NatCen
National Centre for Social Research

Cognitive testing for the National Survey for Wales Round 2

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Appendix A Acknowledgements

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Most importantly, we are grateful to all those people who took part in this study, as without their help this research would not have been possible.

Executive Summary

Fifteen face-to-face cognitive interviews were carried out in Mid and South Wales. All the interviews were carried out by two of NatCen's specially trained cognitive interviewers.

We tested questions on a range of topics. The topics were:

- access to green and blue spaces;
- concerns about local authority services;
- awareness of the work of the Welsh Government;
- concerns about the education system;
- concerns about NHS Wales;
- concerns about the transport system in Wales; and
- permission to link data.

Testing revealed that overall the questions work as intended: the concepts which the questions are trying to measure are measurable. Cognitive testing did reveal questions which would benefit from minor wording changes aimed at improving wording to minimise inconsistency in interpretation.

Testing also found that there were problems with the recording of answers to the open questions, which asked about respondents' concerns with particular public services. The open question format is difficult for survey interviewers to administer as they need to be able to type up respondents' responses quickly and accurately, and be skilled in probing to elicit a full and meaningful answer. We have recommended that consideration should be given to providing interviewers with a list of answer options from which they could code respondents' answers to the open question.

Finally the testing found that respondents who did not read fully the consent to data linkage form misunderstood the process and could refuse consent. We recommend that interviewers play a more active role in the process and that a similar approach be adopted to that used on the Welsh Health Survey.

This report contains a number of suggestions to address the issues identified in testing to help improve the questions' performance.

2 Background

The National Survey for Wales is a CAPI (computer assisted personal interview) survey conducted amongst the general adult population aged 16 and over in Wales. The aim of this survey is to find out the views and experiences of people in Wales in regards to wellbeing and a range of public services. The survey results will be used to assist the Welsh Government to understand people's expectations, experiences and views.

The Questionnaire Development and Testing (QDT) Hub at the National Centre for Social Research (NatCen) was commissioned by the Welsh Government to carry out a desk review and to cognitively test questions in the National Survey for Wales on public services and well-being between April - July 2011. Following this study NatCen was commissioned to carry out an additional round of cognitive interviews, to test four questions that had been revised in light of the round one cognitive test results. The QDT Hub was also asked to test three questions in round two which had not been tested in round one. Figure 1.1 summarises the questions tested in round two.

Figure 1.1 Questions tested in round two of testing

Qs tested in rounds 1 and 2	Qs only tested in round 2
• to measure what people feel are the 'problems' with their local authority services • to measure what people feel are the 'problems' with the education system • to measure what people feel are the 'problems' with the health service • to measure what people feel are the 'problems' with the transport system in Wales	• to measure if people have access to green/blue spaces, as these are considered to affect people's wellbeing • to measure awareness of the work of the Welsh Government • permission to link survey data to administrative records

This report presents findings from the cognitive interviews undertaken to test these seven questions in the second round of cognitive testing.

2.1 Cognitive testing

The primary objective of the cognitive testing was to test how the questions worked with different segments of the survey population. This test used methods derived from cognitive psychology that enable researchers to examine (in detail) the question and answer process, specifically cognitive interviewing methods. This form of testing helps to identify problems with questions and illuminate possible solutions to these issues.

The testing protocols were designed to explore:

- how respondents understand and interpret questions;
- how respondents recall the information required to answer questions;
- the judgements respondents make as to what information to use when formulating their answers;
- issues of sensitivity; and
- how the questions work when administered (the probe sheet can be found in Appendix A).

The interview protocol allowed us to explore how the survey questions were understood and to examine the judgement, recall and response processes respondents used in formulating their answers. By analysing the findings across interviews we were able to evaluate how the survey questions performed (i.e. were questions being understood as intended) and, where appropriate to suggest revisions aimed at improving how the questions worked.

The two most frequently used cognitive interviewing techniques are think aloud and probing. In this study, both techniques were used. In the think aloud technique, respondents were asked to say aloud what they were thinking as they went about completing the task of answering the survey question. For example, respondents were encouraged to articulate what information they were drawing on to try to answer the question, what decisions they were making about what information to draw when formulating an answer and how they decided on their answers to the question. In the probing technique, the interviewer asked specific questions, to illuminate how respondents interpreted the question wording and what processes they went through when deciding how to answer the question, which had not already been captured in the

think aloud. These scripted 'probes' were provided to ensure a consistency between interviewers and to ensure the key areas were explored. As cognitive interviews are qualitative in nature, interviewers also had the freedom to explore issues that had not been foreseen.

A full copy of the interview protocol (i.e. the interview Question and Probe Sheet) is provided in Appendix A.

2.2 Sample and recruitment

Cognitive interviews are qualitative in nature and as such test samples are purposive and designed to reflect the range and diversity of the population of interest, rather than to be statistically representative. As the questions being tested are designed to be included in the National Survey for Wales, which is a general population survey, the cognitive testing sample was designed to include a range of adults to fully test the questions with the range of different types of people who could take part in the main stage survey.

The cognitive sample for this second round of testing comprised of respondents who had taken part in the National Survey for Wales pilot (carried out in 2009/10) and agreed to be re-contacted for future research. Suitable respondents were selected to fill pre-specified quotas and were sent an advance letter, which explained the study and asked them to contact the research team if they did not want to take part in the research. The advantage of using this approach was that data from the pilot could be used to identify eligible respondents in each cognitive interviewer's area.

The opt out period lasted two weeks. Potential respondents who did not opt out were then contacted by the interviewer, who explained the study and checked that the individual was suitable. Suitable respondents were those who fitted our quotas to reflect the range and diversity of the population of interest in the interviewer areas.

Table 1.1 shows the quotas set in this study to ensure we tested the questions with a range of people. We drew on experience from round one of cognitive testing, to include people with experience and no recent experience of using the health services and

education services as we had found in round one that this did impact on how the relevant question worked.

Table 1.1 Interview quotas set for round two testing

Characteristics of respondents		Minimum number of respondents with the characteristic
Gender	Male	4
	Female	4
Age of respondent	16-44	2
	45-59	2
	60+	2
Experience using the health services in the last 12 months	Yes	2
	No	2
Experience with the education system in the last 12 months	Yes	2
	No	2

Interviewers sought informed consent from sample members and arranged a convenient time and place for the interview. All recruits were sent a confirmation letter, which provided further information about the study including the interviewer's name.

Recruitment and interviews took place in September 2011. In total 12 respondents were interviewed. Six interviews took place in South Wales (in Cardiff and Bridgend) and six in Mid Wales (in Powys). All interviews were carried out face-to-face in respondents' homes, and were based on a questionnaire consisting of all seven test questions described in Figure 1.1. Each interview lasted approximately one hour and was audio-recorded with the respondent's consent. Respondents were given a thank you letter and a £20 high street voucher as a token of our appreciation for taking part in the interview.

A summary of key respondent characteristics of who took part in the interviews is provided in Table 1.2.

Table 1.2: Characteristics of respondents who took part in round 2		
Characteristics of respondents		**No. with characteristic**
Gender	Male	4
	Female	8
Age of respondent	16-44	4
	45-59	3
	60+	5
Experience using health services in the last 12 months	Yes	7
	No	5
Experience with the education system in the last 12 months	Yes	6
	No	6
Occupation type	Unemployed	2
	Student	1
	Semi routine and routine occupation	1
	Intermediate occupation	3
	Retired	4
	Other	1
Education level	No qualifications	2
	Has a qualification but less than NQF level 2	1
	NQF level 2	2
	NQF level 3	2
	NQF level 4-8	4
	Other	1
Ethnic minority	White	12
Interviewer area	Mid Wales	6
	South Wales	6

2.3 Analysis

After each interview detailed notes were made by the interviewer into a matrix set up in Microsoft Excel. The matrix listed the test questions across the page and individual cases down the page. The matrix included a summary of the characteristics of respondents: such as their gender, age, and experience of using a service. Under each question, a summary was made of each respondent's understanding of the question, recall strategies used, judgements made in formulating an answer and the answer provided. Any other problems were also recorded. Thus, data could be read horizontally as a complete case record for an individual, or vertically by question, looking across all cases. Once the matrix was completed, the data was reviewed. In reviewing the matrix, the full range of problems encountered with each test question was explored. These interviewer notes, recordings of the interviews and the completed test questionnaires were reviewed as part of the analytical process.

Notes were analysed using a content analysis approach in Microsoft Excel. The approach was based on Framework, an analytical method developed by the former Qualitative Research Unit at NatCen.

2.4 Report structure

We present a summary of findings from the cognitive interviews for each question tested in chapters 2-8. The findings for the question measuring:

- access to green or blue spaces are presented in chapter 2;
- concerns about local authority services in chapter 3;
- awareness of the work of the Welsh Government in chapter 4;
- concerns about the education system in chapter 5;
- concerns about the NHS Wales in chapter 6;
- concerns about the transport system in Wales in chapter 7; and
- permission to link survey data to administrative records in chapter 8.

Each cognitively tested question is presented along with a brief description of the measurement aims and a summary of the key findings including any problems. Recommendations are presented in boxes. The test question numbering is shown in

black font and the original question numbering is in grey font. Non test questions (i.e. questions asked of respondents but not cognitively tested) are shown in grey font.

Findings and recommendations are based on evidence from the cognitive interviews. As mentioned earlier, cognitive interviewing methods are qualitative in nature and as such samples are designed to capture diversity rather than to be statistically representative. This means that whilst potential problems can be detected, the size and extent of these problems cannot. When developing recommendations the interview responses are evaluated to identify evidence on the performance of the test questions. Professional judgement is applied to determine whether the problems identified are likely to manifest themselves in the survey itself. If so, a view is given of what the impact might be on the survey data obtained and whether there is anything that can be done to overcome or ameliorate the problems identified. Ideally changes made in response to recommendations for changes to question wording should be subject to further cognitive testing. However this is not always practical and therefore we would advise that any changes made should be evaluated as part of a pilot test of the survey.

3 Access to green or blue spaces in the local area

3.1 To measure if people have access to green/blue spaces

3.1.1 Question 1

{ASK ALL}
Q1 (Q18) SHOWCARD 1 Do you live within a ten-minute walk of a natural green or blue space, such as those listed on this card?

SHOWCARD 1 (B4)
Green spaces:
Parks and gardens
Country parks
Natural and semi-natural urban green spaces
Green corridors
Outdoor sports facilities
Amenity green space
Provision for children and young people
Allotments, community gardens and urban farms
Cemeteries and churchyards

Blue spaces:
River, lake or canal
Sea

3.2 Findings

Cognitive testing of this question revealed that it was considered easy to answer by respondents. This question has worked as intended for respondents living in urban areas but has not worked as intended for respondents living in rural areas. We report on this discrepancy in section 2.2.1.

In testing, we specifically probed to find out how respondents understood the term 'natural green or blue spaces' in the question and how respondents understood 'natural and semi-natural urban green spaces', 'green corridors' and 'amenity green space' on

the showcard. Apart from 'green corridors' the other terms were understood as intended. The cognitive interviews did reveal that respondents would not have thought about cemeteries if it had not been on the showcard. In section 2.2.2 we discuss respondents' understanding of these specific terms.

There is time reference in this question, which asks respondents to think about an area within a 10 minute walk. On the whole this time reference did work as intended. There was one occasion when a respondent thought about a 30 minutes area that she could walk to, because the question's reference to a blue space reminded her of a reservoir quite near her home. As it happens this respondent did have green spaces within a 10 minute walk. However, this answer practice does highlight that this question could be vulnerable to over-reporting.

3.2.1 How the question has worked for respondents living in rural and urban areas

This question did not perform in the intended way for respondents living in rural areas because they:

- thought they should include only areas that the public have access to, so did not think about private land or fields which they have access to;
- excluded their own farming lands because they believed public footpaths should not run through farmlands like theirs;
- excluded the countryside, understanding the items on the showcard as either organised green spaces or green spaces to do with urban areas only.

The implication of this exclusion was that unless respondents thought about and included another green or blue space they answered 'no' to this question.

This question seems to have worked as intended for respondents living in urban areas. Respondents thought of a wide range of areas when they answered the question, such as their local parks, (sports) fields and forests. There were rare occasions however when respondents included their own garden when they answered the question, because they were prompted to include this by the inclusion of 'Parks and gardens' on the showcard.

3.2.2 How the terms were understood on the showcards

Below we present how terms that were cognitively tested were understood.

Natural and semi-natural urban green spaces

During probing respondents explained that they had understood 'Natural and semi-natural urban green spaces' in the following ways:

- municipal parks and gardens / country park;
- areas where you can let the dog off their lead to run around;
- areas where children can play often;
- areas not built on yet;
- green fields in an urban area;
- allotments; and
- their own back garden.

This suggests that the term on the whole has been understood as intended. However, as shown above on an occasion a respondent had wrongly thought about their back garden.

Green corridor

This was not well understood and respondents were not confident in their understanding. Respondents understood this as:

- green belt;
- stretch of greenery/natural area e.g. old rail track between housing;
- stream running through a green area;
- green area between cities e.g. farmland between Cardiff and Newport; and
- a corridor of daffodils.

Amenity green space

Respondents were not confident in their understanding of 'amenity green spaces' but in fact did have a fair understanding. Respondents understood this term as:

- park/field/garden where the public have access to;
- sports facilities, like a sports field open 24/7;
- green space around leisure areas;
- bowls area; and,
- area where children can play.

Blue space

Generally, respondents had not heard of this term before but they got a sense of the meaning from the showcard, understanding it had something to do with water. It was understood as:

- lake in a park;
- reservoir; and
- the sea.

On one occasion a respondent guessed wrongly that it meant the sky.

3.3 Recommendations

Suggested modifications to the question are indicated below in red, italicised text.

- Retain this question with slight modification to the wording and showcard. e.g.

Do you live near to a natural green or blue space, such as those listed on this card? *By near we mean within a 10 minute walk.*

- Suggested changes to the examples for green spaces on the showcard are shown in red below:

Public parks and gardens

Country Parks

Countryside

Fields

Farm lands

~~*Green corridors*~~

Outdoor sports facilities

Amenity green space

Provision for children and young people

Allotments,

Cemeteries and churchyards

community gardens and urban farms

Natural and semi-natural urban green spaces

4 Concerns about local authority services

4.1 To measure what people feel are the 'problems' with local authority services

4.1.1 Question 2 introduction and Question 3

Q2 Intro I'm now going to ask you a couple of questions about the services provided by [CARDIFF Council/POWYS County Council]. [CARDIFF Council/POWYS County Council] runs services including street cleaning, parks and leisure facilities, housing, refuse collection, and recycling.

Q2 (Q83) SHOWCARD 2 (B14) To what extent do you agree or disagree with the following statement: My council provides high quality services.

A	Strongly agree	1
B	Tend to agree	2
C	Neither agree nor disagree	3
D	Tend to disagree	4
E	Strongly disagree	5
	Don't know/No opinion (SPONTANEOUS ONLY)	-9

Q3 (Q84) What, if anything, do you think should be done to improve the services provided by [CARDIFF Council/POWYS County Council]? PLEASE SPECIFY

4.2 Findings

A focus for the cognitive testing of this question was to see how the introduction was understood, and whether the introduction assists this question to perform in the intended way. In round 1, we did not specifically test the introduction. The introduction was slightly different in round one in that it referred to local authority services and did not name the local authority as it did in round two.

In the cognitive interviews respondents were read the introduction and were asked a non test question before the test question to replicate the question order being considered for the survey and allow us to test if respondents think about the introduction, when they answer the test question. We report in section 3.2.1 the findings of testing the introduction.

Cognitive testing of question three revealed that this question has not performed as intended. This question is trying to measure what people feel are the problems, if any, about their services provided by their local authority/council. Testing revealed that respondents have understood this question in a number of ways including the intended way. Testing also showed that there may be under-reporting at this question as respondents missed thinking about some services. We discuss this further in section 3.2.3.

4.2.1 How the introduction performed in testing

Respondents found the introduction easy to understand. Respondents either:

- found the introduction did not help or hinder them answering the question; or
- found it helpful to hear the examples.

The respondents who were in the first group (did not help or hinder) either did not remember the introduction when they answered the question or because they knew what services to think about without hearing the introduction. When respondents were reminded of the introduction during the probing they did not think of new services.

Respondents who found the introduction helpful used it to clarify what they should and should not be thinking about e.g. not thinking about health. However, analysis of how question 3 worked indicates there were respondents who did think of hospitals and dentists at this question.

4.2.2 How question three was understood overall

As mentioned above, this question has not worked consistently as intended. This question is designed to measure respondents' concerns about local council services. In round 2 we tested a slightly differently worded question from round 1. In round 1, the question we tested was: What concerns, if any, do you have about your local authority's services? Respondents thought the question tested in round two was asking for:

1. concerns they have about local council services (correct understanding);
2. how they felt about their council, or if they were satisfied with the service provided (partially correct understanding);
3. the solutions to improve their local council services (incorrect understanding); and,
4. feedback on how things have improved over the years (incorrect understanding).

Only the first understanding was the correct understanding. Respondents with the second and third understanding did on occasions provide problems as part of their answer, but this understanding made the question harder to answer because the question and answer process involved further cognitive tasks. On one occasion a respondent who had the third understanding could not answer the question because she found the question too broad. Respondents' who had the second, third and forth understanding provided positive and negative experiences.

When the question was correctly understood respondents' answers covered:

- more consistent times for rubbish collection;
- poor road maintenance and pot holes; and
- not salting roads.

In the interviews interviewers probed to find out how respondents understood 'Services provided by [text fill respondent's council's name] County Council'. Respondents understood this as the council services they were familiar with because these were services:

- they saw the council providing or knew were generally provided by local councils e.g. street cleaning, refuse collection; or
- that were relevant to the respondent e.g. schools or caring for older people.

Respondents thought about services provided by their own council only on the whole. On rare occasions respondents thought about services provided generally by local councils.

4.2.3 Services thought about and concerns not reported at question three

The services respondents thought about covered rubbish collection and recycling, street lighting, road maintenance, schools, free swimming classes as well as homes for people aged 60 and over with senile dementia and health and dental care. During probing it was identified that respondents **missed thinking about** or **chose not to mention the following**:

- problems with social housing;
- turning off street lights at night and the implication it had on people's ability to move around in winter;

- parking fines being disproportionate to the income of local people;
- closing of schools; and
- parking problems on the respondent's street.

Respondents said they had not reported these issues because they were either too specific or too local for this general question.

4.2.4 Time period thought about

Testing revealed that respondents could think about a variety of time periods when they answer this question. In testing respondents answered the question thinking about:

- the last 6 months;
- the last 2 years;
- since the recession started;
- the last 10 years; and
- no specific time.

4.2.5 Open Question

Field interviewers are not trained in qualitative methods, so will not have the training to accurately summarise respondents' answers. If answers are not recorded verbatim this question would be vulnerable to some details not being recorded or summaries not fully capturing respondents' views. Consideration should be given to whether a suitable answer frame could be developed. This is an issue for all the open questions tested (questions 3, 6, 8 and 10).

4.3 Recommendations

- Based on cognitive findings for the introduction and question three, we would suggest retaining the introduction but would advise that roads and schools are added to the list of examples.
- Consider using the question tested in round 1 with a slight modification to refer to the respondent's local council. If respondents should be thinking about a specific time period consider amending the question wording: ***Thinking about the last 12 months, [text fill the month to month], what concerns, if any, have you had about any of [local council's name]'s services?***
- If this question needs to be an open question consider providing response categories which interviewers can code respondents' answers to. To help respondents to recall the introduction, consider providing an interviewer instruction to read the examples out again if prompted.

5 Awareness of the work of the Welsh Government

5.1 To measure awareness of the work of the Welsh Government

5.1.1 Question 4 introduction and Question 4b

Q4 Intro The next set of questions are about the Welsh Government. This is not your local council or the UK government. It is the devolved government for Wales, led by the First Minister.

Q4a (Q87)SHOWCARD 3 (B19) For this question I'd like you to give an answer on a scale of nought to ten, where nought is 'extremely dissatisfied' and 10 is 'extremely satisfied'. Now thinking about the Welsh Government, how satisfied are you with the way it is doing its job? SINGLE CODE ONLY
0-10 scale
Don't know (SPONTANEOUS ONLY) -9
Refused -99

SHOWCARD 4 (B20)
Q4b (Q88) How much would you say you've seen or heard about the work of the Welsh Government over the last 12 months? SINGLE CATEGORY ONLY

A A great deal	**1**
B A fair amount	**2**
C Just a little	**3**
D Seen or heard about their work but know nothing about it	**4**
E Not seen or heard anything about their work	**5**
Don't know/No opinion (SPONTANEOUS ONLY)	**-9**
Refused	**-99**

5.2 Findings

Testing revealed that the introduction and question 4b worked as intended. We discuss how the introduction worked in section 4.3 and present the key findings related to question 4b in section 4.4 below.

5.2.1 How the introduction was understood

Testing revealed that the introduction was well received by respondents and understood as intended. Respondents who said that the introduction was not necessary for them to answer question 4b, felt the introduction could be helpful for other people. No one in testing found the introduction patronising. There were respondents who said they found the introduction helpful to answer question 4b. They found it helpful, because it clearly defined what should and should not be included in the question and felt that it was easy enough to get confused about what to the Welsh Government was. 'Devolved government in Wales' was consistently understood by respondents as a separate government from Westminster. It was pointed out by the respondents in mid Wales that the question should refer to Welsh Assembly, indicating they were not aware of the name change.

5.2.2 How question 4b performed in testing

Generally respondents found question 4b easy to answer. On the rare occasions it was found difficult to answer; it was because the respondent was not sure what the Welsh Government does or the respondent struggled to think of what the Welsh Government has done that s/he is aware of. Nevertheless, these respondents were able to select an appropriate response: response category D on the showcard ('Seen or heard about their work but know nothing about it').

Testing revealed that respondents thought about different time periods when they answered this question. The time periods thought about ranged from last month, to since the last election till now (May till September 2011), to the last 5 years, to just thinking about "recent times".

The 'Work of the Welsh Government' was well understood. Respondents thought about what they though the Welsh Government generally does for Wales.

> "*Improving the life of Welsh people, whether it would be building schools, improving the environment, changing your pensions. Improving the quality of life* "(Male aged 60 or over, with National Education Qualification level 2).

How the response categories worked

In testing response categories two, four and five were used. On the whole the response categories were used as intended. Table 4.1 below shows how the response categories were used and if they were used wrongly or correctly by respondents. There was one occasion when an answer category was used wrongly and the respondent made a decision to select category five to show his displeasure about how little he has seen or heard from his Assembly Member; and it was not because the respondent did not understand the question.

Table 4.1: How the response categories were used for question 4b.

Response categories used		
Category 2 'Fair amount'	**Category 4 'Seen or heard about their work but know nothing about it'**	**Category 5 'Not seen or heard anything about their work'**
▪ 'A fair amount' was used to indicate that the respondent had some knowledge of what is happening whether this was at the national, local or at both levels. Respondents thought about television, radio news and newspapers at national and local level, information they had heard at work or through friends who work for the Welsh Government, or through their local MP when they answered this question. ***Summary: category was correctly used***	▪ Heard of the Welsh Government but not sure what they do or could not think of anything of any examples of what they have done. ***Summary: category was correctly used***	▪ This was selected because apart from at the time of the election the relevant respondent had not seen any Assembly Members and does not know how who his Assembly Member is. However, he has heard of them regarding two issues: Pylons being constructed in the Severn Valley; and road construction which caused problems. This respondent selected this option to show his displeasure that he has not seen any Assembly Members after the election. ***Summary: category was wrongly used***

5.3 Recommendations

- Retain the introduction and question without modifications.

6 Concerns about the education system

6.1 To measure what people feel are the 'problems' with the education system

6.1.1 Question 5 Introduction and Question 6

Q5 Intro The Welsh Government is interested in your views about education in Wales. When answering these questions please consider all aspects of the education system, from nursery schools through to universities as well as adult education courses.

Q5 (Q89) SHOWCARD 5 (B21) Please say what you think overall about the state of education in Wales nowadays? SINGLE CODE ONLY
0-10 scale
Don't know (SPONTANEOUS ONLY) -9
Refused -99
Section not applicable-88

Q6 (Q90) What, if anything, do you think should be done to improve the education system in Wales? PLEASE SPECIFY

6.2 Findings for question 5 Introduction and question 6

Testing revealed that question six has not consistently worked as intended. The aim of this question is to record reported problems with the education system in Wales. This question achieved this on the whole but there were respondents who felt they did not have the knowledge to answer. In addition the phrase 'the education system' was not consistently understood. Respondents although they found the introduction easy to understand did not consistently think about it when they answered question six. We discuss this further below.

6.2.1 How the introduction worked

On the whole, respondents did think about the introduction when responding and found it easy to understand. They found the introduction helpful for clarifying what to include when answering question six, such as nursery education and post

secondary education. However, analysis of how question six worked suggests that there were respondents who did not think about the introduction when they answered the question. Ideally all the necessary information that a respondent should think about when answering a question should be included in the question wording; however, this can make the question long. There is research that has shown that respondents find it difficult to listen to a long question and to process all the information. There is therefore not a simple solution to this problem. There will be respondents who do not think about all the necessary information when answering the questions.

There were respondents who could not answer question six. All respondents in this group did think about the introduction but this made question six too broad for them to be able to generalise and provide an answer. We also observed this in round one, as respondents felt they did not have enough knowledge and or experience to answer such a wide question based on what they know.

6.2.2 How question six performed in testing

Testing revealed that this question was easy to answer for respondents who had recent experience of the education system; however there were respondents who could not answer this question.

Respondents who found the question easy were able to provide problems with the education system in Wales. Respondents in this group had recent experience with the education system because of their children, grandchildren and or worked as a teacher. Respondents' answers covered:

- The need for more Welsh language schools;
- More Welsh education (more specific information on the problem was not recorded)
- Schools don't support pupils because there is a continual flow of supply teachers;
- Need to look into why children can leave school without being able to read or write;
- The need to stop closing village schools / small schools;

- The implementation of the new curriculum was rushed through and has caused problems for teachers (this view was held by a primary school teacher); and
- Stop cutting funds for education.

Respondents who could not answer this question could not do so because:

- The question was too broad; or
- Did not have recent experience to answer the question.

This was also observed in round 1.

Respondents who found the question too broad suggested that the question should be broken down so rather than asking one question they could answer a question about each element of the education system systematically. In both rounds respondents who answered 'don't know' to the previous question found this question difficult to answer.

> "*It's just far too many things coming into your mind at once, or else nothing because it's just such a wide question*" (Female 45-59, with National Education Qualification level 4-8).

6.2.3 How respondents understood 'Education System'

In testing we probed to find out how respondents understood 'Education System' in the question. In round one the introduction said "The Welsh Assembly Government is interested in your views about education". It was hoped that by providing examples in the introduction and referring to 'education system' in the introduction would help respondents to think about education broadly. Testing revealed that respondents thought about 'education system' in five ways when they answered this question, which were:

- education from little ones through to all adult education;
- nursery school to further education only;
- nursery school to higher education only;
- primary education only; or,
- teaching standards generally based on information in the media.

In addition, respondents did not necessarily answer based on the education system they had firsthand experience of: for example in testing, university education was not thought about by a university student or by someone who had recently been at university because school education was considered the key education stage. Respondents excluded adult classes when it was irrelevant to them. There will be respondents who will answer this question based on their own experience and will not think more widely.

6.2.4 Open question

Field interviewers are not trained in qualitative methods, so will not have the training to accurately summarise respondents' answers. If answers are not recorded verbatim, this question would be vulnerable to some details not being recorded or summaries not fully capturing respondents' views. Consideration should be given to whether a suitable answer frame could be developed. This is an issue for all the open questions tested (questions 3, 6, 8 and 10).

6.3 Recommendations

- Consider retaining the question with slight modifications.
- To help respondents to recall the introduction, consider adding a reminder at the end of the question such as *Please think about all aspects of the education system from nursery schools to universities as well as adult education classes*.
- Consider routing respondents who answer 'don't know' to the previous question (question five) so they are not asked this question.

7 Concerns about the NHS Wales

7.1 To measure concerns about the NHS Wales

7.1.1 Question 7 introduction and Question 8

{ASK ALL}
Q7 Intro The Welsh Government is interested in your views about health services in Wales. When answering these questions please think about all aspects of NHS services, from GPs to pharmacies, NHS dentists and opticians, community health services, and hospitals.

Q7 (Q91) SHOWCARD 5 (B21) Please say what you think overall about the state of health services in Wales nowadays?
SINGLE CODE ONLY
0-10 scale
Don't know (SPONTANEOUS ONLY) -9
Refused -99
Section not applicable-88

Q8 (Q92) What, if anything, do you think should be done to improve the health service in Wales?

7.2 Findings

Both the introduction and the question were generally understood as intended. However, as we have observed for earlier questions there were respondents who also answered question eight without thinking about the question's introduction. The introduction, on the whole, was considered easy to understand. Occasionally respondents were surprised to hear opticians, dentists and pharmacies mentioned in the introduction. This did not introduce any confusion. In testing, there were respondents who were prompted to think about dentist services because they had heard it in the introduction. Question eight was not found to be sensitive in testing. We report in section 6.2.2 how respondents thought about the introduction when they answered question eight.

7.2.1 How 'Community Health Services' was understood

Interviewers explored with respondents how they understood the phrase 'Community Health Services' in the introduction. We found that although it was not consistently understood; it is likely that respondents who have concerns about this health service will know what services are included in community health services. 'Community health services' was understood as:

- Community care for mental health service users;
- Care for patients in their home;
- GP services;
- Day centres;
- Nurse visiting people in the community;
- Midwives;
- Ambulance services;
- Care for older people; and
- Chiropodist.

7.2.2 This question did measure problems with NHS Wales

The question did result in respondents providing their concerns with the NHS; but there were occasions when respondents provided a long explanation with their answer which interviewers felt would have been difficult to type up verbatim in a survey interview. Generally respondents found this question easy to answer but there were respondents who found the question difficult. This was because they felt the question was too broad and they found it difficult to generalise about different health services.

Unanimously respondents only thought about the NHS and correctly excluded private health care. Three strategies were observed in testing on how respondents thought about the introduction when they answered question eight. Respondents either thought about:

- All the services mentioned and were prompted to think about services they would not have otherwise thought about; or
- only the services they could remember in the introduction; or
- Did not think about the introduction at all.

The services respondents were prompted to think about were: dentists and pharmacies.

Respondents adopted two strategies to answer the questions:

- Answered based on what popped into their head straightway;
- Thought about different services, ordered them from worst to best and answered about the worst service only.

Strategy one was observed both amongst respondents who thought about and who did not think about the introduction.

Respondents' answers covered issues around:

- Waiting times for GP appointments or to be seen by a hospital doctor;
- Wide standard variations between hospitals in the same health authority;
- Inadequate hospital staffing and lots of part-time workers;
- Poor hospital management;
- More support needed for older people;
- How good their GP/ dentist/ hospital is;
- Lack of consistency and continuity of care with the same NHS dentist;
- The need for more funding generally and specifically to:
    - keep vital services open locally e.g. maternity services;
    - build hospitals in the right areas so no-one has to travel 30/40 miles to a hospital;
- The need for better GP weekend care so local doctors provide care;
- Being put through to a nurse when you want to speak to an emergency doctor;
- The NHS being too big to be monitored and it could do with being smaller; and
- Big NHS earners wasting NHS money.

Testing revealed that this question could be vulnerable to under-reporting with respondents revealing other concerns during probing such as:

- Free prescriptions only available till twenty years of age;
- Different ages for cervical screening in Wales compared to England; and
- Waiting times at GP surgeries.

Also there were services that respondents forgot to think about when answering the question despite using these services. These were:

- NHS dentists; and
- Opticians.

7.2.3 Understanding of 'Health services in Wales'

'Health services in Wales' is mentioned in the introduction and in the question. We tested how respondents understood this phrase in question eight. Testing revealed that this phrase was well understood by respondents as health care available to them, covering GP and hospital care.

> "*Well it means the whole thing*" (Female aged 45-59 with National Education Qualification level 4-8).

Respondents who had experience of other health services also considered these such as care for the elderly with senile dementia. Respondents who did not think about the introduction when they answered the question did not consistently think about dentists. Respondents living close to the border did include health care in England in their answer because that is the health care available to them. This did not cause respondents any difficulty.

6.2.4 Open Question

Field interviewers are not trained in qualitative methods, so will not have the training to accurately summarise respondents' answers. If answers are not recorded verbatim, this question would be vulnerable to some details not being recorded or summaries not fully capturing respondents' views. Consideration should be given to whether a suitable answer frame could be developed. This is an issue for all the open questions tested (questions 3, 6, 8 and 10).

7.3 Recommendations

- Consider retaining the introduction.
- Consider retaining the question but route respondents who answer don't know to the previous question (question seven) so they are not asked question eight.

8 Concerns about the transport system in Wales

8.1 To measure concerns about the transport system in Wales

8.1.1 Question 9 Introduction and Question 10

{ASK ALL}
Q9 Intro The Welsh Government is interested in your views about transport in Wales. When answering these questions please think about all aspects of transport – from walking and cycling routes, rail and bus services to roads.

For this question I'd like you to give an answer on a scale of nought to ten, where nought is 'extremely bad' and 10 is 'extremely good'.

Q9 (Q93) SHOWCARD 5 (B21) Please say what you think overall about the state of the transport system in Wales nowadays?
SINGLE CODE ONLY
0-10 scale
Don't know (SPONTANEOUS ONLY) -9
Refused -99
Section not applicable-88

Q10 (Q94) What, if anything, do you think should be done to improve the transport system in Wales?

8.2 Findings

Testing question 10 revealed that almost universally respondents provided transport concerns. However on the whole, respondents thought about public transport services only, as they did in round one, indicating that the introduction has not worked as intended.

8.2.1 How the introduction performed in testing

Generally respondents found the introduction easy to understand. However, respondents did not necessarily think about the introduction when they answered

the question and there were still respondents who only thought about public transport when they answered question 10.

There were examples in testing when the introduction has worked as intended, as it did prompt respondents to think about modes of transport they would not have otherwise thought about, such as walking, cycle routes and foot paths. Walking was considered a surprising example in the introduction. Respondents who did think about the introduction either found it:

- easy to think about when answering the question because they knew what to think about; or
- difficult to think about because it made the question too broad.

However, amongst the respondents in the first group (found it easy to think about) there were respondents who thought only about public transport, suggesting they could not recall all the examples listed when they answered question 10.

Even amongst respondents who did think about the introduction when answering Q10, there were respondents who still did not include walking or cycling. The reasons for this were:

- You only cover short distances using these modes of transport;
- Doesn't cycle so has no experience; or
- Just did not think about them.

8.2.2 Respondents did not think about transport system as widely as intended

Testing showed that on the whole respondents thought this question was referring to public transport (buses and trains) only or alternative modes of transport from driving. As reported above there were modes of transport which respondents just did not think about when they answered question 10.

Respondents' answers covered:

- More frequent train service, less delays to services, need for more carriages, or no late night train services after rugby internationals;
- Train service being very expensive for the quality of service delivered;

- Better bus services, the need for more courteous bus drivers;
- The lack of an integrated public transport system;
- Improve roads including motorways;
- Cardiff airport is nice to fly from;
- Better services for cycle users; or,
- Concerns that people from Scotland can use public transport for free in Wales but a lack of reciprocal arrangement for Welsh people in England or in Scotland.

There was one occasion in testing when a respondent could not answer this question because she lives in a very remote area where there is very limited public transport. This respondent had answered 'don't know' to question nine.

Generally respondents did not mention roads in their answer because they:

- had already discussed them at question three (local council question); or
- associated roads with driving their own car rather than public transport using the roads.

On the one occasion when roads were thought about, the respondent had not mentioned roads at question three but discussed the need to improve roads including motorways generally.

Testing this question revealed that respondents either thought about:

- their local area only; or
- Wales generally.

From cognitive testing of similar questions, we have found that there will be respondents who answer a question like this based on what they know.

8.2.3 Open question

Field interviewers are not trained in qualitative methods, so will not have the training to accurately summarise respondents' answers. If answers are not recorded verbatim, this question would be vulnerable to some details not being recorded or summaries not fully capturing respondents' views. Consideration

should be given to whether a suitable answer frame could be developed. This is an issue for all the open questions tested (questions 3, 6, 8 and 10).

8.3 Recommendations

Introduction

- Consider retaining the introduction. From our experience of testing similar questions we have found that unless you ask about walking separately people do not generally think about it as transport. The Welsh Government may want to consider asking a separate question to measure this.

Question 8

- Amend as follows: "What, if anything, do you think should be done to improve *any aspect of the* transport system in Wales? *Please think about different types of transport such as driving, cycling and walking as well as public transport*."
- Consider using a showcard with pictures of different forms of transport that respondents are asked to look at while they answer this question.
- If this question needs to be open consider providing answer categories which interviewers can use to categorise respondents' answers.
- Consider not asking this question to respondents who answer 'don't know' to the previous question.

9 Permission to link survey data to administrative data

9.1 To gain informed consent to link data

9.1.1 Q11 (Q13) Link data Question

Q11 (Q132) **{ASK ALL}**

We have now come to the end of the survey. Thank you very much for agreeing to participate. Your answers are very valuable and will be used to help the Welsh Government understand the views of people in Wales.

There is ANOTHER way you can help us that would make your survey answers even more useful. The Welsh Government would like to be able to link your survey answers to information that the NHS and other public organisations hold about you. Examples of this type of information are your GP, hospital and education records.

Now, linking people's records in this way will help the Welsh Government get a more accurate picture of the lifestyles, circumstances and health of people in Wales.

All information will be used for research purposes only. Your personal details will, of course, be kept completely confidential along with all the answers you have given us in this Survey.

If you agree to help us, we will work with two other organisations (the NHS in Wales and a Welsh Government funded research unit at Swansea University) to link your survey answers to other information held about you.

Your name and address will then be removed, so that you can't be identified from any research.

If you don't want us to link your data, that's absolutely fine, your survey answers will still be valuable without being linked to other records.

INTERVIEWER TO SHOW RESPONDENT DATA LINKAGE SHOWCARD

Please take a look at this card – this is a summary of what I've just said.

Please take your time to read this and ask me any questions you have.

INFORMATION FOR THE INTERVIEWER

If required, give the respondent additional information as detailed on the flowchart to help them understand the request.

Do you agree for us to link your survey answers with other information held about you?

Yes	1
No	2
Refused	-99

9.2 Findings

We were asked to test a data linkage question to find out if respondents understand the request sufficiently to give informed consent. We tested question 11 and the supporting materials which where a showcard, a leaflet and a flow chart. Copies of the showcard and flow chart can be found in Appendix B.

In testing, this question and its supporting materials did not work consistently as intended, as there were respondents who did not understand the question but still answered 'Yes'. This question therefore is not consistently gaining informed consent for data linkage.

9.2.1 Informed consent is not consistently gained

Generally respondents thought the question was too long to 'take in'. All respondents answered question 11, thinking they understood the question. On the whole respondents retained their correct or incorrect understanding of the question even after looking through the supporting materials. There was one occasion in testing when a respondent who seemed to understand the request became slightly confused after reading the leaflet. There were mixed levels of understanding amongst respondents who answered 'Yes' to this question, from poor understanding to an understanding of the linking processes but confused who would have access to the data.

Universally respondents who answered 'No' understood the request and retained their correct understanding and answer after going through the support materials. There were respondents in this group who felt the question left a bad taste at the end of the survey, "*I think it is a little bit rude and personal to be honest'* (Female aged 16-44 with no qualification).

Respondents understood the question as asking their permission:

- to link their data, and understood that irrespective of whether they gave their permission their survey answers would still be used;
- to link their data but were confused over who would have access to the linked data;
- for their survey answers to be used only;

- to take part in another survey run by another organisation only;
- to link their data to other records to know how much importance/weight to place on their survey answers; or
- to be contacted to give feedback on the survey.

Respondents were confused about:

- who would have access, such as whether their GP would have access to their survey answers;
- whether researchers will have to sign the Official Secrets Act before they have access to the data; or
- how their education data would be linked if they were not educated in Wales, and were concerned that their children's data would be accessed instead because they were educated in Wales.

9.2.2 Data Link showcard

The showcard was well received by respondents for being succinct with the right amount of detail, easy to read, with clear headings and bullet points and easier to follow than question 11. The information on the showcard however only reinforced respondents' understanding of question 11, whether this was the right or wrong understanding. Even respondents who did not understand the question found the showcard "*Really, really good. That is excellent*" (60 or over male National Qualification Framework level 2).

9.2.3 Data Link Leaflet

The leaflet on the whole reinforced respondents' (correct or wrong) understanding. Respondents who read the leaflet fully understood the request.

Testing revealed that there were two types of respondent when it came to reading the leaflet: those who fully read the leaflet and those who just skim read it. Skim readers were found to be prone to misunderstandings. There was one respondent whose partial understanding was clarified after reading the leaflet. The respondent originally understood that only the Welsh Government and Swansea University would have access to the linked data, but on reading the leaflet the

respondent realised that the data would be available to other public organisations for research purposes.

9.2.4 Respondents' feedback on improving the leaflet

Respondents liked the format of the leaflet with its clear headings, the folded layout which made the information seem briefer, and having a phone number to call if they changed their mind or had any questions after the interview.

In testing, respondents made the following suggestions to improve the leaflet: that it should be less repetitive and less wordy and it should be available with larger font. The respondent who made the suggestion about the font size skim read the leaflet and headings and she did not read the whole leaflet because of the small font size. Testing revealed that respondents felt there should be more information about:

- who would use the data and reassurances about how the data will be shared with other organisations,
- what organisations will have access to the data; and
- how long the data will be kept.

9.2.5 Flow chart

There was a mixed reaction to the flow chart. There was a group of respondents who liked it and found that it clearly explained the data linkage process but there was another group of respondents who did not like it because it looked complicated and as such was off putting. There are people who like pictorial diagrams like flow charts but for others, such a diagram is difficult to understand.

On one occasion an interviewer, after the interview, talked the respondent through the process using the flow chart. On understanding the process the respondent changed her mind from 'Yes' to 'Definitely no', highlighting the risk that the current question may result in permission being gained without informed consent.

9.3 Recommendations

- Respondents may consent without fully understanding the question so consideration needs to be given as to how to make the information more accessible and understandable. It should be considered whether to use a consent form based on that used on the Welsh Health Survey, which was cognitively tested (see Appendix C for suggested layout and wording for the consent form).
- Ensure that interviewers fully understand the data linkage process so they can answer any questions that respondents may have and be able to talk respondents through the flow chart. In addition, interviewers should offer - when they give the consent form to respondents - to talk them through the process.

Large font versions

- A large font version of the consent form and the leaflet should be available for respondents who would like it.

Showcard

- Consider not using this if using the consent form and flow chart.

Leaflet

- To avoid confusion around who could have access to the linked data, we would recommend that an example is given.

Flow chart

- Consider providing the flow chart with the consent form. The interviewer should let the respondent know that the flow chart visually presents the information on the form, so they can refer to it if they want to, and they should also offer to talk the respondent through the flow chart to help them to understand the request.

Appendix A Probe Sheet

P3105 National Survey for Wales Round 2

Aims of the research

Thank you for agreeing to take part in this study. The key aims are to:

- To examine respondents' understanding of the questions and the introductions.
- To examine whether respondents are able to answer the new survey questions (i.e. whether they can recall all the information required).

We are testing 7 questions and their introductions on:

- **Access to a green space/blue space**
- **Local authority services**
- **Welsh Government**
- **Education system**
- **Health services**
- **Transport**
- **Permission to link data**

Serial Number: _ _____

Interviewer's initial and number of interview e.g. OM01_____

Date of interview: ___/___/2011

Stage one: Introduction

- Introduce yourself**, the National Centre, and the study**
- This study is being carried out by the National Centre for Social Research (NatCen), an independent research institute and registered charity, on behalf of the Welsh Government to test questions which will appear in the National Survey for Wales next year.
- This survey is important because it helps the Welsh Government to find out the views and experiences of people in Wales. By taking part in the research you will be helping to make sure that the new National Survey for Wales works well. In turn, this will help the Welsh Government to know what matters to people in Wales and help it to target resources to meet needs.
- Explain the interview format.
- Explain we are not so much interested in the answers they give but **how they understand the questions** and the process by which they arrive at their answers. **Stress there are no right or wrong answers** and this **isn't a test**. We are just trying to explore if the questions work as the researchers intend. Explain if they have any difficulty answering the questions it shows the questions need to be improved.
- **Stress the confidentiality of the process**; all the findings will be reported anonymously. The respondents name will not be on the questionnaire or any of the notes you write up. Please make sure they understand this.
- Remind them that the interview will last around 45 mins and everyone who is taking part will be given a £20 high street voucher as a thank you.
- Explain that you will be recording the interview so that you don't have to make lots of notes during the interview. Check this is OK with the respondent. If they ask who will have access to the recording, tell them that only you and other members of the research team working on this project will have access, and that recordings are stored securely i.e. they are password protected. No one else will have access.
- Ask whether they have any questions before you start.

Stage two: 'Think aloud' process

Aim: To explain the 'Think aloud' process.

- Explain the 'Think aloud' technique using a scenario of your choice (the windows example is given below but you may wish to use an alternative) to encourage respondents who feel comfortable thinking aloud to do so. For this study we will be relying on probes to reveal how the questions have worked.

Windows example

Explain to your respondent that you would like them to talk you through what they are thinking about at each question if they feel comfortable doing so. Run through the windows example with them giving a demonstration - 'How many windows are there in your home?' and ask them to describe what they are thinking.

Stage three: Specific question by question probing

WbWlkSpace

Q1 (18)	SHOWCARD 1 (B4) **Do you live within a ten-minute walk of a natural green or blue space, such as those listed on this card?**
	SINGLE CATEGORY ONLY

Yes	1
No	2
Don't know (SPONTANEOUS ONLY)	3
Refused	-99

SHOWCARD 1 *(B4)*

Green spaces:

Parks and gardens

Country parks

Natural and semi-natural urban green spaces

Green corridors

Outdoor sports facilities

Amenity green space

Provision for children and young people

Allotments, community gardens and urban farms

Cemeteries and churchyards

Blue spaces:

River, lake or canal

Sea

Q1

Aim and background

- To find out if people have access to natural spaces such as parks or water sources as green/blue spaces are considered as affecting people's wellbeing.

General probes

- How easy or difficult was this question to answer? Why?
- What did you understand by '**natural green or blue spaces**' in this question?
- What were the green spaces or blue spaces that you thought about when you answered this question? Were there any spaces you weren't sure whether to include or exclude? If yes, how did you decide whether to include/exclude this/these?
- What did you understand by:
- '**Natural and semi-natural urban greenspaces'?**
- '**Green corridors**'?
- **'Amenity greenspace'**?

Explore if R found it easy or difficult to:

- think about an area which is 10 mins walk from their home and whether they have a 'green or blue space' similar to those on the card within this 10 minute walk.
- To use the showcard and if R ***worked down*** the list, thinking yes/no to each item

Q2 Intro **I'm now going to ask you a couple of questions about the services provided by [CARDIFF Council/POWYS County Council]. [CARDIFF Council/POWYS County Council] runs services including street cleaning, parks and leisure facilities, housing, refuse collection, and recycling.**

UaQualServ

Q2 (83)	SHOWCARD 2 (B14) **To what extent do you agree or disagree with the following statement: My council provides high quality services.**	
A	Strongly agree	1
B	Tend to agree	2
C	Neither agree nor disagree	3
D	Tend to disagree	4
E	Strongly disagree	5
	Don't know/No opinion (SPONTANEOUS ONLY)	-9
	Refused	-99

UaServOpen

Q3 (84)	**What, if anything, do you think should be done to improve the services provided by [CARDIFF Council/POWYS County Council]?** PLEASE SPECIFY	
	Don't know (SPONTANEOUS ONLY)	-9
	Refused	-99

Aims and background

Q2 Introduction

- To set the scene for the questions in this section

Q3

- To measure what people feel are the 'problems' with local authority services
- Data collected from this question will inform Assembly Government Ministers, Special Advisors and senior directors of policy departments who are interested in finding out people's main concerns/frustrations with local authority services
- To explore if respondents understand the types of work carried out by their council and whether they include any other services in their understanding.

Probes

Q3

- What did you think this question (Q3) was getting at?
- What services did you think about when you answered this question? *Probe fully for examples*
- Were there any services you weren't sure whether to include or not? How did you decide to include/exclude these?
- What time period where you thinking about? From when to when?
- What did **'services provided by [CARDIFF Council/POWYS County Council]'** mean to you in this question?

Q2 Introduction

- How easy or difficult was the introduction that I read out at the start of this section to understand? Why?

- Did the introduction help you or hinder you to answer this question? Why?

Explore if:

- the introduction made the R think about services that they would otherwise not have thought about or if the R found it a helpful reminder.
- there is anything else that needs to be clarified, added/removed from the introduction.

Q4 Intro **The next set of questions are about the Welsh Government. This is not your local council or the UK government. It is the devolved government for Wales, led by the First Minister.**

WgOverSat

Q4a (87) SHOWCARD 3 (B19) **For this question I'd like you to give an answer on a scale of nought to ten, where nought is 'extremely dissatisfied' and 10 is 'extremely satisfied'. Now thinking about the Welsh Government, how satisfied are you with the way it is doing its job?** SINGLE CATEGORY ONLY

0-10 scale	
Don't know (SPONTANEOUS ONLY)	-9
Refused	-99

WgSeeHear

Q4b (88) SHOWCARD 4 (B20) **How much would you say you've seen or heard about the work of the Welsh Government over the last 12 months?** SINGLE CATEGORY ONLY

A	A great deal	1
B	A fair amount	2
C	Just a little	3
D	Seen or heard about their work but know nothing about it	4
E	Not seen or heard anything about their work	5
	Don't know/No opinion (SPONTANEOUS ONLY)	-9
	Refused	-99

Aims and background

Q4 Introduction

- To assist Rs to be correctly think about the Welsh Government

Q4

- To measure awareness of the work of the Welsh Government
- Data collected from this question will inform Government Ministers, Special Advisors and senior directors of policy departments who are interested in finding out people's awareness of the Welsh Government

Probes

Q4b

- How did you go about answering this question? (e.g. did the R think about the introduction, did R think about a particular story or answered based on a general impression)
- Ask the R to describe how they decided on their answer – want to know why they selected their answer they did.
- Where have you heard or seen about the work of the Welsh Government?
- What did '**the work of the Welsh Government'** mean to you in this question? *Fully*

Probe for examples of work R thought about and why.

- Was there anything you weren't sure whether to include or exclude in your answer? How did you decide whether to include or exclude this?
- What time period were you thinking about, from when to when?

Q4 Introduction

- How easy or difficult was this introduction to understand? Explore areas of difficulties and of ease.
- What did you think about when you heard the term 'Welsh Government'?
- What did '**devolved government for Wales'** mean to you in the introduction?
- Was the introduction helpful or unhelpful in answering this question? Why?

Explore whether respondent found it helpful to make a distinction between the Welsh Government, Local Government and UK Government – or whether this was felt to be patronising in the introduction

Q5 Intro **The Welsh Government is interested in your views about education in Wales. When answering these questions please consider all aspects of the education system, from nursery schools through to universities as well as adult education courses.**

For this question I'd like you to give an answer on a scale of nought to ten, where nought is 'extremely bad' and 10 is 'extremely good'.

SatEdOver

Q5 (89) SHOWCARD 5 (B21) **Please say what you think overall about the state of education in Wales nowadays?** SINGLE CATEGORY ONLY

0-10 scale	
Don't know (SPONTANEOUS ONLY)	-9
Refused	-99
Section not applicable	-88

SatEdOpen

Q6 (90) **What, if anything, do you think should be done to improve the education system in Wales?**
PLEASE SPECIFY

Don't know (SPONTANEOUS ONLY)	-9
Refused	-99
Section not applicable	-88

Aims and Background

Q5 Introduction

- To assist Rs to think about all aspects of education – and not just about primary and secondary schools

Q6

- To measure what people feel are the 'problems' with the education system.
- Data collected from this question will inform Government Ministers, Special Advisors and senior directors of policy departments who are interested in finding out people's main concerns/frustrations with the education system in Wales
- To find out what respondents think about when they think of the education system - do they consider everything from nursery to lifelong learning? – do they think about services in Wales only? (if they have been to school/university in England).

Probes

Q6

- What did **education system in Wales** mean to you?
- Was there anything you weren't sure whether to include or exclude in your answer? How did you decide to include this/exclude this?

If not covered already

- What did you think about when you answered this question? Explore if R thought about the introduction AND services used or answered generally or used another strategy.
- If R focused on one or two things – probe why?
- How easy or difficult did you find this question? Why?

Explore reasons e.g.

- If R has no knowledge of the education system
- Not sure whether to include services used across the border
- Found it difficult to think about services they didn't have experience of or couldn't generalise

Introduction

- *If introduction was thought about:* What did you think about in the introduction when you answered this question?
- *If Introduction wasn't thought about:* Explore why the respondent didn't think about the introduction

Q5 Introduction

- How easy or difficult was this introduction to understand? Explore areas of difficulties and of ease.

Q7 Intro **The Welsh Government is interested in your views about health services in Wales. When answering these questions please think about all aspects of NHS services, from GPs to pharmacies, NHS dentists and opticians, community health services, and hospitals.**

For this question I'd like you to give an answer on a scale of nought to ten, where nought is 'extremely bad' and 10 is 'extremely good'.

SatHlthOver

Q7 (91) SHOWCARD 5 (B21) **Please say what you think overall about the state of health services in Wales nowadays?**
SINGLE CATEGORY ONLY

0-10 scale	
Don't know (SPONTANEOUS ONLY)	-9
Refused	-99
Section not applicable	-88

SatHlthOpen

Q8 (92) **What, if anything, do you think should be done to improve the health service in Wales?**
PLEASE SPECIFY

Don't know (SPONTANEOUS ONLY)	-9
Refused	-99
Section not applicable	-88

Aims and background

Q7 Introduction

- To help respondents to think about all aspects of NHS Wales

Q8

- To measure what people feel are the 'problems' with the health service.
- Data collected from this question will inform Assembly Government Ministers, Special Advisors and senior directors of policy departments who are interested in finding out people's main concerns/frustrations with the NHS in Wales
- To find out what respondents think about when they think of the health service in Wales - do they consider private health care, include social services etc? – do they think about services in Wales only? (if they have been treated in England).

Probes

Q8

- Please talk me through how you went about answering this question. How easy or difficult was this question to answer? Why? (e.g. Explore if R thought generally or answered based on a particular experience)
- What did '**health services in Wales**' mean to you? *Probe for services thought about AND if R thought about the introduction.*
- Was there anything you weren't sure whether to include or exclude? How did you decide to include this or exclude this? Probe whether R thought about examples in the introduction

Explore if the R:

- considered private health care, or social services
- found it easy/difficult to think about improvements in the health services in Wales.

Probe for whether R wasn't sure whether to include

- Services used in other countries e.g. England and/or a particular service. Probe fully for examples e.g. optician (mentioned in introduction)

Q7 Introduction

- How easy or difficult was this introduction to understand? *Fully probe for reasons e.g. length, understanding of terms*
- What did '**community health services'** mean to you in the introduction?
- Were there any services listed in the introduction that you found surprising? What were these? Did you think about the introduction when you answered the questions in this section? Yes why /No explore why not.

Q9 Intro **The Welsh Government is interested in your views about transport in Wales. When answering these questions please think about all aspects of transport – from walking and cycling routes, rail and bus services to roads.**

For this question I'd like you to give an answer on a scale of nought to ten, where nought is 'extremely bad' and 10 is 'extremely good'.

SatTransOvr

Q9 (93) SHOWCARD 5 (B21) **Please say what you think overall about the state of the transport system in Wales nowadays?**
SINGLE CATEGORY ONLY

0-10 scale	
Don't know (SPONTANEOUS ONLY)	-9
Refused	-99
Section not applicable	-88

SatTransOpen

Q10 (94) **What, if anything, do you think should be done to improve the transport system in Wales?**
PLEASE SPECIFY

Don't know (SPONTANEOUS ONLY)	-9
Refused	-99
Section not applicable	-88

Q9Intro and Q10

Aims

Q9 Introduction

- To assist respondents to think about all aspects of transport – including cycling routes and walking routes and roads, and not just 'public transport'

Q10

- To measure what people feel are the 'problems' with the transport system in Wales.
- Data collected from this question will inform Assembly Government Ministers, Special Advisors and senior directors of policy departments who are interested in finding out people's main concerns/frustrations with the transport system in Wales

Probes

Q10

- How did you go about answering this question? Was this easy or difficult to do? Why?

Explore if R found it easy/difficult to think about improvements

- What did '**transport system in Wales**' mean to you? *Fully probe for examples* of transport services the R thought about.
- Why did you think about the transport services that you did? (i.e. only thought about services used or thought about transport examples in the introduction)
- Were there any transport services that you weren't sure whether to include or exclude in your answer? (e.g. cycle paths because they are irregular users or non cyclists, or couldn't recall the examples read out etc)
- How did you decide whether to include this/exclude this?

Probes 9 introduction

- How easy or difficult was it to understand the introduction that I read out? Why? Explore if anything was missing or if R found anything confusing.
- Was there anything in the introduction that you were surprised to hear listed? Why?

INTERVIEWER: Now explain that you would like to ask the R the last question which will be asked in the survey and ENCOURAGE THE RESPONDENT TO THINK ALOUD when they look at the showcard {ASK ALL}

Q11 (Q132)

We have now come to the end of the survey. Thank you very much for agreeing to participate. Your answers are very valuable and will be used to help the Welsh Government understand the views of people in Wales.

There is ANOTHER way you can help us that would make your survey answers even more useful. The Welsh Government would like to be able to link your survey answers to information that the NHS and other public organisations hold about you. Examples of this type of information are your GP, hospital and education records.

Now, linking people's records in this way will help the Welsh Government get a more accurate picture of the lifestyles, circumstances and health of people in Wales.

All information will be used for research purposes only. Your personal details will, of course, be kept completely confidential along with all the answers you have given us in this Survey.

If you agree to help us, we will work with two other organisations (the NHS in Wales and a Welsh Government funded research unit at Swansea University) to link your survey answers to other information held about you.

Your name and address will then be removed, so that you can't be identified from any research.

If you don't want us to link your data, that's absolutely fine, your survey answers will still be valuable without being linked to other records.

INTERVIEWER TO SHOW RESPONDENT DATA LINKAGE SHOWCARD
Please take a look at this card – this is a summary of what I've just said.

Please take your time to read this and ask me any questions you have.

INFORMATION FOR THE INTERVIEWER

If required, give the respondent additional information as detailed on the flowchart to help them understand the request.

{ASK ALL}
Do you agree for us to link your survey answers with other information held about you?

Yes	1
No	2
Refused	-99

PROBES Q11

- How easy or difficult was this question to answer? Why? Explore if R found the question too long
- Where there any areas that you felt you could do with more information or weren't clear enough?

General comprehension

- In your own words what do you think this question is asking?
- In your own words what do you think would happen if you agreed to this?
- *Explore if any thing was confusing/not understood by R*

Too much or too little (i.e. missing) information

- Would you say that all of the information that I read out was necessary or was there anything that you felt was unnecessary?

Now focusing on the card

- In your own words what do you think this card is asking for?
- Did the card feel too wordy or was the level of detail, and the explanations given, about right?
- Was there any information that you didn't read, or didn't take in, that could be taken out (i.e. because it doesn't really add to the show card)
- Are there any areas you would like more information about? If so which areas?

{READ IF 1 AT Q11 (Q132)}

Q12	**Thank you for agreeing.** INTERVIEWER TO HAND RESPONDENT DATA LINKAGE LEAFLET. **Here's a leaflet to give you more information about linking your data. It also tells you what to do if you want to change your mind after I have left.**

Leaflet Probes – For All

- ***If R answered No to Q11 please give the leaflet to the R and explain that we would still like their feedback.***
- ***Now ask all Rs to read the leaflet – explain that this would be left with them if they agreed to data linkage.***

Interviewer: please note if R appeared to skim read or did read the leaflet

- How did you find the leaflet generally?
- Did you find the leaflet helpful or unhelpful to understand the request? Why?
- ***Explore*** if R found it helped their understanding or did it introduce confusion – if so where?
- How clear was the information provided in the leaflet? Could anything be made clearer? ***Explore*** *if specific words or phrases should be changed.*
- Are there any areas you would like more information on? If so which areas?

General understanding of the information in the leaflet

- Please explain to me in your own words, what you think would happen to your survey data if you consented for your survey data being linked.
- Who do *you* think has access to your data if you sign?
- Please explain to me in your own words, what you think would happen to your survey data if you ***didn't*** consent for your survey data being linked.
- Is there any information in the leaflet that you feel you would have liked to have had, before agreeing to link your data?

If flow chart used

- Was this helpful or unhelpful in understanding the request being made? Why?

Sensitivities and response to the question

- Would being asked a question like this make you worry about participating in the National Survey for Wales? ***Explore*** *any concerns the respondent might have about agreeing to data linkage.*

THE END - THANK RESPONDENT AND ASSURE THEM OF CONFIDENTIALITY

GIVE THEM THE INCENTIVE, LEAFLET AND THANK YOU LETTER

Appendix B Data linkage showcard, leaflet and flow chart

Dweud eich dweud
Have your say

Arolwg Cenedlaethol Cymru
National Survey for Wales

Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

Making your survey answers even more valuable

What do we want to do?

- Link your survey answers to information that the NHS and other public organisations hold about you (e.g. GP, hospital, and education records.)

Why do we want to link your survey answers?

- This will give the Welsh Government a wealth of extra information, so that they can have a clearer picture of issues in Wales and how to tackle them.

If you agree, what will happen to your information?

- If you agree, we will send your name, address, sex and date of birth to the NHS in Wales. They will work with a Welsh Government funded research unit at Swansea University to link your survey answers to other information about you.
- Your name, address and postcode will then be removed so that you cannot be identified.
- Your personal details will be kept completely confidential and be used for research purposes only.

Where can I get more information about this?

- If you agree to this, the interviewer will give you a leaflet with:
  - further information about linking your data; and
  - contact details in case you have any questions later on.

Do you agree for us to link your survey answers with other information held about you?

Dweud eich dweud
Have your say

Arolwg Cenedlaethol Cymru
National Survey for Wales

Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

Yn gwneud atebion eich arolwg hyd yn oed yn fwy gwerthfawr

Beth ydym eisiau ei wneud?

- Cysylltu eich atebion arolwg i wybodaeth y mae'r Gwasanaeth Iechyd Gwladol (GIG) a chyrff cyhoeddus eraill yn ei chadw amdanoch chi (e.e. cofnodion meddyg teulu, ysbyty a chofnodion addysg.)

Pam rydym am gysylltu eich atebion arolwg?

- Bydd hyn yn rhoi gwybodaeth ychwanegol i Lywodraeth Cymru fel y gallant gael darlun cliriach o faterion yng Nghymru a sut i ddelio a nhw.

Os byddwch yn cytuno, beth fydd yn digwydd i'ch gwybodaeth?

- Os byddwch yn cytuno, byddwn yn anfon eich enw, cyfeiriad, rhyw a dyddiad geni i'r Gwasanaeth Iechyd Gwladol yng Nghymru. Byddant yn gweithio gydag uned ymchwil ym Mhrifysgol Abertawe, sy'n cael ei ariannu gan Lywodraeth Cymru, i gysylltu eich atebion arolwg i wybodaeth arall amdanoch chi.
- Byddant yn cael gwared â'ch enw, cyfeiriad a'ch cod post fel na fydd yn bosib i'ch adnabod.
- Bydd eich manylion personol yn cael eu cadw yn gwbl gyfrinachol ac yn cael ei ddefnyddio at ddibenion ymchwil yn unig.

Ble gallaf gael mwy o wybodaeth am hyn?

- Os ydych yn cytuno â hyn, bydd y cyfwelydd yn rhoi taflen i chi gyda:
  - fwy o wybodaeth am gysylltu eich data; a
  - manylion cyswllt rhag ofn y bydd gennych unrhyw gwestiynau yn nes ymlaen.

Ydych chi'n cytuno i ni gysylltu eich atebion arolwg â gwybodaeth arall sy'n cael ei gadw amdanoch chi?

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Dweud eich dweud
Have your say

Arolwg Cenedlaethol Cymru
National Survey for Wales

Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

National Survey for Wales

This leaflet gives you more information about data linking and answers some questions you may have.

Thank you for giving your consent!

Thank you very much for participating in the National Survey for Wales and for giving your consent to link your survey answers.

Why do you want to link my survey answers?

Linking your survey answers to other records will give us much more information to analyse.

For example: in the National Survey for Wales you were asked about your wellbeing. In the future, if survey answers are linked to GP records, we can look at how wellbeing affects people's health and vice versa.

Why did I need to give my consent?

The NHS in Wales will be linking your survey answers to other records that the NHS and other public organisations hold about you, and to do this they need your name, address, sex and date of birth.

By giving your consent, you have given us permission to pass this information to the NHS in Wales.

What will happen to my information?

The NHS in Wales and a Welsh Government funded research unit at Swansea University will work together to link your survey answers with records the NHS and other public organisations hold about you.

As soon as the link has been made, your name, address and postcode will be removed so that you cannot be identified. This means your survey answers and other details will be kept completely anonymous.

Who will be able to use the linked data?

The anonymous linked data will be made available to researchers from public organisations such as Universities and the Welsh Government.

These organisations must sign a confidentiality agreement preventing them from passing the information on to anyone else. They will not be able to identify any individuals.

Your information will be used for research purposes only and will not be passed on to any company for marketing purposes.

What if I change my mind about giving my consent to link my data?

If you change your mind, all you need to do is telephone 029 2082 6685 or write to:

TNS-BMRB
6 More London Place
London
SE1 2QY

Please give your name, address and date of birth. We will then make sure that the link is removed between your survey answers and other records.

If I withdraw my consent, will my survey answers still be useful?

Yes. Your survey answers will still be very valuable and will continue to be used to help the Welsh Government understand the views of people in Wales.

Linking your survey answers to other records is not the main purpose of this survey; it is simply another way you can help us to make your survey answers even more valuable.

It is entirely up to you whether you wish to give your consent for us to link your survey answers to other records.

Further information about linking data

For information about the records that are currently being held by the Welsh Government funded research unit at Swansea University, visit their website **http://hiru.swansea.ac.uk.**

Dweud eich dweud
Have your say

Arolwg Cenedlaethol Cymru
National Survey for Wales

Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

Arolwg Cenedlaethol Cymru

Mae'r daflen hon yn rhoi mwy o wybodaeth am gysylltu data ac yn ateb rhai o'ch cwestiynau.

Diolch i chi am roi eich caniatâd!

Diolch yn fawr i chi am gymryd rhan yn yr Arolwg Cenedlaethol Cymru ac am roi eich caniatâd i gysylltu eich atebion arolwg.

Pam ydych chi eisiau cysylltu fy atebion arolwg?

Bydd cysylltu eich atebion arolwg i gofnodion eraill yn rhoi llawer mwy o wybodaeth i ni gael dadansoddi.

Er enghraifft: Yn yr Arolwg Cenedlaethol Cymru gofynnwyd i chi am eich lles. Yn y dyfodol, os bydd atebion arolygon yn cael eu cysylltu â chofnodion meddyg teulu, gallem ystyried sut mae lles yn effeithio ar iechyd pobl, neu i'r gwrthwyneb.

Pam oedd angen i mi roi caniatâd?

Bydd y Gwasanaeth iechyd Genedlaethol (GIG) yng Nghymru yn cysylltu eich atebion arolwg i gofnodion eraill sydd gan y GIG a chyrff cyhoeddus eraill amdanoch chi, ac i wneud hyn mae angen eich enw, cyfeiriad, rhyw a'ch dyddiad geni arnynt.

Drwy roi eich caniatâd, rydych wedi cytuno i ni drosglwyddo'r wybodaeth hon i'r GIG yng Nghymru.

Beth fydd yn digwydd i fy ngwybodaeth?

Bydd y GIG yng Nghymru ac uned ymchwil a ariannwyd gan Lywodraeth Cymru ym Mhrifysgol Abertawe yn gweithio gyda'i gilydd i gysylltu eich atebion arolwg gyda chofnodion y mae'r GIG a chyrff cyhoeddus eraill yn eu cadw amdanoch chi.

Pan fydd y cyswllt wedi cael ei wneud, bydd eich enw, cyfeiriad a'ch cod post yn cael eu dileu fel ein bod ni methu eich adnabod. Mae hyn yn golygu bydd eich atebion arolwg a'ch manylion eraill yn cael eu cadw'n gwbl anhysbys.

Pwy fydd yn gallu defnyddio'r data sydd wedi cael eu cysylltu?

Bydd y data dienw sydd wedi cael ei gysylltu ar gael i ymchwilwyr o sefydliadau cyhoeddus fel Prifysgolion a Llywodraeth Cymru.

Mae rhaid i'r sefydliadau hyn lofnodi cytundeb cyfrinachedd sy'n eu rhwystro rhag trosglwyddo'r wybodaeth i unrhyw un arall. Ni fyddant yn gallu adnabod unigolion.

Bydd eich gwybodaeth yn cael ei ddefnyddio at ddibenion ymchwil yn unig ac ni fydd yn cael ei rhoi i unrhyw gwmni at ddibenion marchnata.

Beth os byddaf yn newid fy meddwl am roi caniatâd i gysylltu fy nata?

Os byddwch yn newid eich meddwl, y cyfan sydd angen i chi ei wneud yw ffonio 029 2082 6685 neu ysgrifennu at:

TNS-BMRB
6 More London Place
Llundain
SE1 2QY

Rhowch eich enw, cyfeiriad a dyddiad geni. Yna byddwn yn gwneud yn siŵr ein bod yn cael gwared â'r cysylltiad rhwng eich atebion arolygon a'ch cofnodion eraill.

Os byddaf yn tynnu fy nghaniatâd, bydd fy atebion arolwg dal yn ddefnyddiol?

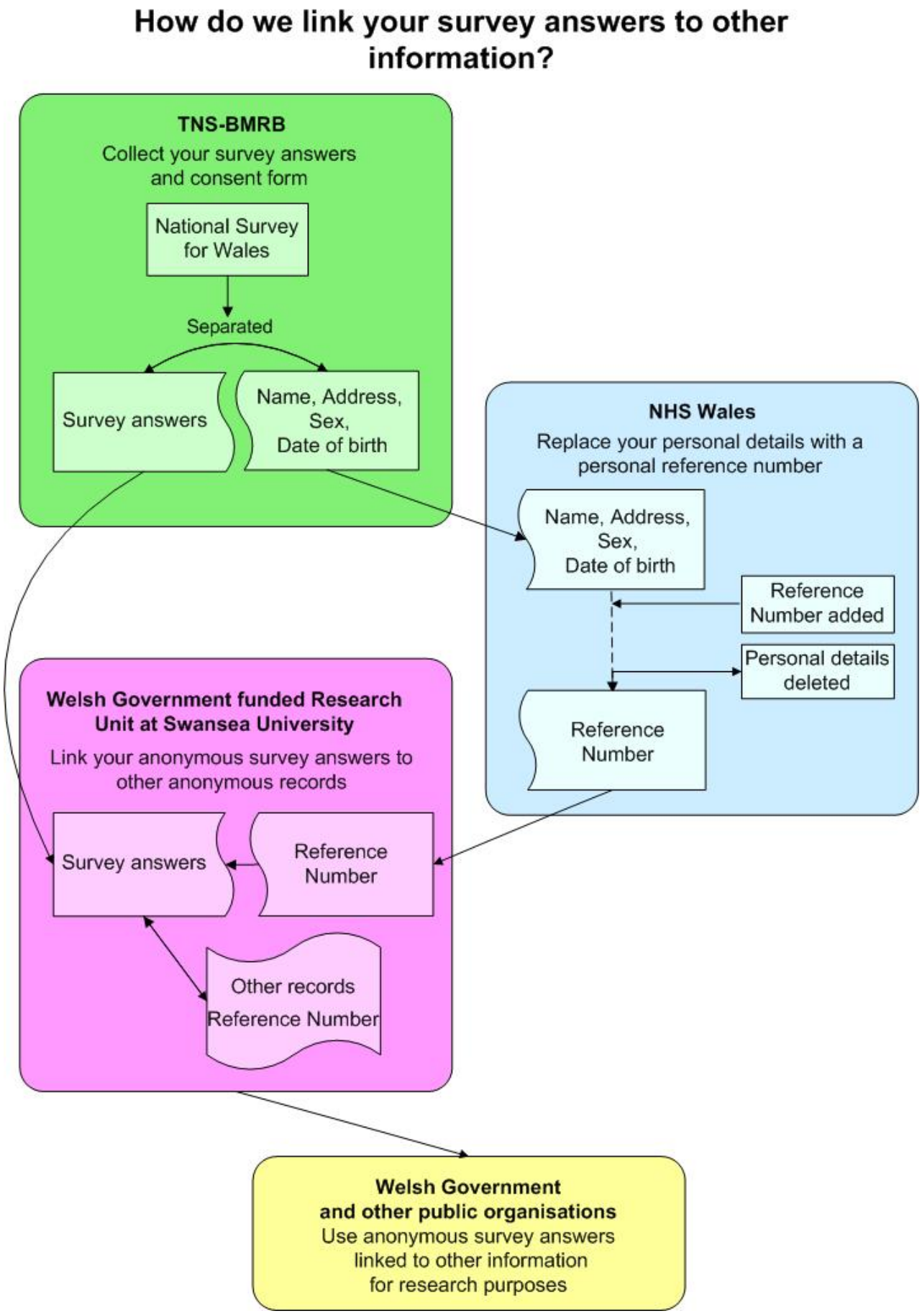
Bydd. Bydd eich atebion arolwg yn dal i fod yn werthfawr a bydd yn parhau i gael ei ddefnyddio i helpu Llywodraeth Cymru ddeall barn pobl yng Nghymru.

Nid cysylltu eich atebion arolwg i gofnodion eraill yw prif bwrpas yr arolwg hwn, ffordd arall ydyw i'n helpu ni i wneud eich atebion hyd yn oed yn fwy gwerthfawr.

Eich penderfyniad chi ydyw i roi eich caniatâd i ni gysylltu eich atebion arolwg i gofnodion eraill.

Mwy o wybodaeth am gysylltu data

I gael gwybodaeth am y cofnodion a gynhelir gan yr uned ymchwil a ariennir gan Lywodraeth Cymru ym Mhrifysgol Abertawe, ar hyn o bryd ewch i'w gwefan **http://hiru.swansea.ac.uk.**


How do we link your survey answers to other information?
TNS-BMRB
Collect your survey answers and consent form
National Survey for Wales
Separated
Survey answers
Name, Address, Sex, Date of birth
NHS Wales
Replace your personal details with a personal reference number
Name, Address, Sex, Date of birth
Reference Number added
Personal details deleted
Reference Number
Welsh Government funded Research Unit at Swansea University
Link your anonymous survey answers to other anonymous records
Survey answers
Reference Number
Other records Reference Number
Welsh Government and other public organisations
Use anonymous survey answers linked to other information for research purposes

Appendix C Suggested consent form for data linkage

Permission to link your survey answers to other records

Thank you for taking part in the National Survey for Wales. Your answers will be used to help plan public services and look at ways of improving service delivery in Wales.

There is another way you can help us that would make your survey answers even more valuable. This consent form asks for your permission to link your survey answers with other records. Please read the leaflet and the information below before signing this form.

What is this consent form for?

- The Welsh Government would like to be able to link your survey answers to information that the NHS and other public organisations collect about you (e.g. your GP, hospital, and education records). Linking records in this way will help researchers to get a better picture of the lifestyles and circumstances of people in Wales.

What will happen to my information?

- If you agree to help, we will need to send your name, address, sex and date of birth to the NHS in Wales. They will work with a Welsh Government funded research unit at Swansea University to link your survey answers to other information about you.

- Your personal details will be kept completely confidential. Once the link has been made between your survey answers and other information about you, your name, address and postcode will be removed so that you cannot be identified. Your survey answers and other information will be used for research purposes only.

What happens if I don't give my consent?

- It is up to you whether you give your consent. If you don't, your survey answers will still be used for research without being linked to other information. You can withdraw your consent for your data to be linked at any time by contacting us at the address shown in the leaflet.

Where can I get more information about this?

- Your interviewer would be happy to talk you through the process and to answer any questions you may have. Further information after the interview can be found on our website xxxxx@xxxx, in the leaflet provided or by contacting us on xxxxxxxxxx.

Your consent

I agree for you pass on my name, address, sex and date of birth to the NHS in Wales so that my survey answers can be linked with other information held about me.

Full name: _____

Signature: _____

Date of birth: ___ / ___ / ____ (dd/mm/yyyy)

Please **put the front page of the consent form** in the **envelope provided** and had this to you interviewer. Please keep the carbon copy beneath for your own records.