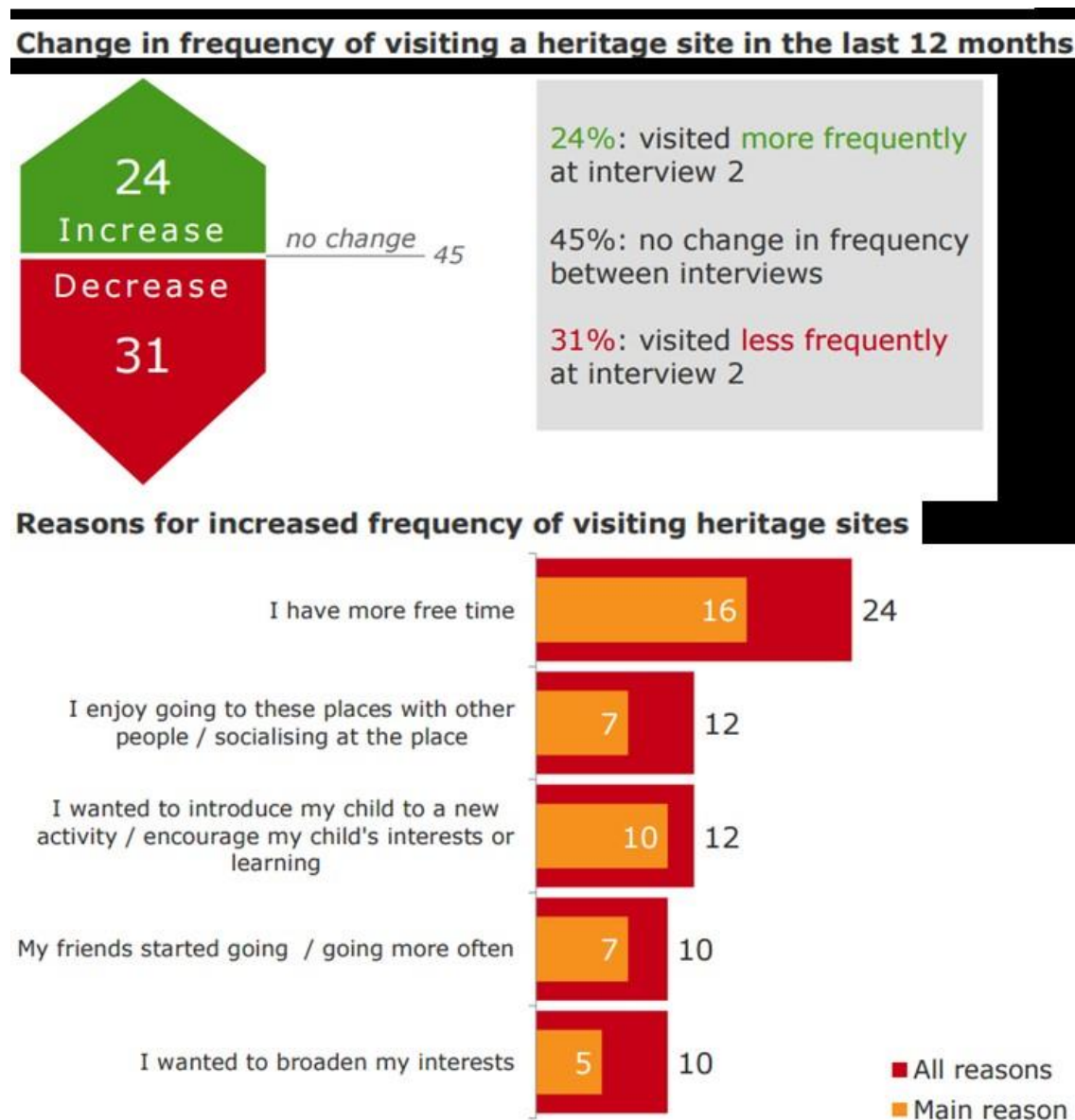
- the impact of DCMS policies on participation among all groups of society.
- the new Culture White Paper (2016).

Taking Part data informs DCMS strategy to understand where there is a need to invest in the arts, heritage and sport. For example:

- Taking Part revealed the enduring legacy of visiting sites of historic interest in childhood, which creates a life-long interest in visiting such sites as adults. This has informed policy-making.
- Taking Part is one of few credible sources of data on trends in visiting galleries and museums.



Taking Part also enables DCMS to monitor the reasons people change their behaviour, as the graphic below demonstrates:



To succeed on Taking Part you need to convince people that the interview will be interesting and the data collected are worthwhile because they are used to make decisions. In your work packs you have a laminate which should help you explain what has been done with the survey data.

## 1.4 Key features of Taking Part

The first year of the Taking Part contract was Year 12, which covered 2016/17 (that is, new sample issued from April 2016 to March 2017). This manual covers the main stage of Year 13 which will cover 2017/18 (that is, new sample issued from April 2017 to March 2018).

This year, Taking Part has changed so that only cross-sectional cases are included in your interviewer assignment. We will be continuing this design for future years of the contract.

Although we will continue to collect data for the cross-sectional sample using face-to-face interviewing, the longitudinal data will now be collected by web. This means that those who agree to continue participating in the survey after you interview them will be invited to join our web panel.

The purpose of the cross-sectional sample remains to fulfil the first of the study aims, that is to estimate the number of people taking part in leisure, cultural and sporting activities in England.

At each sampled address, you will:

- Attempt to interview one randomly selected adult aged 16 or over (the “adult” sample). During the interview you will ask them about their participation in culture, leisure and sport. You will ask the adult to join the web panel.
- If the randomly selected adult whom you have interviewed is the parent or guardian of one or more children in that household who are aged 5 to 10 years old, you will ask the adult similar questions about one of those children (the “child” sample). The child you will ask about will be randomly selected by the computer during the adult interview.
- If the randomly selected adult whom you have interviewed is living in the same household as one or more children who are aged 11 to 15 years old, you will ask that child (the “youth” sample) similar questions to those asked of the adult. Note the youth must be living with a parent or guardian even if the parent or guardian was not randomly selected for the adult interview. The youth you will speak to will be randomly selected by the computer during the adult interview. You will ask the youth to join the web panel (if their parent or guardian has agreed you can).

We have greatly simplified contact procedures since we took over Taking Part by electronic collection of data that was previously collected by TNS-BMRB on paper contact sheets/Address Record Forms. Ipsos MORI will be using Electronic Contact Sheets for the duration of the study, while NatCen Social Research use a Case Selection Screen. These instructions refer to the Ipsos MORI ECS and the NatCen Case Selection Screen, and interviewers will be provided with a separate manual for the ECS or Case Selection Screen as appropriate.

When TNS-BMRB carried out the study, adult respondents received one book of stamps and a £5 gift card. We have changed the incentive regime so that all households receive a £10 unconditional Post Office voucher.

## 1.5 Progress so far

After piloting in February 2016, main stage fieldwork for Taking Part launched in April 2016. Already a great deal of interviewing has been done. As of the start of March 2017, Ipsos MORI and NatCen interviewers have conducted over 8,000 adult interviews, over 500 youth interviews and over 800 child proxy interviews. In addition, over 5,000 adults and over 400 youths have agreed to join our web panel. This represents a lot of hard work in the field by interviewers for which we are very grateful.

At the moment we are meeting our targets for the web panel recruitment rates, but are hoping to nudge up our face-to-face cross-sectional response rate.

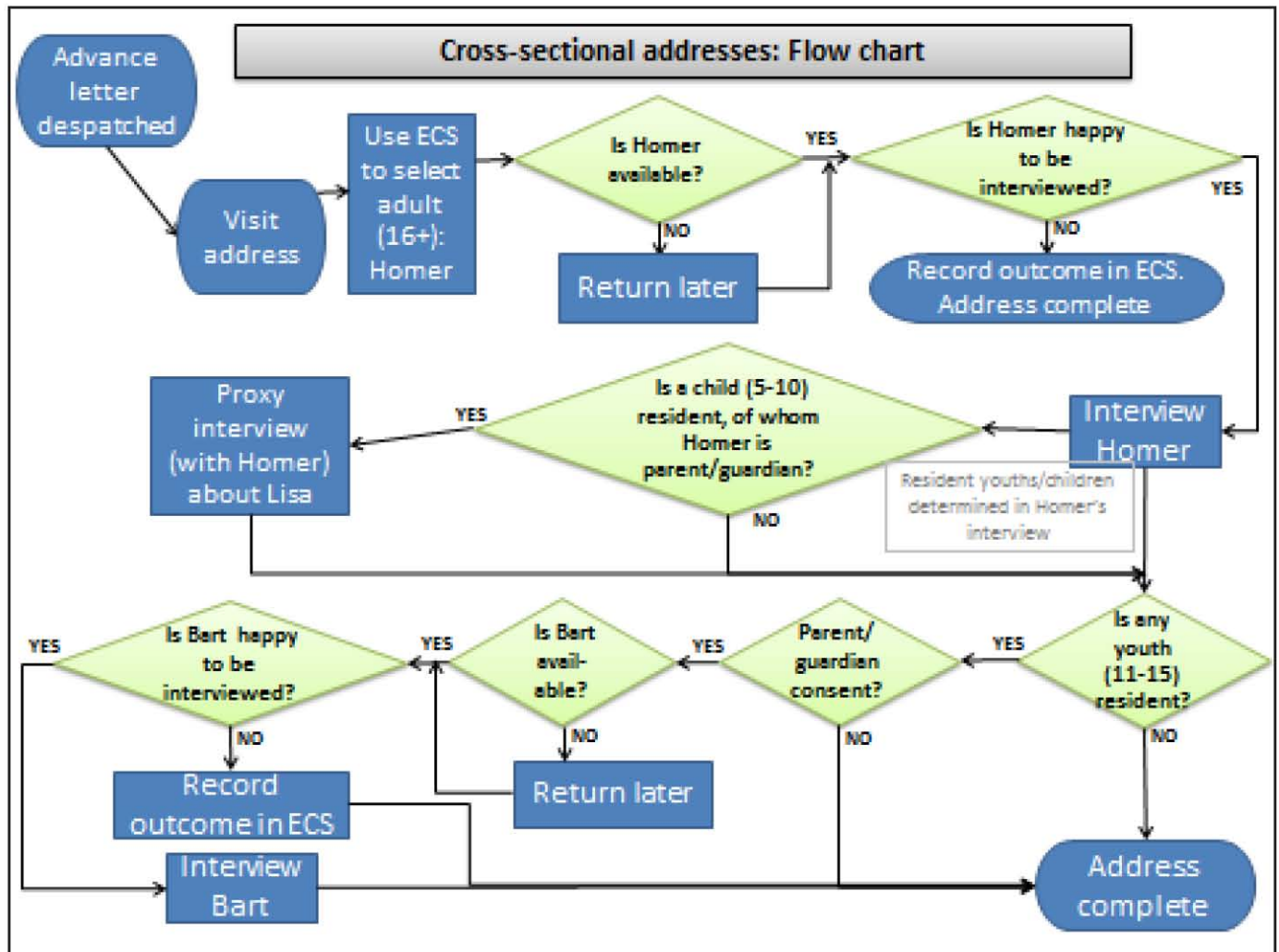
During the first two quarters of Year 12 we gathered a great deal of feedback from interviews. Based on this feedback, the following changes were implemented for Q3 of Year 12:

- We introduced a non-contact letter to help with non-contacts and reissues to help interviewers restart contact with respondents.
- We introduced a laminate impact card to help you convince respondents on the doorstep.
- Interviewers now despatch their own advance letters to help you manage your workload more effectively, and maximise the impact of the advance letter. Evidence from the Crime Survey for England and Wales suggests that allowing interviewers to despatch their own letters improves response rates a little.
- We decided to introduce a regular interviewer newsletter.

## **1.6 The Year 13 pilot**

The Year 13 procedures were piloted in February 2017. Six interviewers from Ipsos MORI and NatCen worked on the pilot and carried out interviews in over 40 households. We were able to test the questionnaire we intended to use for Year 13, which has been revised significantly since Year 12. We also tested our survey procedures now the panel sample has been removed from the face-to-face survey.

## 1.7 Summary of procedures



## 2 The sample

The population of interest for Taking Part are those living in private residential dwellings (that is, excluding communal establishments as defined by the 2011 Census<sup>1</sup>) in England.

The Year 13 (2017/2018) sample comprises 720 sampling points, each comprised of one postcode sector. For 2017/2018 we have selected new sampling points as part of our refreshing of the study design.

### 2.1 Sample eligibility

The eligibility criterion for each respondent type is as follows:

- The adult sample: those aged 16 or over;
- The youth sample: those aged 11 to 15 living with their parent(s) or guardian(s);
- The child sample (data are collected from a parent or guardian who has already been interviewed in the adult sample only): those aged 5 to 10 living with their parent(s) or guardian(s).

Adults must be resident at the sampled address, as must the selected youth or child. For the purpose of adult selection you should ensure to include people who normally live at the address but are away for less than six months, and boarders and/or lodgers aged 16 or over living in the household. You should exclude people who live elsewhere to study or work but who come home for holidays, spouses who are separated and no longer resident, and people away continuously for six months or more.

### 2.2 Sampling frame

We have selected the cross-sectional sample from the latest available version of the small-user Postcode Address File (PAF).

### 2.3 Selection of dwellings, households and respondents

For Q1, each sampling point contains 21 addresses selected at random from the PAF (the amount of addresses selected for later quarters may change, but will not exceed 23). At each selected address, the selection instrument will take you through the necessary procedures. This replicates what in the past has been done on contact sheets/Address Record Forms.

Where there is more than one dwelling at an address or more than one adult living in the selected dwelling, you will record these in the instrument and the computer will pick one at random for you. When entering

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<sup>1</sup> A communal establishment is an establishment providing managed residential accommodation. 'Managed' in this context means full-time or part-time supervision of the accommodation. For further information please see <http://www.ons.gov.uk/ons/guide-method/census/2011/the-2011-census/2011-census-questionnaire-content/final-population-definitions-for-the-2011-census.pdf>.

adults into the selection instrument for the purposes of selection, it is acceptable to use initials instead of names, in situations where respondents do not wish to give out names early in the process.

In some dwellings you may encounter more than one household. This will happen only very rarely, and so we have not included a stage for household selection in the selection instrument as this would be very cumbersome. If there is more than one household at the dwelling, for the purposes of selection please treat all adults living in the dwelling as one household.

For the youth and child sample, the selection is performed by the computer when you record the details of these individuals in the "household grid" in the adult interview. At the end of the household section near the start of the adult interview the computer will inform you which, if any, youths or children have been selected, and the relevant scripts will then become available after the adult interview is complete.

## 3 Your task

This chapter sets out an overview of your task at each address.

A summary of the procedures described below is contained in the flow charts set out at the start of this document.

### 3.1 Making contact

For Q1, you have a sample of 21 cross-sectional addresses drawn from PAF. The amount of addresses issued in later quarters may change, but will not exceed 23.

In your work packs you have an advance letter for each address accompanied by a leaflet, in a pre-sealed envelope. It is very important that you read the leaflet before making contact, so that you can deal with any questions the respondents may have. When you are ready to start work, post the advance letter. It is advisable to make contact a few days later, as the respondent is more likely to remember the mailing, and still have the advance letter (which includes the incentive) and the leaflet.

The suggested introduction text is below, and always available in the selection instrument:

*Good morning/afternoon/evening. My name is... from [Ipsos MORI/NatCen Social Research, the research organisation]. I am carrying out the "Taking Part" survey for the Government. It's about the kinds of activities you choose to do in your own time and about how you feel about the facilities in your area.*

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

*Before I can carry out the survey, I would like just a few minutes of your time to ask you a few questions about yourself and the people who live here with you.*

*I would like to assure you that all the information we collect will be kept in the strictest confidence and used for research purposes only. It will not be possible to identify any particular individual or address in the results unless you give your permission.*

You can also mention that there is a £10 Post Office voucher at the bottom of the advance letter, as a token of our appreciation. The expiry data is printed on the voucher; please draw the respondent's attention to this if necessary. Generally, Post Office vouchers expire after about six months from date of issue. And if, on arrival at an address, a respondent gives you back their letter (e.g. if they do not want to cash the Post Office voucher), you should shred/destroy the letter.

From the time the sample becomes available there are up to **14 weeks to complete the assignment** (this includes the re-issue period). It is important that fieldwork is completed in this window, as many of the survey measures are highly prone to seasonal variation (to take two examples: rugby and cricket).

The calling pattern is a minimum of six face-to-face visits, at least one of which must be in the evening, one at the weekend and a further one either in an evening or the weekend. The first and last calls must be a minimum of three weeks apart.

### 3.1.1 Replacement incentives

NatCen are responsible for producing the advance letters, as they hold the licence for the Post Office voucher incentive system we are using.

#### Ipsos MORI voucher replacements

We are able to print spare copies of letters, including a Post Office voucher incentive, on request. Spare copies will be sent to you on a case-by-case basis: please contact your Field Department to request them. When making your requests, please be mindful of the need to minimise the administrative burden on Field Departments.

#### NatCen voucher replacements

If you need to issue a replacement voucher, give your respondent a Love2Shop gift card and record the last 8 digits of the card in the 'special actions' field when you complete the admin for the household.

## 3.2 The selection instrument

When you make contact at the address, once you have introduced yourself, the first thing you need to do is the selection. The selection instrument is the first instrument available and must be completed before other scripts start appearing. You can of course record household outcomes without using the selection instrument.

As you will be using tablets, the selection instrument is designed so it can be completed on the doorstep using the touch screen function. You can complete the selection instrument with any adult who lives in the sampled address (note that they may not be the person randomly selected for the adult interview).

The selection instrument will, if necessary, take you through the process of selecting a dwelling unit and adult aged 16 or over, where there is more than one of either. When entering adults into the selection instrument for the purposes of selection, it is acceptable to use initials instead of names, in situations where respondents do not wish to give out names early in the process. When a respondent is selected for interview, you will be prompted to obtain the name of the respondent before you can continue. You must always obtain the name of the respondent you are interviewing; it is never acceptable to interview someone without establishing their name.



If the randomly selected adult is aged 16 or 17 and still lives with a parent or guardian, as a courtesy you are required in all cases to obtain parental permission at the time the adult interview starts. You must show the parent or guardian the parental permission card which explains what topics are covered in the interview. There is no parental consent form or requirement for a signature; please just record the name of the parent consenting when prompted to do so by the adult instrument.

Please note that in all cases where we need parental permission, you should interpret the word “guardian” to mean legal guardian. It is never acceptable to obtain permission from some other person (say an aunt or uncle, or grandparent) who merely lives with the young person or is temporarily caring for them or visiting.

### **3.3 The adult interview**

The adult interview is the first thing you must do in every household after completing the selection instrument and must be completed before the adult is asked questions about one (of their) randomly selected child(ren) aged 5 to 10, and before a randomly selected youth aged 11 to 15 can be interviewed.

The adult interview establishes, through the household grid, the name, age, and gender of everyone living in the household, as well as how they are related to each other. It generates a summary of all the elements you need to complete (that is, any youth or child proxy interviews you need to complete).

The adult interview should be between 40 and 45 minutes long on average (we have reduced its length, during the course of Year 12 from an average of over 50 minutes in Q1 of Year 12), though the length will vary considerably depending on the answers the adult gives. You will be asking the adult questions. For most of the adult interview there are no showcards; instead you will need to show the respondents the answer categories on a screen when prompted to do so. Showcards are however required for the demographics section at the end of the interview.

At the end of the adult interview you will ask the respondent to join the web panel. There will be a leaflet to give them, explaining the purpose of the web panel. If they agree or say they want to consider it further in their own time, you will collect their contact details so that we can re-contact them. Please take great care in doing this, as it is important we record email addresses and telephone numbers correctly to facilitate re-contact. As the panel will be interviewed on the web, there is no need to leave a change of address card with the adult. Please note that if respondents ask, they can only join the panel if they are prepared to be interviewed on the web.

### **3.4 The child proxy interview**

The proxy interview about a randomly selected child aged 5 to 10 can be completed at any point after the adult interview is complete. As the adult answers questions about their child, in practice we expect that in almost all cases the child proxy interview will take place immediately after the adult interview. As such we expect you to achieve a child proxy interview in almost all cases where a child is randomly selected during the adult interview.

The child will be randomly selected during the adult interview. You will be informed who is selected during the household grid section of the adult interview. At the end of the adult interview, the child proxy interview script will become available. You must ask the selected adult about the selected child only, even if they want to talk about the activities of other children they have. Try to make the introduction to the child proxy interview as smooth as possible.

The child proxy interview should be around 10 minutes long on average, though the length will vary considerably depending on the answers the adult gives. You will be asking the selected adult questions, and using showcards where prompted.

You will then ask the adult if the National Pupil Database records of their child can be linked to their survey answers. You must leave the parent National Pupil Database handout with the adult; this tells them what the National Pupil Database is and how their child's data will be used, and how to withdraw their consent to information linkage. Make sure to write the name of the child and the address serial number on the handout. You will be prompted to do this by the computer.

### **3.5 The youth interview**

The interview with a randomly selected youth aged 11 to 15 living in the household with their parent or guardian can be completed at any point after the adult interview is complete. The youth will be randomly selected during the adult interview. You will be informed who is selected during the household grid section of the adult interview. At the end of the adult interview the youth interview script will become available. You must interview the selected youth only, even if other youths live in the household and are willing to take part.

At the start of the youth interview you will be asked to record the parent or guardian giving permission for you to interview the youth. If you do not record a name, you will not be able to continue. Please note that in all cases where we need parental permission, you should interpret the word "guardian" to mean legal guardian. It is never acceptable to obtain permission from some other person (say a childminder, aunt or uncle, or grandparent) who merely lives with the young person or is temporarily caring for them or visiting. You must always obtain parental permission at the time the youth interview begins.

The youth interview should be around 20 minutes long on average, though the length will vary considerably depending on the answers the youth gives. You will be asking the youth questions, and using showcards where prompted.

The parent or legal guardian will be always asked if they consent to the youth agreeing to join the web panel and the youth agreeing to have their National Pupil Database records linked to their survey answers, before we ask the youth themselves. If the parent or legal guardian agrees to National Pupil Database linkage, you must leave the parent National Pupil Database handout with them; this tells them what the National Pupil Database is and how their child's data will be used, and how to withdraw their consent to information linkage. Make sure to write the name of the child and the address serial number on the handout. You will be prompted to do this by the computer.

At the end of the youth interview you will ask them to join the web panel. There will be a leaflet to give them, explaining the purpose of the web panel (the same web panel leaflet is used for adults and youths). If they agree or say they want to consider it further in their own time, you will collect their contact details so that we can re-contact them. Please take great care in doing this, as it is important we record email addresses and telephone numbers correctly to facilitate re-contact. As the panel will be interviewed on the web, there is no need to leave a change of address card with the youth. Please note that if respondents ask, they can only join the panel if they are prepared to be interviewed on the web.

You will then ask the youth if their National Pupil Database records can be linked to their survey answers. You must leave the youth National Pupil Database handout with the youth; this tells them what the National Pupil Database is and how their data will be used, and how to withdraw their consent to information linkage. Make sure to write the name of the youth and the address serial number on the handout. You will be prompted to do this by the computer.

The youth interview is not incentivised.

### **3.6 Definition of success**

An address is defined as productive (whether partly or fully) if the adult interview is completed. The headline response rate is calculated on this basis.

An address is defined as fully productive only if interviews with all eligible respondents are completed. At many addresses there will not be any youths or children living there, and thus completing the adult interview will mean the address is fully productive. But where there are youths and/or children you need to complete all interviews before we consider an address fully productive.

### **3.7 Feedback**

Although we have carried out the survey successfully for over a year, we are always very interested in hearing your feedback which you can communicate to the research team via your area manager or directly by email.

We are interested in feedback on all aspects of the survey process, including the Electronic Contact Sheet and ARF, and the selection instrument.

It is also important that you keep us updated with your progress. The Ipsos MORI Electronic Contact Sheets are designed to make this as easy as possible as outcomes are automatically recorded in some situations (for example, if you complete an interview) and you can keep track of progress on the tablet as you go along. This removes the need for paper documents. NatCen interviewers must complete the case Admin on your tablets once you have completed all tasks for your household. Please take advantage of this technology which should be convenient for you and for us in the office.

### 3.8 Documents and envelopes in your pack

The following table sets out the purpose of each document in your pack.

Note that each organisation has its own versions of documents. This is because we wish each organisation to retain its own corporate identity in the eyes of the respondents, which will mean there is no ambiguity or confusion about which organisation you work for. If respondents call the helpline or email us, they will receive a response from the appropriate organisation; if this was not the case we were concerned this could affect trust in you and the survey.

| Document  | Purpose  |
|---|--|
| <b>All respondents</b>                          |  |
| Taking Part appointment cards (Ipsos MORI only) | To leave with respondents when you make an appointment at a face-to-face visit. NatCen interviewers should use their standard stationery.  |
| Taking Part calling cards (Ipsos MORI only)     | To leave with respondents after you have made calls but could not make contact. NatCen interviewers should use their standard stationery.  |
| Police station letters (Ipsos MORI only)        | This is to register with a local police station if you consider it necessary.  |
| Advance letters (spares)                        | These advance letters can be left with respondents you interview. The originals will have been posted by you before you make contact.  |
| Advance letter (Laminated)                      | This advance letter can be used on the doorstep.   |
| Leaflets (spares)                               | These leaflets can be left with respondents you interview, or be used on the doorstep to help you convince respondents to take part. The originals will have been posted by you before you make contact. |
| Web panel leaflet                               | This is used at the end of the interview to show respondents when inviting them to join the web panel. A leaflet should be left with each respondent who agrees to join the web panel.                   |
| Taking Part impact laminate                     | This can be used on the doorstep to show respondents what is done with the Taking Part data and the impact the survey has had.   |
| Non-contact letter ("Sorry I missed you!")      | This can be used to help with non-contacts and reissues to help you restart contact with respondents. You can personalise the letter and send it yourself or put it through the respondent's letter box. |

| Document                                 | Purpose  |
|--|--|
| <b>Documents for the adult interview</b> |  |
| Green showcards                          | You will need to use these when interviewing an adult aged 16 or over. New showcards are necessary for 2017/18 because of changes to the adult questionnaire. The green adult showcards for 2017/18 include a cover sheet that states "Year 13 2017/18 Q1", and CAPI will also prompt you to make sure you are using the green showcards for 2017/18 Q1 interviews. Please take care to ensure you are using the correct set of showcards, especially if you have worked on Year 12 Taking Part sample |
| Parental permission card                 | You will need to use this if you are seeking parental permission for an interview with an adult aged 16 or 17.   |

| Document                                 | Purpose  |
|--|--|
| <b>Documents for the youth interview</b> |  |
| Life events calendar                     | You might find it helpful to use this in the youth interview to help respondents recall what they have done.                             |
| Parental permission card                 | You will need to use this if you are seeking parental permission for an interview with any youth.  |
| Yellow showcards                         | You will need to use these when interviewing a youth aged 11 to 15 years old.  |
| Youth National Pupil Database handout    | You will need to leave this with the youth who agrees to linkage of their National Pupil Database records with the survey answers.       |
| Parent National Pupil Database handout   | You will need to leave this with the adult who agrees to linkage of the youth's National Pupil Database records with the survey answers. |

| Document                                       | Purpose  |
|--|--|
| <b>Documents for the child proxy interview</b> |  |
| Blue showcards                                 | You will need to use these when interviewing the adult about a child aged 5 to 10 years old.   |
| Parent National Pupil Database handout         | You will need to leave this with the adult who agrees to linkage of their child's National Pupil Database records with the survey answers. |

## 4 Securing household participation and respondent engagement

### 4.1 Securing household participation

Summary of engagement issues for Taking Part

The target response rate for Taking Part is 60 per cent: that is, we get at least one adult interview at 60 per cent of households that are eligible for the survey. We will have to work very hard to achieve this target response rate, so please read this section carefully.

In this section of the instructions we set out our ideas about maximising response. We are very interested in your feedback on what messages work best on the doorstep. We will need to work very hard to achieve the target response rate, so it is essential that you maximise co-operation and minimise refusals.

An address is defined as productive (whether partly or fully) if the selected adult is interviewed. The headline response rate is calculated on this basis. An address is defined as fully productive only if all interviews with eligible respondents are completed.

Taking Part is a survey of the population in England, and this means that you will meet people from a very wide range of backgrounds in very different areas, and people will thus have different motivations to take part.

As this survey is about certain topics – heritage, culture, sport and so on – propensity to respond is highly likely to be correlated with respondents' interest in these topics. If only people who are interested in these topics take part, the results could end up being unrepresentative of the population and biased (most likely we will over-estimate the true prevalence of participation in cultural, leisure and sporting activities among the population). This means it is very important, more than on most studies, to vary the messages you give respondents, tailoring as appropriate for the type of area, sample type, and what the respondent is saying to you in that first conversation on the doorstep.

Apart from the information provided in the advance letter, leaflet and the laminate impact card, the other way respondents can find out more about Taking Part is by looking at the participant web pages, maintained by DCMS, which can be found here:

<https://www.gov.uk/guidance/taking-part-information-for-survey-participants>

DCMS are committed to ensuring that the survey data are made available in different formats for academics, researchers and policy-makers to use. We have produced an online data tool for people who may be interested in the findings where they can look at particular activities and demographic breakdowns. For

example, someone may be interested in how many people visit museums across the country. You can carry out your own analysis of the data here <https://www.gov.uk/guidance/taking-part-survey-data-analysis-tools>.

The online data tool allows people to carry out different types of analysis:

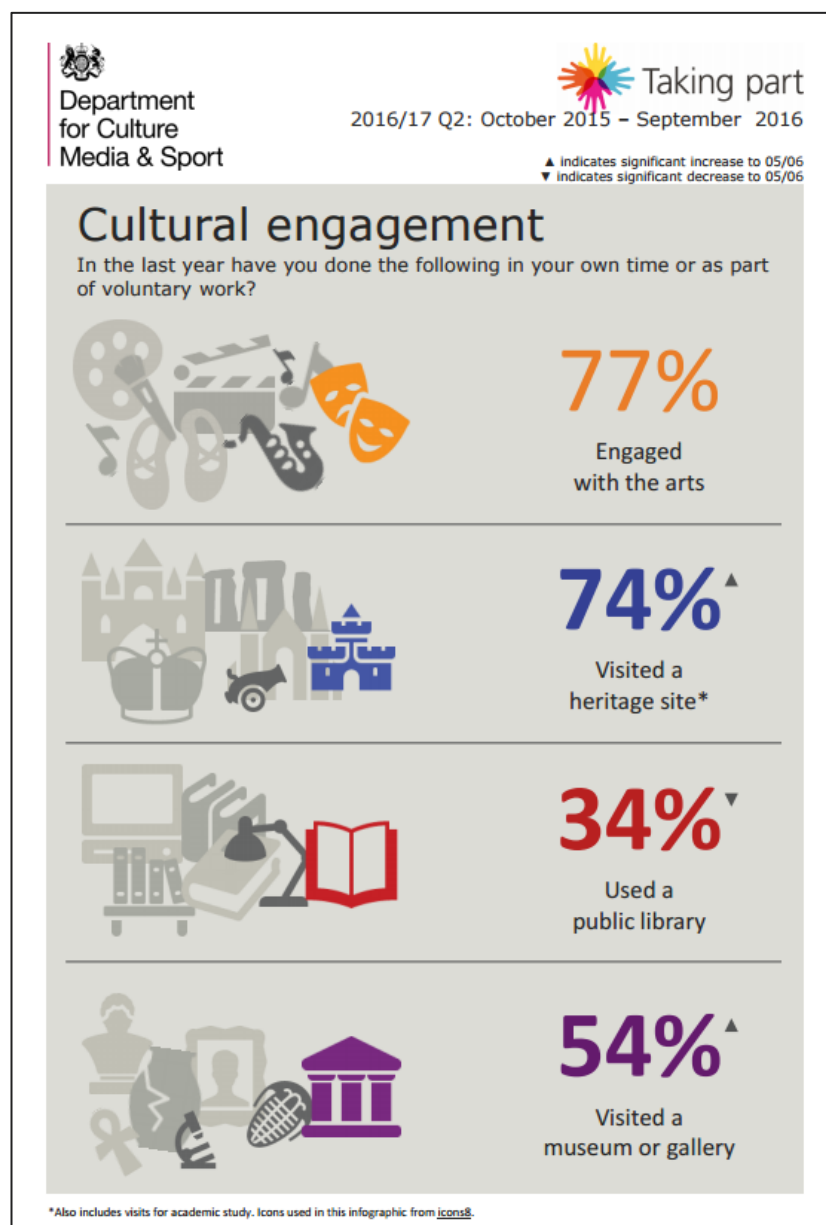
- Who participates?
- Most frequent responses
- Regional analysis
- Changes in individuals' behaviour
- Participation across sectors

Ipsos MORI and NatCen also maintain a participant page. The Ipsos MORI page at [www.ipsos-mori.com/takingpart](http://www.ipsos-mori.com/takingpart) directly links to the joint participant page maintained by NatCen at [www.natcen.ac.uk/takingpart](http://www.natcen.ac.uk/takingpart).

#### How Taking Part study findings have been used

Taking Part can tell us who is doing what and why. The survey has brought significant insights into the drivers of, and barriers to, engagement in cultural, leisure and sporting activities, as well as levels of participation and enjoyment. Over the first eleven years, the Taking Part survey has provided strong evidence for the culture, leisure and sports sectors. It has provided invaluable information to policy makers, practitioners and academics on the drivers of and barriers to engagement, as well as levels of participation and enjoyment, and is increasingly used to track changes over time.

Taking Part enables the Government to monitor changes in participation since the survey launched in 2005, as the graphic below demonstrates:



DCMS believes everyone should be able to access and participate in the arts, heritage and sport no matter what their background or where they come from. Taking Part data are used to monitor:

- the impact of DCMS policies on participation among all groups of society.
- the new Cultural White Paper (2016).

Taking Part data informs DCMS strategy to understand where there is a need to invest in the arts, heritage and sport. For example:

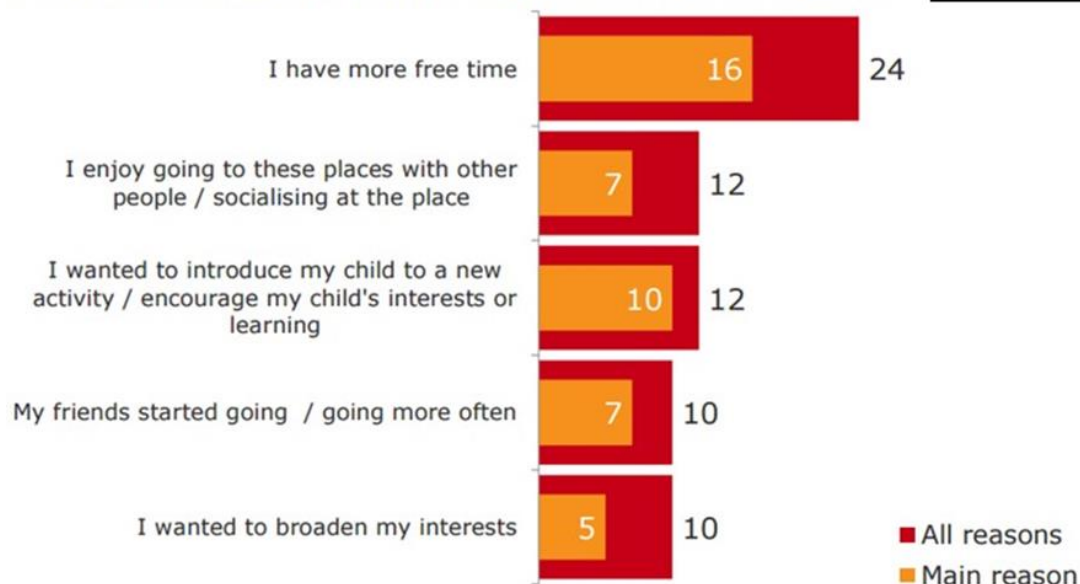
- Taking Part revealed the enduring legacy of visiting sites of historic interest in childhood, which creates a life-long interest in visiting such sites as adults. This has informed policy-making.
- Taking Part is one of few credible sources of data on trends in visiting galleries and museums. Taking Part also enables DCMS to monitor the reasons people change their behaviour.



### Change in frequency of visiting a heritage site in the last 12 months



### Reasons for increased frequency of visiting heritage sites



Key to your success on Taking Part will be the ability to convince people that not only is the interview interesting but that also the data collected are worthwhile because they are used to make decisions. In your work packs you have laminate which should help you explain what has been done with the survey data. Below are some examples of how Taking Part data have been used.

#### Free entrance to museums

Taking Part data showed that over 50 per cent of people in England have visited a museum or gallery. As a result, DCMS are expanding the free-entry scheme to make it possible for more people to visit museums.

## Wifi in public libraries

Taking Part data showed that one of the main reasons people go to the library is to use the internet. As a result, DCMS have spent £2.4 million to ensure free, good quality WiFi is provided in all of England's public libraries. Ninety-nine per cent of libraries in England now have free WiFi.

## Fun days out for children

Taking Part data showed that people from less well-off areas do not visit cultural and places of historic interest as much as other people. As a result, DCMS have funded a new scheme to help selected schools to organise trips to museums and galleries for their pupils.

## Art for everyone

Taking Part data showed those who live outside London are less likely to have gone to an art exhibition. As a result, DCMS are introducing a new scheme to support touring exhibitions across the country.

## Keeping England fit

Taking Part data showed one in four people have not done any physical activity in a few years. As a result, DCMS have tripled their investment to help people become more active.

## Summary of key points for engaging respondents in Taking Part

Whilst we expect that the majority of respondents you are able to engage with will be happy to take part, you will have to work hard with some, tailoring your approach very carefully and reassuring them on areas of concern. The following boxes show the key points to remember when engaging respondents. The rest of this chapter describes these issues in more detail.

## Making initial contact

All initial contact must be by face-to-face visit.

## Informing the police (Ipsos MORI interviewers only)

Before you start visiting addresses in person, we advise you to check in at a local police station (this is not compulsory and in some areas may not be possible). If you do, give the staff at the station a copy of the police notification form and show them copies of the advance letter. Procedures for doing this will vary across the country. In some stations, an officer will write your name in their day book, or will sign and rubber-stamp your form, and may issue you with an incident number, or you may be able to complete the process online. Regardless of how they record details of your visit, please make sure that you make a note of the time and date of your call and the name of the officer that you spoke to.

## Planning your assignment

For Q1, all assignments comprise 21 cross-sectional addresses. The amount of addresses issued in later quarters may change, but will not exceed 23.

We have provided a map in your pack highlighting each address. This will hopefully make it easier for you to plan your work, giving you an idea of the sampling point area, and how the addresses are spread through it and where they are clustered together. It may help you find some addresses more easily in the field.

Normally interviewers prefer to organise their work geographically, perhaps visiting addresses which are closer together.

Do not interview anyone you know personally, such as a friend, neighbour or son/daughter of a friend. You should not interview anyone you know in a professional capacity. If you realise that you do know one (or more) of the people who live at addresses issued to you, please get in touch with your organisation's Field Department, who will decide what to do.

You will find a laminated copy of the advance letter in your pack which you can use on the doorstep. Note that all letters are printed with the reference number.

Copies of the advance letter are included in your work packs to show respondents on the doorstep if necessary. These copies do not include the Post Office voucher as we do not want to confuse respondents, some of whom may think the copies can be cashed at a Post Office. The leaflets can be distinguished most obviously by the different colour typefaces used: the advance letter and leaflet use an orange typeface and the web panel leaflet uses a pink typeface.

## Introducing yourself

As soon as your Field Department has told you the sample is available, and you have posted your advance letters, you can start visiting respondents.

The opening exchange between yourself and the person answering the door is crucial in terms of whether you obtain an interview or successfully make an appointment. When you first speak to someone you must:

- State your name, mention that you are calling about Taking Part and that you work for Ipsos MORI or NatCen Social Research.

*I work for [Ipsos MORI/NatCen Social Research] and am carrying out the Taking Part Study on behalf of the Government – the Department of Culture, Media and Sport.*

- You can mention that they were sent a letter and leaflet about the study (if they cannot remember this is a trifold leaflet providing information about the study, how the findings will be used, what the study covers, what happens to the data collected and information about who is sponsoring the study (there are spares in your work packs)).

Please reassure them about confidentiality and that their details are used for research and statistical purposes only, and that Ipsos MORI or NatCen Social Research will not pass on their details to anyone else without their permission.

Do not race through this – you need to be bright, alert and speak clearly and concisely. You only have a few seconds to create a good impression.

As ever, be meticulous about showing your ID card to respondents, even if the people you speak to do not appear to be interested in it.

What if my mind goes blank on the doorstep?

You will soon work out the best way to introduce yourself on the doorstep but your ECS or Case Selection Screen will help you if your mind does go blank suddenly. On every screen of the selection instrument a form of words is provided which you can summon at any point, as follows:

*Good morning/afternoon/evening. My name is.... from [Ipsos MORI/NatCen Social Research, the research organisation]. I am carrying out the "Taking Part" survey for the Government. It's about the kinds of activities you choose to do in your own time and about how you feel about the facilities in your area.*

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

*Before I can carry out the survey, I would like just a few minutes of your time to ask you a few questions about yourself and the people who live here with you.*

*I would like to assure you that all the information we collect will be kept in the strictest confidence and used for research purposes only. It will not be possible to identify any particular individual or address in the results unless you give your permission.*

The leaflet

Please use the leaflet to provide further information about the study if necessary before the interview begins. The leaflet gives an overview of the study. It answers a number of questions respondents are likely to have:

- Who are Ipsos MORI/NatCen Social Research?
- How can I check that the interviewer is genuine?
- Why have I been contacted?
- What is the Taking Part study?
- Why has my address been chosen?
- Who will be interviewed?

- What happens next?
- Is the information I give confidential?
- Will I be contacted again?

### Maximising your chances of obtaining an interview or making an appointment

Be confident in yourself and in the reputation of Ipsos MORI/NatCen Social Research. The tone of your voice will show the enthusiasm you have for Taking Part.

### Why are we asking for their help?

Use the wording from the leaflet and say something like:

*We are inviting you to help us with the Taking Part study. The results of the survey will help the Government and its partner organisations understand what helps or hinders people taking part in leisure, cultural and sporting activities. Everyone's views and experiences are valuable. Around 8,000 adults and 800 children across England will be interviewed for this year's survey. As a thank you for taking part you have received a £10 Post Office voucher which is at the bottom of the letter you received.*

### What the survey will involve for them and their household

You need to explain that you will select one adult living there at random, to ensure we have a representative sample of the population. You can explain that if there are any children aged 11 to 15 years old, that we would like to interview one of them, selected at random. As the interview about the child is carried out by proxy, it is not necessary to explain this on the doorstep as it will flow naturally from the adult interview, when we ask the adult we are speaking to if they can answer a few questions about one of their children. Explain that the study will involve an interview with those taking part, which will mainly involve you asking questions and recording the answers on a tablet computer.

### How long the survey will take

The total amount of time you spend with each household will depend on a number of things – and this is what you should tell respondents.

It will depend on whether there are any youths or children. On average we anticipate you will spend around 40 minutes in a household with no youths or children, and up to 70 minutes in a household where there are youths or children:

- Adult interviews should take around 40 minutes on average.
- Youth interviews should take around 20 minutes on average.
- Child proxy interviews will add 10 minutes on average to the adult interview.

It is important you make respondents aware of this when you are scheduling appointments. These are our best estimates of timing for each section of the interview, by respondent type.

## 4.2 The calling pattern

To achieve an interview at a household you must make at least six face-to-face visits over the fieldwork period to achieve contact (and then more to achieve all study elements if necessary). At least one visit must be an evening call, one a weekend call, and a further call must be either during an evening or at a weekend. The first and last calls must be a minimum of three weeks apart.

Once you have achieved an adult interview, you may attempt to arrange an appointment for other elements by telephone. However, you may be more successful if you continue to make face-to-face calls.

If a child or youth answers the door, ask if their parents are in. If they are not, withdraw. Do not ask anything further, but leave your calling card.

**Remember to enter the details onto your ECS or on your ARF every time you visit an address.**

If you are unable to make contact you are required to make calls on up to two neighbours (maximum of two face-to-face calls per neighbour) to establish whether the address is occupied. You should record these contacts in your ECS or on your ARF.

## 4.3 Further contact with respondents after your first face-to-face contact

You can text respondents with a reminder of appointments you have made or to set up appointments but only if you have visited the respondent and they have said that they are happy for you to use this method.

Please always sign off texts with your full name and Ipsos MORI/NatCen Social Research. Do not use “text speak” or abbreviations.

In the unlikely event that you receive a refusal by text, you can make a face-to-face visit (unless the respondent has made it very clear that they do not want to be contacted again).

Incoming and outgoing text messages do not need to be recorded in the ECS or on your ARF.

**You should not send emails to respondents in any circumstances.**

## 4.4 Making appointments

When setting up appointments and arranging visits please bear in mind the length of the interview. It is important that you are realistic about how much can be accomplished in one sitting to avoid drop-out part way through, respondent discomfort and/or reduced quality of data collected. It is likely, given the length of the interview, that many addresses will require a second visit.

If you manage to make an appointment, you will also need to check or mention the following things to the respondent before visiting the address again:

- Check that the respondent's address matches the address on your ECS or ARF.
- Remind the respondent that they can read the advance letter and leaflet before you visit if they want further information.
- You have spare copies of the advance letters and leaflets that you can use in case respondents have lost theirs. Please avoid giving out spare copies unnecessarily.
- Highlight the need for a quiet space, if possible, for the interview to take place in.
- If making an appointment by telephone, let them know if you will send an appointment confirmation card in the post (if there is time).
- If you are making an appointment face-to-face, complete and hand them an appointment card when you leave.
- If making an appointment by text message after a visit, you do not need to send them an appointment confirmation card in the post; however, it may be useful to do so if there is time and you should if respondents ask for one.
- It is likely that the first few interviews that you carry out will take longer than once you have become more confident, and are familiar with the different modules. Therefore, we suggest you do not make more than one appointment in a day until you have got two or three interviews under your belt.

If someone is out when you arrive for an appointment, it may be a way of telling you they have changed their mind about Taking Part. On the other hand, they may have simply forgotten all about it or had to go out on an urgent errand. Make every effort to re-contact the respondent and make another appointment.

You will have enough cards in your work packs to cover all appointments. Please bear in mind that posting will mean it arrives with the respondent 2 - 3 working days later, so you will need to arrange your appointment accordingly.

If the appointment is made on the phone, check that their address is the same as the address that you have on your ECS or ARF. Log the appointment card mailing in the ECS or on your ARF.

## 4.5 Dealing with refusals

### Avoiding refusals

If there are early signs that the respondent is reluctant, take steps to avoid a refusal. If they hesitate, it could be that you need to reassure them, clarify who you are, and reiterate that you are calling about Taking Part. You have various means at your disposal to create a good impression and reassure respondents, such as dressing in smart clothes, smiling, and maintaining eye contact. It is essential that you remember the following:

- Always maintain a professional manner.
- Be confident – this study is really important.
- Treat the respondents with respect.

If a respondent is reluctant to make an appointment with you, you need to tread carefully, as we do not want “soft”, circumstantial refusals (for example, you might have called at a particularly busy time) to turn into hard refusals where respondents withdraw from the study altogether. You may find that you can provide reassurances in response to queries that respondents have, or that you can say that you will call back at another time if you sense that they are busy and distracted, but the important thing is to back off before they refuse outright. In the unlikely event that the respondent makes it very clear that they do not want you to contact them again, you should respect their wishes and not do so.

Although Ipsos MORI is well-known, some may be less familiar with the company and need reassurance. If so, emphasise that we are members of the Market Research Society and abide by a strict Code of Conduct. **The MRS provides a Freephone service for respondents to verify the legitimacy of our company and you can refer them to this if necessary.**

If they would rather speak to someone other than the MRS specifically about Taking Part, they can call the Freephone number at the Ipsos MORI office. If they wish to write they can email us at or write to us at Taking Part.

If respondents wish to speak to someone at NatCen Social Research, they can call Freephone , email or write to Taking Part

Respondents can also write direct to the sponsor

### Converting refusals

Although we expect that the majority of your respondents will be keen to take part, it is likely that some will be reluctant. It is important that you are prepared to deal with this. A typical conversion interaction process is probably as follows:

- 1) You explain the study to the respondent.
- 2) They decline and give a brief reason.
- 3) You come up with a way to respond to their concerns and try to persuade them to take part - they review their decision.



Converting refusals is one of the most challenging parts of an interviewer's job. Refusal conversion requires drawing on a range of skills, depending on the circumstances. You will have your own way of approaching things; it could be helpful to reflect on the skills you feel most confident with and play to your strengths, but also consider if you can focus particular attention on the aspects you might find harder.

The first obvious issue is that on first contact you know little about their (current) circumstances, motives and concerns. People often give a quick and/or bland response (e.g. too busy/not interested) that does not give you much to go on. So the first thing to do if you are faced with a situation where a respondent refuses to participate is to allow time and space to fully ascertain what the problem is. For example, try to open up a dialogue with them and use open questioning rather than diving in with a response (*e.g. Can you tell me a bit more about what your concern is around that?*).

Try to pinpoint the exact problem so that you can come up with the right solution and response to their specific concern (*e.g. Can you tell me what the limits are on your time? We are keen to interview you and I can be flexible about when I come*).

Actively show empathy before you try to respond to the respondent's concern - people respond best if they feel their concerns are understood, recognised and cared about (*e.g. I can understand why you might feel that, I know that is the case with some studies; or Yes, I can see you have guests at the moment, I can understand that now might not be a good time*).

A key thing to bear in mind is that the initial reason given for refusing may not be the only or main reason for refusal and you may need to respond to a number of reasons before you solve the problem(s). Refusal conversion requires drawing on a range of skills, depending on the circumstances.

You will have your own way of approaching things; it could be helpful to reflect on the skills you feel most confident with and play to your strengths, but also consider if you can focus particular attention on the aspects you might find harder.

Below is some guidance on approaches when trying to convert refusals. These are suggestions only and may not be suitable in all circumstances; they are designed to provide some ideas that you can draw on.

#### "Too Busy" or "The study sounds worthwhile, but it involves too much"

- Try to establish limits on time and any other reasons why the study is too much for them at that time.
- Offer to call back at any suitable time (including weekends).
- Offer to break up the interview and come back over more than one visit.
- Offer to make a start (at least).
- Reiterate the importance/benefits of the survey to improving leisure, cultural and sporting facilities.

- Stress how this is a really positive opportunity for the respondent to be and feel part of something interesting and special. It would be a shame for them to miss out, and ask if there is any way you could help fit around things to enable them to have this opportunity.
- Agree an alternative time (which they suggest).
- Try to establish if they genuinely do not have time or if it is a top of mind reaction; try to get to the source of the real barrier.

#### "Not interested/Don't see the benefit of taking part"

- Stress the value of participation as a positive opportunity (see above).
- They may see the study as a positive thing in general, but not feel it is worth the time commitment. Help them to see that we can minimise the inconvenience (see above responses to "too busy").
- Stress the value of the information obtained. Use the information about what the study results have been used for to convince them of the value of the study.
- Ask them to read the leaflet provided and offer to revisit after they have had time to consider the information further.
- Remind them of the incentive of a £10 Post Office voucher they have been offered. We would be grateful for their help.

#### "Previous bad experience of taking part in surveys"

- Try to establish what it was about other surveys that they did not like and reassure on those points as far as possible.
- Ask if they might be willing to at least give it another go; highlighting that if they start and find it is not for them, they can stop.

#### "A difficult time" (personal reasons)

- Ensure that you are empathetic to the situation.
- Find out whether the situation affects them or someone else in the household. You could offer to do the interviews separately (if a youth or child proxy interview may be required) or break up the visit at a time that may be suitable.

#### "It's going to take too long"

- Due to the length of time the interviewer will need to spend in the household, some respondents may be reluctant to take part. As such, we need you to be as flexible as possible.

#### "I'm concerned about information linkage"

- The only information linkage in this study concerns youths and children. There is no information linkage for adult respondents.

- Where there are youths or children in the household, another potential stumbling block to respondents agreeing to take part could be the request to link National Pupil Database records to the survey data.
- The purpose of information linkage is that it can sometimes be easier to get some information from these administrative records, rather than asking people. We only give organisations that hold these records some essential personal details so we can be sure that they find the correct records to provide the information that has been requested. No other information collected during Taking Part will be provided to them.
- If the respondents are concerned about data security, explain that as soon as the interview is finished, the data are locked on our tablets so their interviewers cannot access them again. The tablets are encrypted so that no one outside the office staff can access the data, and all data are encrypted when transmitted to our offices. We use a number of methods, such as encryption and secure computer systems, to prevent unauthorised access to their personal information. Further, when we collect their information or obtain further information from records we remove their personal details and replace them with a unique identification number (code).
- Everything they say is confidential unless they tell us something that indicates that you or someone else is at risk of serious harm. Only the staff working on Taking Part who need to contact them will know your name and contact details.
- All data is processed in line with the Data Protection Act.
- It is important that you try to find out exactly why the respondent is reluctant, and tailor your responses based on their concerns.
- Additional information is on the Taking Part website <https://www.gov.uk/guidance/taking-part-information-for-survey-participants>.
- Please make sure to record reasons for refusals in the ECS or on your ARF.

## **4.6 Engaging respondents from different backgrounds and in different situations - cultural sensitivity**

### Interviewing in different ethnic and faith communities

Interviewing people from a different ethnic background to yourself should be no different to interviewing anyone else. As an interviewer, you should be a neutral channel for recording the respondent's views. However, you must be sensitive to cultural differences. The following information is provided to help you. Please read it carefully.

- Do not make assumptions about a respondent's ethnicity or background. You may think that someone is from a particular ethnic background, but they may not describe themselves as such. Equally you may think that someone is of a white background, but they may describe themselves as being an ethnic minority.
- Do not make assumptions about people's opinions, beliefs, or way of living. Even if a response is not what you expected, please do not show surprise or query it.

- Be sensitive to, and respect, different customs and the behaviour expected of you in households that you visit. Interviewing takes you to the homes of people of many different faiths and ethnicities. Being sensitive to these differences is not only necessary, but obviously it could help you achieve interviews.
  - If you are working in an area with a large Muslim community, avoid calling on Friday afternoons between 12 – 2pm when people are likely to be preparing to visit the mosque for communal prayers.
  - Be aware of significant religious holidays or festivals, details of which can be found on the internet.
- In certain communities it is not uncommon for guests to be asked to remove their shoes upon entering the house. People will usually clarify their expectations; please respond appropriately.
- Pay attention to how you use certain words and phrases. Please note the following:
  - It is generally acceptable to refer to people of non-white descent as 'ethnic minorities'. Terms such as 'coloured' and 'ethnics' are not acceptable and are considered offensive.
  - 'Black' can generally be used to describe people from Black African and Caribbean backgrounds, and people from Indian, Pakistani, Bangladeshi and Sri Lankan backgrounds can be described as 'Asian'.
  - People from Chinese and Vietnamese backgrounds are generally referred to by their nationality.
  - These are the only terms you should use; do not use others.

### Other things to note

An interview with a respondent whose first language is not English may take longer. Allow the respondent time to think, and be prepared to repeat the question if needed. Do not use your own words to explain meanings.

A few things to bear in mind when speaking with Asian respondents:

- Female respondents may not make eye contact with you. This should not be seen as a lack of interest on the part of the respondent; eye contact with people outside of the immediate family may be considered a 'disrespectful' act.
- It may not be advisable to shake the hand of a respondent of the opposite gender as a gesture of thanks or greeting. Please use your experience to assess the situation and act accordingly.
- Cultural rules may require that a female respondent cannot be alone when being interviewed by a member of the opposite sex. They may insist another family member is present.
- Politely refusing hospitality e.g. tea, food will not cause offence.

And when speaking to African and Caribbean respondents:

- It is important to recognise that African and Caribbean communities are not a homogeneous, unified group. There are many different cultures and attitudes. Do not assume that the communities are all the same.

## Naming systems

Naming systems, usage and traditions differ between and within cultures and religions.

- Most respondents will be aware of naming traditions in the UK, but it can be a bit confusing for interviewers, particularly in large families.
- Take your time and clarify any relationships you are not clear on. Take a spare piece of paper and ask someone in the household to write down everyone's names. This is usually quicker.
- Never ask respondents for their "Christian name" – ask for a "first" name and then for "other" names. To avoid offending anyone, ask the respondent how they want to be addressed, e.g. Mr, Ms, first name etc.

## Administering the survey – language/literacy barriers

On many studies household interpreters are permitted, as the questions are not sensitive, and this will also be the case with Taking Part. Please ensure that any household interpreter is aged 12 or over.

Please be aware that there is one question which we would regard as potentially sensitive. This is SXCLASS where the adult is asked about their sexual identity. If there is a household interpreter it may be inappropriate in many instances to ask this question. You may use your judgement to decide on a case-by-case basis whether to ask this question if there is a household interpreter. If you do not want to ask this question, please code "refused" and make a note by pressing "add comments" at the top of the screen that this was your decision and not the respondent refusing to answer.

We are not proposing to match respondents to another interviewer who speaks their language except in very rare instances. If the respondent's English is adequate to do the interview, but they prefer to be interviewed in another language, please let your Field Department know. If you personally speak their language then it is acceptable to carry out the interview in their language. If you cannot do an interview because of a language barrier, you should record the appropriate outcome code in the ECS or on your ARF.

It may not be obvious which languages are spoken, and some households will speak more than one language:

- **Urdu** and **Punjabi** are common languages spoken among those of Indian and Pakistani origin.
- **Gujarati**, **Punjabi** and **Hindi** are languages spoken among those of Indian origin.
- **Bengali** is spoken mostly by Bangladeshi people, and by some Indian people.

Some respondents for whom English is not their first language may understand spoken English well enough to take part in the survey, but have more limited English reading skills.

Many of the questions require you to show the respondents the answer categories on a screen or to use showcards. A small proportion of respondents may have also literacy difficulties. Some may mention this, but others may be embarrassed so you may need to be alert to pick up on this. You should support them in the following ways:

- Read them the content of the advance letter and the leaflet.
- Administer the interview by reading out the showcards or the answers if you are prompted to “show screen” (providing you are able to do this in as private a place as possible). Please note that as there are many lists, some of which are long, this will significantly lengthen the interview, and so you need to allow for this if it appears the respondent has literacy difficulties or limited English reading skills.

## **4.7 Large print documents**

These are not provided in your packs but if you need them please let your Field Department know.

# 5 Instruments

## 5.1 Overview

The instruments have been designed by researchers at TNS-BMRB and the Department for Culture, Media and Sport, and have been developed over the many years that the survey has run. We have reviewed the questionnaires in collaboration with DCMS for Year 13 and made a number of significant changes. These are:

- Re-ordering some sections to improve the logic and flow of the interview.
- Dropping questions that are not used by the DCMS or other agencies.
- Reducing very long lists of response options.
- Presenting response options as show screens rather than show cards as far as possible (except where responses are sensitive, such as income questions).
- Removing questions that were specific to panel members.
- Introducing information screens so that you no longer need to use the white definitions show card.
- Making the programming more efficient “behind the scenes” so that hopefully the computer will work faster for you.

Each of the three potential respondent types (adult, youth and child) has an instrument. The number of modules, and the number of questions within each module varies depending on the respondent.

An overview of the modules within each instrument by respondent type, is given below:

| Adult (aged 16 or over)  | Youth (aged 11 to 15)   | Child (aged 5 to 10)  |
|--|---|---|
| Household grid<br>Activities when growing up (socialisation)<br>Free time activities<br>TV<br>Arts participation<br>Arts attendance<br>Museums and galleries<br>Libraries<br>Archives<br>Heritage<br>Walking, cycling, and sports participation<br>Digital<br>Volunteering<br>Charitable giving<br>Community cohesion and belonging<br>Attitudes to the arts and historic buildings<br>News<br>First World War Centenary<br>Subjective well-being<br>Demographics<br>Web panel recruitment | School and school year<br>Life events<br>Activities, frequency and satisfaction<br>Sports questions<br>Swimming and cycling<br>competency<br>Well-being<br>Demographics<br>Web recruitment<br>National Pupil Database linkage | School and school year<br>Life events<br>Activities and frequency<br>Sports questions<br>Demographics<br>Web recruitment<br>National Pupil Database linkage |

You must carry out some practice interviews before beginning your assignment, to get a feel for how the instruments work. You will then know the nature of the questions and are able to respond appropriately if the respondent has any queries, or finds questions difficult to answer. There are many different routes through the instruments so it is useful to carry out a number of practice interviews for that reason, so you become familiar with as much of the survey content as possible. Many of the questions asked in each module are the same for each respondent type.

Interviewer instructions are on screen where appropriate. They will explain whether you should use a show card or show the respondent the screen, whether you should record answers to open questions and how addresses/telephone numbers should be recorded.

For Year 13, we have cut a number of questions from the adult interview, in order to reduce the overall adult questionnaire length. We anticipate the average adult interview taking between 40 and 45 minutes.

## 5.2 Showcards

There is a set of showcards for each respondent type. All showcards are printed on A4 card, as there are some long lists, and we want to make it as easy as possible for the respondents to answer.

For Year 13, the adult showcards are printed on green card, the youth showcards on yellow card, and the child proxy showcards on blue card. If you worked on the Year 13 pilot, please note we have made minor changes to the showcards used, so please use the main stage ones in your work packs, not the pilot ones. We have



decided not to continue with the white definitions showcards as they were used in fewer than one in ten interviews. Instead we have programmed information screens in the questionnaire which you can activate at the appropriate point. This is a viable strategy as for most of the interview you will need to show the screen to the respondents.

We have tried to minimise the use of showcards where possible. These are now used only in the demographics section. At all times the script will inform you when to use the showcards, and when lists need to be shown to the respondent on screen. For this study there are no reversed showcards.

There are a number of show screen questions so you will need to position yourself so that the respondent can see the screen at the start of the interview. Some of these questions have long lists, so you will need to scroll to make sure that the respondent has seen all of the possible answer codes.

We have also tried to minimise the number of occasions when you need to read out answer categories to the respondents, to help speed up the interview.

### **5.3 The child proxy interview**

The child proxy instrument asks the parent of the selected child about the activities the child participates in outside school. We will not ask about anything that they did whilst at school (except to ask on how many days they did at least 30 minutes exercise in school in the last 4 weeks). Activities organised by the school but done outside normal school hours should be included. Activities that the child has done whilst on holiday should be included.

The introduction to the child proxy interview is very important. You will need to make it clear to the parent or guardian that we are collecting data so that the Government can improve provision and facilities for certain activities. It therefore does not matter if their child has not been very active. Some parents might be embarrassed if their child has not done many activities. Please reassure them about this and stress that it is very important that we are strict with the oft-used reference period of the last seven days so that we can get accurate data. You can also explain to parents that even if the last seven days were not a typical week for their child, this does not matter as across the country and across the year, we will get an accurate picture of what children of that age do.

### **5.4 The youth interview**

The structure of the youth instrument is very similar to the child proxy instrument. Note that you will be interviewing the youth, not an adult in the household. A key difference between this instrument and the child proxy instrument is that we want to know about activities which the youth did both in school lessons and in their spare time. We are therefore including activities that could have been done at any time. This could be in school including during breaks and lunchtimes, before or after school on weekdays, at weekends or during the holidays. We also want the youth to include any activities which they did whilst on holiday when they formulate their answers.

## 5.5 Household (adult interview)

The adult interview begins with a section about the household. You will collect information about the members of the adult's household, specifically the name, gender, age, marital status and the relationship of the household member to the respondent. If the respondent is aged 16 to 19, you will ask if they are at school, and if so, what year they are in. You will also ask questions to establish the identity of the household reference person.

You will ask about adults aged 16+ in the household first, and then about children (which includes youths), defined as those aged 5 to 15 years old.

It is extremely important that you record details in the household section accurately. During adult interviews the computer will use the information you gather here to randomly select one youth and child (if applicable) and once this selection is made it cannot be changed. At the end of the household section you will be informed of the results of any random selection carried out.

## 5.6 Activities when growing up (adult interview)

The questions in this section are asked of all adults. The questions cover the various activities they did when they were aged 11 to 15.

## 5.7 Activities (adult interview)

This is where you establish what activities respondents have taken part in over the last twelve months. DCMS has a wide range of activities they want to measure and these activities have been grouped together to form a number of questions where you will need to show the respondents the list of activities on your screen. For each type of activity you ask about, there are follow-up questions. For Year 13, the question order has changed so that most follow-up questions come immediately after you have established what people have done.

The activities are grouped as follows:

- Free time activities (including watching television and playing video games).
- Arts participation.
- Attending arts events.
- Attending museums and galleries.
- Use of libraries.
- Visiting archives.
- Visiting places of historic interest (known in the interview as "heritage sites").

- Walking, cycling and sports participation (these questions are now asked by you, rather than as part of a self-completion element)).
- Digital activities (that is, those done on the web or using some form of computer).

Where the lists of activities were quite long, we have asked more than one screener question. Even so, some of the lists are quite long, and it is important that you scroll down to ensure that the respondent sees all the activities. For some questions, the order of the lists varies for each household, which is why we are using show screens rather than showcards. You should ask respondent to mention activities regardless of where they took place.

Apart from free time activities and sport, you will ask respondents, for each activity mentioned, whether they have done this in the last 12 months and whether they did in their own time, for paid work, for academic study, as part of voluntary work or for some other reason. If they have done an activity in their own time and/or as part of voluntary work, you will ask them how often they have done the activity for this reason. If they have also done these things for work or study, make sure that they only count the times they did the activity in their own time or as voluntary work. This does not apply to questions about libraries (where we are interested in any visits for any purpose) and heritage questions where academic study and school-organised activities should be included when answering the relevant follow up questions.

If the respondent is unsure whether or not to include an activity, please show them the information screen. This will give definitions of 'paid work', 'academic study', 'school-organised activities' and 'voluntary work', as appropriate for the question. As an example of the sort of uncertainty which may be in the respondent's mind, they may get paid on a casual basis to play in a band, but not know if they should count this as paid work or not.

In addition each section includes questions about enjoyment of activities. There are specific follow-up questions in some sections:

- **Arts participation.** For each activity the respondent says they did in their own time or as part of voluntary work, you will ask if they did this as part of a club or group.
- **Arts attendance.** You will ask about the venues where people saw music and other arts events, and the sort of music played.
- **Attending museums and galleries.** You will ask about whether the respondent recommended the last museum or gallery they visited to a friend or family member.
- **Use of libraries.** You will ask the respondent about the reasons they used the library and the services they accessed there, and how satisfied they are. If they are dissatisfied you will ask them why.
- **Visiting archives.** You will ask those who visited an archive in their own time or as part of voluntary work, the reason they did so, and how satisfied they are.

- **Visiting places of historic interest ("heritage sites").** You will ask respondents who visited places of historic interest about activities such as volunteering or campaigning, and whether they paid to visit sites of historic interest. You will also ask them if they think they live and/or work in a historic area, and about whether they do metal detecting.
- **Walking, cycling and sports participation.** These questions are aligned with the Active Lives survey commissioned by Sport England which recently changed and is now being carried out on the web. In Year 12 we administered this section using CASI, so that we can compare the face-to-face data with the web data. For Year 13 you will be asking the questions which we hope will speed up the interview and make controlling the interview easier for you. Some of the questions have very long lists, using expandable headings and these can take a while to load, so please be patient. Some answer codes will have a little i next to them indicating there is some explanatory text to read. Respondents can use these if they wish to find out more about what that code means. You will ask respondents how often they do a very wide range of sporting activities, and whether this leaves their breathing rate raised or leaves them out of breath or sweating. You will also ask them about walking, cycling, dancing and about what sports events they watch.

**Digital activities.** You will ask about using websites related to museums, libraries, heritage, the arts and archives and sport, and, if so, what they did on the website. You will ask them about their use of the internet, email and social media in connection with arts and culture and also more generally. Lastly, for those who have not done any activities relating to any individual section, they will be asked why they have not done so. These lists are randomised, but also vary slightly so that they are appropriate for each section. If respondents give other reasons for not doing activities, please probe fully.

## 5.8 Volunteering (adult interview)

In this section you will ask all adults about what voluntary work they have done, how often they did it, and whether it is related to the broad topics of the survey (the arts, libraries, archives, museums and galleries, heritage, and sports and physical recreation). You will ask them for the reasons they did voluntary work over the last 12 months.

## 5.9 Charitable giving (adult interview)

In this section you ask about giving money to charity and the ways in which this has been done and how often. This includes voluntary donations to arts events, museums or galleries or "heritage sites", and reasons for doing this.

## 5.10 Community cohesion/belonging (adult interview)

In this section you will ask all adults how long they have lived in their local area, what things are most important to their local area, and what makes them most proud about Britain.

## 5.11 Attitudes to the arts and historic buildings (adult interview)

This section includes questions about what people feel about the arts in general, and also about historic buildings and places. These are presented as statements with which respondents are asked to say how much they agree or disagree.

## 5.12 News (adult interview)

This section contains questions about accessing the news, whether through newspapers, apps, the web or television.

## 5.13 First World War Centenary (adult interview)

These questions are about events to commemorate the First World War Centenary. You will ask them about their awareness of the commemoration of key events of the First World War, whether they support or oppose the commemoration, and whether they intend to follow the centenary events or attend them. In addition, there are questions about whether respondents have improved their knowledge and understanding about aspects of the First World War.

## 5.14 Subjective well-being (adult interview)

This section contains the four ONS harmonised questions on subjective well-being, which ask respondents to rate their life satisfaction, the extent to which they feel the things they do in their life are worthwhile, and how happy and anxious they felt yesterday, on a scale of 0 to 10. These questions are asked of all adults.

## 5.15 Demographics (adult interview)

This is the last section and includes more questions about the respondent and their household. These questions are drawn from the ONS harmonised questions covering topics such as qualifications, employment of them and the household reference person (if applicable), household income, tenure, general health, ethnicity, national identity, whether English is their first language, and religion.

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

In the child proxy interview there are only a few questions, covering the health of the child, their ethnic group, and their date of birth.

In the youth interview, the youth will answer this section themselves; there is no need to ask the questions of the parent or guardian and indeed in some situations the youth might consider it patronising. As with the child proxy interview, there are only a few questions covering the health of the youth, their ethnic group, and their date of birth.

## 5.16 Age, and school details (child and youth interviews only)

This section covers whether the youth or child attends school, which school year they are in, and whether the youth or child has been on school holiday in the last seven days (which might affect what activities they did recently).

### 5.17 Activities and frequencies (child and youth interview only) and satisfaction (youth interview only)

The structure of the instrument is as follows:

- For each topic area, you will ask about what activities the youth or child has undertaken. The lists of activities are similar but differ slightly depending on whether you are administering the youth or child proxy instrument, to ensure questions are age-appropriate.
- For all activities mentioned, you will ask how often the youth or child has done these in the last year, and whether they have done them in the last seven days. If the youth or child has done more than one of the activities in the last 12 months for any topic, it is important that the respondent thinks about all of these activities when answering the frequency questions, as these are asked about topic areas in general, not specific activities.
- (youth interview only) you will ask these questions about activities done in their spare time, and in school lessons, separately.

The topic areas are always presented in the same order in the child proxy instrument (see table below). In the youth instrument, the presentation of the topic areas is randomised. The order of the topic areas is kept as below, but sometimes “dance activities” will be the starting point, and sometimes the starting point will be libraries.

Generally, as with the screener questions you will need to show the respondent the list of activities on the screen. The exceptions are the screener questions about libraries and museums.

You should ensure the respondent includes helping out or volunteering when answering about the activities. If the respondent needs a definition of volunteering, please show them the information screen.

The table below shows the topic areas asked about, and whether you need to show the respondent the screen at the screener question, or use a showcard. The list of activities is shorter for the child proxy interview than the youth interview.

| Topic area   | Child proxy interview | Youth interview    |
|--|-----------------------|--------------------|
| Dance activities   | Show screen           | Show screen        |
| Music activities   | Show screen           | Show screen        |
| Theatre and drama activities   | Show screen           | Show screen        |
| Reading and writing activities   | Show screen           | Show screen        |
| Arts, crafts and design activities   | Show screen           | Show screen        |
| Street arts, circus, carnival or festival activities                                     | Show screen           | Show screen        |
| Film and video activities  | Show screen           | Show screen        |
| Other media activities (radio and computer activities)                                   | Show screen           | Show screen        |
| Visits to libraries  | Blue showcard P1      | Yellow showcard C1 |
| Visits to archives   | Not asked             | Yellow showcard C2 |
| Visits to museums  | Blue showcard P2      | Yellow showcard C3 |
| Visits to any historic places of interest or important modern buildings or public Spaces | Show screen           | Show screen        |

It is possible that a parent of a child aged 5 to 7 might comment that some of the activities on the cards are age-inappropriate. If they do please explain that the survey covers children aged 5 to 10 and the types of activities we cover need to be suitable for this wider age range.

### 5.18 Questions about sport (child and youth interviews only)

This section starts with questions asking about the last four weeks instead of the last 12 months. This is because, on average, sport is done more frequently than the cultural activities. In addition you will ask if the youth or child has done the sports mentioned for at least 30 minutes in the last week.

The list of sports is different in the youth interview to the child proxy interview, but in both interviews the list is long. In case respondents mention sports that are not listed, you can record up to three "other" sports. You will need to use showcards at this question (blue showcard P3 in the child proxy interview and yellow showcard C4 in the youth interview).

There are some questions about how much sport the youth or child has done in the last 4 weeks and in the last week.

### **5.19 Competitive sport (child and youth interviews only)**

This section contains two questions about participation in competitive sport asked about all children and youths. Please note that these questions refer to sports that have been done in the last 12 months, not the last four weeks like the rest of the sports section.

The first question asks about competitive sport organised by the school, and the second about competitive sport done outside school. Here by “organised by the school” we refer to all activities done during school lessons, but also any extra-curricular sporting activities organised by the school but done outside of regular lessons (e.g. playing for a school team at weekends, or competing at an after-school club organised by the school). By “outside of school” we refer to all other competitive sporting activities that are not organised by the school.

There is also a question about whether the child or youth has attended any live sporting events.

This section finishes with a question set out to determine which, of all the activities asked about, the youth or child enjoys doing the most.

### **5.20 Swimming and cycling proficiency (child and youth interview)**

There are some questions on how well the child or youth can swim and ride a bicycle.

### **5.21 Well-being (youth interview only)**

You will ask the youth, on a scale of 1 to 10, how happy they are.

### **5.22 Practice scenarios**

Below we list some possible scenarios which will enable you to test a number of scenarios you might encounter. You can use these during your practice interviews:

- Homer Simpson, aged 43, lives alone.
- Homer Simpson, aged 43, lives with his wife Marge, aged 41.
- Homer Simpson, aged 43, lives with his wife Marge, aged 41. They live with their two children, Bart aged 2 and Lisa aged 4.
- Homer Simpson, aged 43, lives with his wife Marge, aged 41. They live with their two children, Bart aged 6 and Lisa aged 8.
- Homer Simpson, aged 43, lives with his wife Marge, aged 41. They live with their four children, Maggie aged 2, Bart aged 4, Lisa aged 11 and Montgomery aged 13.



- Homer Simpson, aged 43, lives with his wife Marge, aged 41. They live with their four children, Maggie aged 6, Bart aged 8, Lisa aged 11 and Montgomery aged 13.
- Homer Simpson, aged 43 lives with his wife Marge, aged 45. They live with their daughter Lisa aged 25, who has a son, Bart aged 6.
- Homer Simpson, aged 48 lives with his wife Marge, aged 50. They live with their daughter Lisa aged 30, who has a son, Bart aged 11, and a daughter, Lisa, aged 8.

## 6 Ethics, confidentiality, safeguarding and the consent process

### 6.1 Importance of ethics

As for all research, it is essential that informed consent is gained from respondents and that all necessary measures are in place to protect respondents' rights (such as confidentiality) and well-being (avoiding the research causing upset, discomfort or harm).

You will also need to be alert and sensitive to pick up on and address any concerns that respondents may be more reluctant to reveal. This will vary for different people.

### 6.2 Confidentiality

It is important that respondents feel confident that the information they are giving to you will only be used for the study and nothing else. You may use the following standard form of words:

*"We guarantee that no individual will be identifiable from the results, and that no attempts will be made to identify individuals from their answers. Your answers will be combined with those of all others who take part in the survey".*

If people ask who will know their name and address you may use the following standard form or words:

*"Your name and address will only be known to the team processing the survey results at Ipsos MORI and NatCen Social Research and the Taking Part survey team in DCMS (for example using postcodes to group together the answers for everyone living in particular areas). We will not pass on your details to any other organisation without your agreement".*

Given that the data are made available for a wide range of users you may get asked questions about data security and confidentiality. The bullet points below outline exactly what happens to the data so you have all the information you need to answer any questions.

- Data will be treated in confidence, in accordance with the Data Protection Act.
- If respondents decide at a later date that they no longer want the information collected by you to be used by DCMS or its partner organisations then it will be deleted.
- Individual level data is confidential to and accessed by Ipsos MORI and NatCen Social Research only.
- DCMS will be the data custodians. This is so that they can appoint another contractor in future in a fair tendering competition.

- For those agreeing to join the web panel, DCMS are also the data custodians. They will hold the names and addresses of web panelists, as well as Ipsos MORI and NatCen Social Research.
- Data for all study elements are held together in one place at both Ipsos MORI and NatCen Social Research.
- Personal contact information is kept securely and only used for communications about **this study**.
- The data set is made available for academics and policy makers to use **after all individual identifiers have been removed** – findings cannot be linked back to individuals, and researchers are required not to attempt to identify individuals or present results in such a way as to make the identification of individuals possible.
- It is used for bona fide academic and policy-related social research purposes only.

As respondents have been assured that the information they provide will be kept confidential and only used for research purposes, it is important to remember that any breaches of those assurances may be unlawful. For example, disclosures of personal details to a third party would breach the Data Protection Act, and in some instances constitute a criminal offence.

The Market Research Society Code of Conduct also imposes a duty to preserve the anonymity of respondents unless informed consent is obtained, and to ensure no respondent is harmed or adversely affected by participating in any research study.

At the start of all interviews (for Ipsos MORI interviewers), and the selection instrument only (for NatCen interviewers), there will be a reminder:

*"Interviewers are reminded that they must conduct all interviews in accordance with the requirements of the Market Research Society Code of Conduct, and that all personal data must be collected in compliance with the requirements of the Data Protection Act 1998".*

### 6.3 Disclosure of harm

Whilst carrying out this research, you may come across respondents or others in the household who are in a difficult personal situation and who appeal to you for help. However, you should not take matters into your own hands. You should ask them if there is anyone they could contact for help and advice – family, friends, teachers, neighbours, local community services or social services, the police, helplines run by charities, and so on. You should not contact any outside person or agency yourself to disclose what you have seen or heard. It is up to the person concerned to do this for themselves.

However, where the appeal for help indicates someone may be at serious risk of harm, or you observe something that any reasonable person would believe indicates that someone may be at real risk of harm and is not in a position to act on their own behalf, you should follow the protocol set out below. For example, you may observe something that makes you believe a young person or another vulnerable member of the family is, or is at great risk of, being harmed or abused.

In general, the role of the researcher is as a non-interventionist neutral observer. However, if you genuinely believe there is a serious risk that a member of the household is being, or is at risk of being harmed and that you should take action, please ring your organisation's Field Department and discuss the matter with them.

- Do not reveal the name and address details to your organisation at this stage.
- Do make written notes of the incident whilst the details are fresh in your mind, and include the date and time, but do not include the name and/or address details, only the respondent serial number.

Your Field Department will then consult immediately with the respective project manager. Along with other specialist staff at the relevant organisation, they will come to a decision about how best to proceed in relation to this incident, and will provide you with further advice and instructions as appropriate. You will be issued with an incident report form and advice on how to complete it.

However, if an incident occurs where you feel that someone in the household appears to be at immediate risk, please take a 'common sense' approach and, if appropriate, call the emergency services.

## 6.4 Interviewer safety protocols

We have set out two safety guidelines below. These guidelines are designed to protect both respondents and interviewers.

- Do not give the respondent (or other household members) gifts (sweets, food, etc.).
- Avoid any unnecessary physical contact during the visit.

## 6.5 Consents

Below we have outlined the key principles for gaining informed consent, and communication messages that may be helpful for encouraging participation. We then explain the processes you need to implement to achieve co-operation and consent.

Gaining informed consent is an essential ethical requirement for all survey research (as outlined in the MRS Code of Conduct). The study has been approved by NatCen Social Research's Research Ethics Committee. It is essential that the following key principles are applied consistently, so that participation is voluntary and fully informed for all respondents:

- Ensuring a full, clear and unambiguous understanding. For example, why the survey is being carried out, by who, and what the survey will involve for the respondent.
- Ensuring that respondents are fully aware of how their data will be held and used.
- Ensuring respondents have time to consider participation fully, and have the opportunity to ask questions.

- Ensuring active and voluntary consent (for example, giving positive agreement, and understanding that they can stop at any time/skip parts they do not like or wish to answer).

### Who provides consent?

You will need to get fully informed consent from all respondents – that is, the adult (with parental permission if the adult is aged 16 or 17), the youth (where parental permission is always required), and the child (by requesting permission from the adult to answer questions about their child). The parents provide consent for information linkage on behalf of any children who are participating by proxy, and for any youths (the youths will also need to consent to information linkage).

### Summary of processes to gain co-operation and consent

Consent for the interview is obtained verbally. If parental permission is required then this is recorded at the appropriate point in the instruments, and is always obtained from a parent or guardian present in the household at the time of the interview.

Parental permission to interview an adult aged 16 or 17 is recorded in the adult instrument. Parental permission to interview a youth is recorded at the very start of the youth instrument.

Consent to join the web panel is also obtained verbally. If the respondent consents, you will leave with them a web panel leaflet. Please note that in the youth interview, you will also ask a parent or guardian for permission to join the web panel before asking the youth, including whether the parent is happy for you to ask the youth for their e-mail address and mobile number. Record the name of the parent or guardian giving permission.

Consent for linkage of National Pupil Database records is also obtained verbally. During the child proxy interview, if the parent consents to linkage, you will leave with them a parent National Pupil Database handout and write the household serial number (displayed at the appropriate point on your screen) on the handout. For the linkage of the youth's National Pupil Database records you will need consent from the youth AND the parent, and to leave the applicable handout with each. The household serial number needs to be written on each handout and will be displayed at an appropriate point on your screen.

## 7 Field administration

Please complete interviews in as many households as you can.

### 7.1 Contact information if you have any further queries (Ipsos MORI interviewers)

If you have any queries, please contact your Region Co-ordinator. If you encounter problems or are struggling to get respondents to keep appointments, inform your Region Co-ordinator as soon as you feel there is a risk of not achieving your target number of household interviews.

### 7.2 Contact information if you have any further queries (NatCen Social Research interviewers)

If you have any queries, your first point of contact should be your Fieldwork Performance Manager (FPM). Your FPM will be in touch with you throughout the fieldwork period and will report progress to your Regional Manager. Your FPM will also pass any specific research related queries to the Taking Part research team.

If you have any queries regarding your allocated work, locating addresses or project protocols (that are not covered in the project instructions) then contact the Logistics Department.

### 7.3 Key dates

You must finish your assignment by the date you are given.

Make sure you let your RC/RM/FPM know of the dates that you will be working and keep them up to date about your progress in field.

### 7.4 Return of work and reporting

Electronic data synchronisation

Whether you are using Electronic Contact Sheets or Address Record Forms, it is expected that you will 'sync' your machine **at the end of each working day** after logging any calls. This is so that we have an accurate picture of what is happening in field at any given time. If you 'sync' each day, it will make sure that you pick up

the latest sample information, too. Remember to finalise any unproductive cases at the end of your assignment.

# Appendix – outcome codes

This appendix provides information to help you make sure you are choosing the correct outcome code when choosing a final outcome at the household level, and at the element level.

## Introduction

To enable valid comparisons to be made between response rates on different surveys, and by different organisations, response rates must be defined and calculated in a standard way. For Taking Part we are using “Standard Outcome codes” which have been adopted by the Office for National Statistics and NatCen Social Research. These Standard Outcome codes are applicable in particular to major government, academic and public sector surveys.

## Structure of the Standard Outcome codes

Every outcome code has three digits, with the first digit representing the type of outcome, as follows:

### Complete interview

1. Complete interview
2. Partially complete interview

### Eligible, but no interview

3. No-contact
4. Refusal
5. Other eligible but no interview

### Unknown eligibility

6. Unknown eligibility, non-contact
8. Unknown eligibility, contacted

### Ineligible

7. Ineligible

## Full Standard Outcome codes

A list of each of the three-digit final outcome codes is provided below, along with bullet points for each describing them.



Note that:

- Some outcomes will not be available to you because they are coded automatically by the computer (for instance, in the case of complete interviews).
- Some outcomes are specific to the household overall (e.g. 630 Unable to locate address), while others are specific to individual respondents= (e.g. 542 Language barrier with target respondent).

## Complete interview

### 1. Complete interview

*110 Complete interviews with all target respondents.*

- This is a household level outcome code.
- You will not see this code because it is coded automatically on completion of interviews with all target respondents in the household.

*111 Complete interview by target respondent*

- This is an individual level element outcome code.
- You will not see this code because it is coded automatically when an interview with a respondent is completed.

### 2. Partial interview

*210 Complete interview with at least target adult (16+) but not all target respondents.*

- This is a household level outcome code.
- You will not see this code because it is coded automatically if one interview is complete; if there is only one target respondent then the household outcome will be code 110 instead.

Eligible, but no interview

### 3. No-contact

#### *320 No further contact at issued address*

- This is a household level outcome code.
- You should use this code when you have, at some point, made face-to-face contact at the address, and you know the address to be eligible, but you are unable to make contact *at any point* with any eligible resident to do the selection instrument. For instance, this might be when contact is *only* made with a child, visitor, workman, au-pair, or someone else at the address who confirms that target respondent(s) is/are not available when you call. If you make contact with an eligible resident on at least one occasion, and with a child, visitor, workman, au-pair, or someone else at the address on another occasion, you should use code 323 for the selection instrument.

#### *323 Contact made with responsible resident at given address, but not with target respondent*

- This is an individual level outcome code.
- You should use this code when you make contact with a responsible resident at the address, and he/she confirms that the target respondent is not available.
- This code can only be used for adult and youth elements, as after the selection instrument is completed we know the target adult element, and after the adult instrument is completed the youth element becomes available.

#### *324 Contact made with target respondent at given address, but no appointment/interview*

- This is an individual level element outcome code.
- You should use this code when you have made contact with the target respondent, but where you are ultimately unable to obtain an interview with him/her. For instance, you should use this code if you make contact with the target respondent, he/she asks you to 'come back another time', but you do not make contact with him/her again on any subsequent visit to the address.
- Note that this outcome is quite similar to code 450 "Broken appointment – no recontact". The difference is that code 450 should only be used where a firm appointment has been arranged which the target respondent then breaks, whereas code 324 should be used where no firm appointment has been made.
- This code can be used for all elements. Note that for the child proxy interview the target respondent is the adult who completed the adult interview, not the child themselves.

#### *325 Contact made with target respondent at given address, but not with parent for permission*

- This is a household level and an individual level element outcome code.

- You should use this code when you have made contact with the target respondent, but where he/she are aged 16 or 17 and you are unable to make contact with their parent or guardian to obtain permission to interview him/her.
- When used as an element outcome code, this code can only be used for adult and youth elements, as after the selection instrument is completed we know the target adult element, and after the adult instrument is completed the youth element becomes available.

#### 4. Refusal

##### *410 Office refusal*

- This is a household level outcome code.
- You will not see this code because it can only be coded from the office. It is used when a refusal is communicated directly to Ipsos MORI, NatCen Social Research, or DCMS. Only those refusals made before initial interviewer contact should be coded as office refusals. If a refusal is communicated directly to Ipsos MORI, NatCen Social Research, or DCMS after you have made contact, you will be instructed by the office to use code 431, 432 or 433 as appropriate.

##### *420 Contact made, but refused to give information about household/names.*

- This is a household level outcome code.
- You should use this code when you contact someone at the address, but he/she refuses to give you the information you need to identify the target respondent via the selection instrument. This is the code you should use if you get an "up-front" refusal on the doorstep.

##### *431 Refusal by target adult (16+) [household level] / Refusal by target respondent [individual level]*

- This outcome code can be used at either the household, or the individual element level. For example the target respondent may refuse on behalf of the household, or they may refuse on their own behalf only.
- This code should be used where the target adult refuses to do the interview.
- This code can be used for all elements. Note that for the child proxy interview the target respondent is the adult who completed the adult interview, not the child themselves.

##### *432 Refusal by proxy (other person) [household level] / Refusal by proxy [individual level]*

- This outcome code can be used at either the household, or the individual element level. For example a person may refuse by proxy on behalf of the household, or they may refuse on behalf of a specific target respondent.
- This code should be used where someone at the address refuses participation in the survey on behalf of the target respondent.

##### *433 Refusal (parental permission)*

- This is a household level and an individual level element outcome code.
- You should use this code where the target respondent is a youth or adult aged 16 or 17, and where their parent or guardian does not give you permission to interview him/her.
- When used as an element outcome code, this code can only be used for adult and youth elements.

#### *440 Refusal during interview*

- This is an individual level element outcome code.
- You should use this code where the target respondent refuses to complete the interview after the interview has started.

#### *450 Broken appointment – no recontact*

- This outcome code can be used at either the household, or the individual element level.
- You should use this code where the target respondent is willing to be interviewed later at an agreed time, but where you are subsequently unable to re-contact him/her.
- Note that this outcome is quite similar to code 324 “Contact made with target respondent at given address, but no appointment/interview” - the difference is that code 450 should only be used where a firm appointment has been arranged which the target respondent then breaks, whereas code 324 should be used where no firm appointment has been made.
- This code can be used for all elements. Note that for the child proxy interview the target respondent who might break an appointment is the adult who completed the adult interview, not the child themselves.

### 5. Other eligible but no interview

#### *510 Refusal because ill at home during entire fieldwork period [household] / Ill at home during field period [individual]*

- This outcome code can be used at either the household, or the individual element level.
- You should use this code where the target respondent is temporarily ill, i.e. he/she might have been able to complete the interview at a different time. If the target respondent is (expected to be) permanently ill, you should use code 520.
- This code can be used for all elements. Note that for the child proxy interview the target respondent who might refuse because they are ill is the adult who completed the adult interview, not the child themselves.

#### *520 Refusal because away / in hospital during entire fieldwork period [household] / Away/in hospital throughout field period [individual]*

- This outcome code can be used at either the household, or the individual element level.

- You should use this code where the target respondent is resident at the address, but is away, or in hospital, and therefore unable to complete the interview, during the entire fieldwork period.
- This code can be used for all elements. Note that for the child proxy interview the target respondent who might be away is the adult who completed the adult interview, not the child themselves.

#### *530 Physically or mentally unable/incompetent*

- This outcome code can be used at either the household, or the individual element level.
- You should use this code when the target respondent does not refuse, but is unable to complete an interview because of a relatively permanent physical or mental condition.
- This code can be used for all elements. Note that for the child proxy interview the target respondent is physically or mentally unable to do an interview is the adult who completed the adult interview, not the child themselves.

#### *540 Language barrier / difficulties*

- This is a household level outcome code.
- You should use this code where the resident(s) at the address is/are not able to speak adequate English to allow you to introduce the survey and complete the selection instrument, and no one is available to act as an interpreter.

#### *542 Language barrier with target respondent*

- This is an individual level element outcome code.
- You should use this code where the target respondent is not able to speak adequate English to complete the survey, and no one is available to act as an interpreter.
- This code can be used for all elements. Note that for the child proxy interview the target respondent is unable to speak sufficient English is the adult who completed the adult interview, not the child themselves. Note that they may still have completed the adult interview, if a household interpreter was available at that point.

#### *550 Lost interview*

- This outcome code can be used at either the household, or the individual element level.
- You will not see this code because it is coded from the office in cases where data corruption or technical problems have led to the loss of an interview.

#### *591 Full interview achieved but target adult 16+ requested data be deleted [household] / Full interview achieved but respondent requested data be deleted [individual]*

- This outcome code can be used at either the household, or the individual element level.

- You will not see this code because it is coded from the office in cases where a respondent contacts us and requests that their interview data are deleted.

*592 Partial interview achieved but target adult 16+ requested data be deleted [household] / Partial interview achieved but respondent requested data be deleted [individual]*

- This outcome code can be used at either the household, or the individual element level.
- You will not see this code because it is coded from the office in cases where a respondent contacts us and requests that their interview data are deleted, in cases where a partial interview has been conducted.

*599 Other non-response (give details)*

- This outcome code can be used at either the household, or the individual element level.
- You should use this code in instances where a target individual is eligible, but where you are unable to achieve an interview for a reason other than those covered by the existing codes.
- This code can be used for all elements. Note that for the child proxy interview the target respondent is the adult who completed the adult interview, not the child themselves.

## Unknown eligibility

### 6. Unknown eligibility, non-contact

*611 Not issued to an interviewer*

- This is a household level outcome code.
- You will not see this code because it is coded from the office in cases where a decision is taken not to issue a sampled address into the field (for example, if no interviewer is available in the area and/or within the time available, or if the area is deemed unsafe).

*612 Issued but not attempted*

- This is a household level outcome code.
- You will not see this code because it is coded from the office in cases no contact attempts are made within the field period (for example, if an interviewer becomes unavailable after the address is issued).

*620 Address inaccessible*

- This is a household level outcome code.
- You should use this code where you are able to locate the address, but are unable to access it (for instance, due to a gatekeeper or porter refusing to grant access, or due it being in a remote area being inaccessible due to weather conditions).

*630 Unable to locate address / insufficient address*

- This is a household level outcome code.
- You should use this code where the given address is incorrect or inadequate so you are unable to find it.

*650 No contact with anyone at address (after required visits made)*

- This is a household level outcome code.
- You should use this code where you have not made contact with anyone at the address after having made all of your calls.

*690 Other unknown eligibility (give details)*

- This is a household level outcome code.
- You will not see this code because it is coded from the office in cases where eligibility is unknown for reasons other than those covered by the existing codes.

7. Ineligible*710 Not yet build/under construction*

- This is a household level outcome code (in the ECS it is reached by coding 700 "Ineligible, property vacant, address not residential or no eligible residents").
- *720 Demolished/derelict* This is a household level outcome code (in the ECS it is reached by coding 700 "Ineligible, property vacant, address not residential or no eligible residents").

*730 Vacant/empty*

- This is a household level outcome code (in the ECS it is reached by coding 700 "Ineligible, property vacant, address not residential or no eligible residents").
- You should use this code when the address is residential and known not to contain any resident household on the date of your contact attempt.

*740 Non-residential*

- This is a household level outcome code (in the ECS it is reached by coding 700 "Ineligible, property vacant, address not residential or no eligible residents").
- You should use this code when the address is occupied solely by a business, school, government office, other organisation, etc., with no resident persons.

*750 Address occupied, but no resident(s)*

- This is a household level outcome code (in the ECS it is reached by coding 700 "Ineligible, property vacant, address not residential or no eligible residents").
- You should use this code when the address is residential and occupied, but is not the main residence of any of the persons staying there (apply standard definition of residency). This is likely to apply to seasonal/vacation/temporary residences and second homes. But note that seasonal/vacation/temporary residences that are not occupied at the time of the contact attempt should be coded 730 "Vacant/empty".

*760 Communal establishment/institution*

- This is a household level outcome code (in the ECS it is reached by coding 700 "Ineligible, property vacant, address not residential or no eligible residents").
- You should use this code when the address is residential and occupied, but does not contain any private household(s), e.g. institutions and barracks (apply standard definition of institutions).

*770 Resident household(s), but no person eligible for the survey*

- This is a household level outcome code (in the ECS it is reached by coding 700 "Ineligible, property vacant, address not residential or no eligible residents").
- You should use this code when the address is residential and occupied by a private household(s), but does not contain any person(s) eligible for the survey. In Taking Part this will apply when there are no adults aged 16+ living at an address, which is highly unlikely.

*790 Other ineligible (give details)*

- This is a household level outcome code.
- You will not see this code because it is coded from the office in cases where the address is known to be ineligible for reasons other than those covered by the existing codes.

*791 No one eligible for element*

- This is an individual level element outcome code.
- You will not see this code because it is coded automatically in instances where nobody is eligible for a given survey element, for instance, when no adults in the household are aged 16 or over and so the selection instrument has to be terminated.



## 8. Unknown eligibility, contacted

*890 Other unknown eligibility despite making contact (give details)*

- This is a household level outcome code.
- You will not see this code because it is coded from the office in cases where eligibility is unknown, but where contact is made, for reasons other than those covered by the existing codes.

## For more information

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