Cognitive testing for the National Survey for Wales

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Content

Acknowledgements

Executive Summary

Nineteen face-to-face cognitive interviews were carried out in North, Mid and South Wales. All the interviews were carried out by NatCen's specially trained cognitive interviewers.

We tested questions on a range of topics. The topics were:
- Local area and internet use;
- Views on Education;
- Views on individual health services and NHS Wales;
- Public services working together;
- Concerns about local authority services;
- Concerns about the transport system in Wales; and
- Views of the Welsh Government.

Testing showed that generally the questions worked well and the concepts which the questions are trying to measure are measurable. Cognitive testing revealed questions which would benefit from minor wording changes and routing amendments to assist them to work consistently with the survey population.

In the education, health, local authority and transport system section of the questionnaire we tested a similarly worded question which asked respondents for their concerns about the public service of interest. The cognitive interviews revealed that there was a group of respondents who could not answer this question in the education, health and transport system section of the questionnaire. This was because they did not have sufficient knowledge about the service in question to have any concerns about the service. We have advised that appropriate routing should be added to the question asked before all the 'concern questions'; as this question establishes what respondents think about the service. If respondents answer don't know to this question we have advised they should not be asked the follow up concern question.

Testing also showed where a change in how the question is administered could assist the question to perform better. This was found for all the open questions which asked about concerns the respondent had about a particular service. This open question is difficult for survey interviewers to administer as they would have to type up respondents' responses quickly and accurately. Field interviewers are not trained in qualitative methods, so will not have the training to accurately

summarise respondents' answers. If answers are recorded verbatim, this question would be vulnerable to some details not being recorded or summaries not fully capturing respondents' views. We have recommended that consideration should be given to whether a suitable answer frame could be developed.

Throughout the report we provide in boxes, recommendations to address the issues identified in testing to help the tested questions to perform as intended. Below we provide a summary of how the questions performed in testing for each topic.

Local area and internet use
The questions on local area and internet use, all performed well in testing. We tested questions on:
- people's perception of the quality and safety of their local area;
- community cohesion indicator to evaluate the Community Cohesion Strategy;
- the extent people use the internet;
- whether government or public services websites are visited.

All the concepts which the questions are trying to measure are measurable.

Views on Education
We tested questions on parent's experience of their child's local authority primary school and local authority secondary school in the last 12 months. The questions covered:
- satisfaction with the school;
- parent's experience with the child's school; and
- parent's involvement in their child's learning.

Testing revealed that the concepts these question are trying to measure are measurable using survey questions although there were questions which were identified as requiring further clarification to assist the question to achieve its measurement aims.

Views on individual health services and NHS Wales
We were asked to test a general perception question about NHS Wales followed by questions on the use of:
- GP surgeries;
- Nurses in GP surgeries;
- Hospital appointments (inpatient, outpatient, and day patient); and
- A & E.

Each service was asked about in a separate module. In testing respondents were only asked one module. We describe the select process in detail in section 5.1.

Each module contained similar questions which were trying to capture information about the most recent appointment, namely:
- o whether the respondent made this appointment;
- o if it was difficult to get a convenient appointment why was this;
- o if it was difficult to get to and from the GP surgery/hospital/A & E, why was this; and
- o their opinion on different aspects of service delivery.

Testing these four modules revealed that on the whole the questions worked as intended. A recurring finding that did impact on how the health questions were understood in testing was that respondents who live on the England and Wales border did include services accessed in England. Post cognitive testing, the Welsh Government clarified that services accessed in England could be included by respondents because the care would have been paid for by the NHS in Wales, so the inclusion of NHS services used in England will not impact on the validity of the health questions.

Public services working together
We tested two questions to measure how well the NHS and the social care services worked together in the last 12 months and a follow up question which asked how well the NHS and social services had worked together to meet the respondent's need. Both questions did not work consistently in testing. Testing found that both questions assumed respondents had knowledge about the specific area to be able to answer the questions: namely that the services they received were provided by the NHS and social services; and they knew how well the providers had communicated with each other.

Local authority services
We tested one question which asked respondents if they had any concerns about the local authority services. This question worked well in testing on the whole.

Transport
We tested one transport question which asked respondents about their concerns about the transport system in Wales. It was found in testing that there were respondents who understood the questions more narrowly then intended, just thinking about the local service they use or the services in their local area.

However, we are aware from testing similar questions for other surveys, that there will be a group of respondents who will only answer the question based on the services they use e.g. local services.

Views on the Welsh Government

We tested two questions on the Welsh Government. Testing revealed that the Welsh Government and what it does, was not well understood by the respondents. This has shown that these questions are vulnerable to item non-response as respondents spontaneously answer don't know as they did not have the information to answer the questions. Further, respondents answered the questions in this section wrongly thinking about services which are not the responsibility of the Welsh Government.

1 Background

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. This report provides the findings from the cognitive testing, however, a brief discussion of the desk review is included in this report for completeness.

The questions reviewed and cognitively tested covered eight areas. These were:
- local area;
- internet use;
- experience of primary and secondary education;
- experience of GP, practice nurse, hospital and A&E services;
- experience of how NHS and social services have worked together;
- local authority service provision;
- improvements to the transport system and
- satisfaction with the Welsh Government.

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

1.1 Desk review

A desk review was carried out on the proposed questions for inclusion in the National Survey for Wales. It was not possible to formally review all the questions; therefore 51 questions were selected by the Welsh Government to be reviewed by

Willis and Lessler's Questionnaire Appraisal System (QAS-99)[1]. The questions covered the eight areas mentioned above. Thirty nine of these questions were then cognitively tested. The questions selected for a desk review and cognitive testing were chosen, as they were new or untested questions.

The aim of the desk review was to identify and highlight potential problems and to suggest possible solutions to address them.

A member of the QDT Hub reviewed the remaining questions informally[2]. Two separate reports were prepared presenting the findings from each review stage[3].

Following both the formal and informal review, amendments were suggested by the QDT Hub (for example around wording, the answer scale and on administration) to help ensure that the questions achieve their measurement aims. Amendments made in response to the first review stage were then tested in the cognitive interviews.

1.2 Cognitive testing

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

As part of this, 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;

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[1] Willis GB, Lessler J (1999) Questionnaire Appraisal System QAS-99. Research Triangle Institute, Rockville MD. http://appliedresearch.cancer.gov/areas/cognitive/qas99.pdf

[2] Collins, D., (2011) Comments on National Survey for Wales questions not cognitively tested or reviewed using the QAS

[3] Balarajan, M, and Collins, D., (2011) Desk Review of Questions For Cognitive Testing For The National Survey For Wales
Balarajan, M, and Collins, D., (2011) Additional questions reviewed through the QAS-99

- issues of sensitivity; and

- how the questions work when administered (the probe sheet can be found in Appendix A).

This allowed us to explore how the questions were understood and to examine the judgement, recall and response processes respondents used in formulating their answers. Testing allowed us to evaluate how the questions performed (i.e. were questions being understood as intended) and to suggest revisions informed by evidence collected in the cognitive interviews. Where appropriate, revisions were suggested to improve 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 question. For example, respondents were encouraged to articulate what information they were drawing on to complete the task, what decisions they were making about what information to draw on and how they were deciding their answer 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. 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 probe on aspects that they considered were unique to the respondent and to explore issues that had not been foreseen in advance.

1.3 Project design

The questions cognitively tested were specifically on:
- local area;
- internet use;
- experience of primary and secondary education;
- experience of GP, practice nurse, hospital and A&E services;
- experience of how NHS and social services have worked together;

- local authority service provision;
- improvements to the transport system and
- satisfaction with the Welsh Government.

Within the 'different health services in NHS Wales' section there were four separate modules:
- GP surgeries;
- Nurses in GP surgeries;
- Hospital appointments (inpatient, outpatient, and day patient); and
- A & E.

The questions covered:
- whether the respondent had made this appointment;
- if it was difficult to get a convenient appointment and if so, why;
- if it was difficult to get to and from the GP surgery/hospital/A & E, why was this; and,
- their opinion on different aspects of service delivery.

In the National Survey for Wales respondents are asked about all NHS Wales services they have used in the past twelve months. For testing purposes we only asked questions about one service[4]. If the respondent had used more than one health service in the last 12 months, we provided interviewers with instructions to know which module to ask. Each module contained similar questions which were trying to get a measure of the same concepts. The unit of analysis in all for four modules was their most recent appointment/visit.

We asked interviewers to test the A & E module if the respondent had used this service; if they had not but had used hospital services, we asked interviewers to then ask these respondents the hospital questions. If respondents had only seen their GP and a nurse at their GP surgery we asked interviews to select the module they had least tested in their sample of interviews. The allocation was based on the assumption that it would be harder to find A & E and hospital users compared to GP

or a nurse at a GP. During fieldwork, we were able to test the questions in all four modules.

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

1.4 Sample and recruitment

Cognitive interviews are qualitative in nature so the samples are purposive and designed to reflect the range and diversity of the population of interest, rather than to be statistically representative. As this survey is a general population survey, the 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 sample source for the cognitive testing was NatCen's Omnibus Survey and British Social Attitude Survey, both of which are random probability surveys that include Wales. The cognitive sample was composed of only respondents who 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 the survey data could be used to identify eligible respondents in the interviewer areas.

The opt out period lasted two weeks. This was an important stage because respondents who had previously agreed may not have been in a position to take part now or may not have wanted to take part in a cognitive interview exploring well-being and public services. Potential respondents who did not opt out were then contacted by the interviewer, who explained the study, requested informed consent to recruit the respondent and then 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.

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[4] There was not time in the cognitive interview to test all questions.

The table below shows the interlocked quota we wanted to achieve in this study to ensure we got a mix of men and women in the age group 16-44.

Characteristic			
	Men	Women	Total
16-44	4	6	10

There were also several other respondent characteristics that we wanted to include in our 20 interviews, which were not mutually exclusive. These were:

- At least 4 people in the age group 45-59
- At least 6 people in the age group 60+
- At least 2 parents who have a child in the following age groups living in their household:
  - 3- 7 years of age;
  - 8-12 years of age; and
  - 13-19 years of age.
- At least 1 person who has seen a GP in the last 12 months.
- At least 1 person who has seen a practice nurse or another nurse at their GP in the last 12 months.
- At least 1 person who has been a patient (either inpatient/out patient/day patient) in a hospital in the last 12 months
- At least 1 person who has gone to casualty/A&E for treatment for themselves in the last 12 months.
- At least 1 person from a black or minority ethnic group.
- At least 2 respondents in each of the two socio-economic/educational groups: two socio-economic status/formal educational level groups.

Interviewers contacted respondents to agree their participation and fix a 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.   All respondents were provided with contact details of a researcher whom they could contact if they had any queries or concerns about the study.

Recruitment took place in May and June 2011 and the interviews took place in June. In total 19 respondents were interviewed[5]. Six interviews took place in South Wales (in Cardiff and Bridgend) and in Mid Wales (in Powys). Seven interviews took place in North Wales (in Gwynedd and Clwyd). All interviews were carried out face-to-face in respondents' homes, and were based on a paper questionnaire consisting of all the questions selected for testing. Each interview lasted approximately one hour and was 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 the table 1.1 (on page 17).

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[5] The intention was to conduct 20 interviews but due to a last minute cancellation by a respondent and the inability to find a replacement during the fieldwork period, only 19 interviews were achieved for this study.

Table 1.1: Characteristics of respondents in the cognitive interview sample

Characteristic of respondent		No. with characteristic
Gender	Male	9
	Female	10
Age of respondent	16-24	3
	25-44	7
	45-59	3
	60+	6
Parents with a primary and or secondary school age	Yes	8
	No	11
Used the following health service*	GP	10
	Practice nurse or another nurse at their GP surgery	12
	Hospital services as a patient	9
	A & E	6
	Not used any health services	1
Occupation type	Semi routine and routine occupation	10
	Intermediate occupation	5
	Managerial and professional occupation	3
	Retired	1
Education level	No qualifications	4
	Less than A levels	5
	A levels	4
	Above A levels	3
	Not classified	3
Ethnic minority	White	18
	Black of Caribbean origin	1
Interviewer area	North Wales	7
	Mid Wales	6
	South Wales	6
		17

* These items add to more than 19 because there were respondents who used more than one health service in the last 12 months

1.5   Analysis

After each interview, the cognitive interviewers made detailed notes on the interview in a notes template, with reference to the audio recording of the interview. 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 analytic tool developed by the former Qualitative Research Unit at NatCen. A matrix was set up, which listed the respective areas of the questionnaire we tested across the page and cases down the page. The matrix included a summary of the characteristics of respondents: such as their gender, age, and if they were parents and age of their child/ren. 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.

1.6   Report structure

We present a summary of findings from the cognitive interviews for each question tested in chapters 2-7. The findings for the local area and internet use questions are presented in chapter 2, education questions in chapter 3, health services questions in chapter 4, transport services questions in chapter 5, local authority questions in chapter 6 and questions on the Welsh Government in chapter 7. 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.

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 and if so 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.

2 Local area and internet use

2.1 Overall summary of the questions in this section

The questions on local area and internet all performed well in testing. All the concepts which the questions are trying to measure are measurable. Below we present the evidence from testing, and where appropriate provide recommendations.

2.2 To measure people's perception of the quality and safety of their local area

2.2.1 Question 1 (Q44)

{ASK ALL}

Q1 (Q44) **SHOWCARD 1** (18) **To what extent do you agree or disagree that your local area is…**

SINGLE CODE FOR EACH

	A Strongly agree	**B** Agree	**C** Disagree	**D** Strongly disagree	**E** Don't know
Well maintained	1	2	3	4	5
Free from litter and rubbish	1	2	3	4	5
Free from graffiti and vandalism	1	2	3	4	5
Safe for children to play outside	1	2	3	4	5
Free from heavy traffic	1	2	3	4	5

Findings

Overall

This question worked as intended on the whole, with respondents correctly thinking of their 'local area' in reference to each statement, for example an area which was 15-20 minutes walk around where they live or their local park which was in the next village. There were occasions when respondents changed the boundaries of their

20

local area depending on the statement: for example, thinking about an area near their home when thinking about 'well maintained' and thinking about an area further away, such as the high street when answering the statement about 'graffiti and vandalism'.   We report in more detail below on how the statements were understood and on the answer categories.

Understanding

Table 3.1 presents how the statements were understood in testing. No problems with understanding were detected.

Table 2.1 How each statement in question 1 was understood

Statement	Understanding
1. **Well maintained**	- Kept nice and tidy - Good road surfaces - Tidy hedges, grass verges cut on time, gardens well maintained - Rubbish collected on time - Drains being cleared - Buildings in good order
2. **Free from litter and rubbish**	- Litter on the streets; or in the local park e.g. takeaway boxes - Street cleaners doing a good job to keep the village clean
3. **Free from graffiti and vandalism**	- Graffiti markings on buildings or walls - Damage to the pay and display machine, broken bus shelters or street lamps
4. **Safe for children to play outside**	An area where the respondent's child can play safely. Areas respondents thought about were: on the street; the local park; and by the river.
5. **Free from heavy traffic**	- Thinking about volume of traffic and its impact on parking locally - Large volume of traffic during peak times due to people travelling to/from work - Heavy goods vehicles going past

Use of the answer categories

The answer categories worked as intended on the whole. Respondents found this question easy to answer, with respondents easily able to think about their local area: for example, a respondent selected 'agree' to 'free from litter and rubbish' because it she felt it was 'pretty good' around her area. There was one occasion in testing, when a respondent did think about heavy goods vehicles as opposed to 'heavy' (i.e. a lot of) traffic

Respondents choose to select the 'strongly' options predominantly. 'Strongly agree' was used for statement 2 to indicate that there are no bags of rubbish lying around even in the deprived areas. The table below illustrates how 'strongly disagree' was selected by respondents for the respective statements. 'Don't know' although offered on the showcard was not used by any respondents.

Table 2.2: How 'strongly disagree' was used

Statement 2	Statement 4	Statement 5
• Bags of rubbish left around the estate including broken glass	• The broken glass and litter make it unsafe for children • Many cars around	• Continually hear the 'A' road when the window is open • Parents are continually using the respondent's road and parking: the road is very narrow • A main road is near by

Recommendations

• Consider retaining the question with a slight modification to statement 5. Consider amending statement 5 to: 'Free from busy traffic'

2.3 To provide an indication of community cohesion to evaluate the Community Cohesion Strategy

2.3.1 Question 3 (Q46)

{ASK ALL}

Q2 **SHOWCARD 2** (19) **Have you personally experienced discrimination, harassment or abuse in the last 12 months, for any of these reasons?**
(Q45)
CODE ALL THAT APPLY

A	Your accent	1
B	Your ethnicity	2
C	Your age	3
D	Your language	4
E	Your colour	5
F	Your Nationality	6
G	Your mental ill health	7
H	Any other health problem or disability	8
I	Your sex	9
J	Your religious belief or faith	10
K	Your sexual orientation	11
L	Where you live	12
M	I have not experienced this	13
N	Other (please specify)	14

{IF MORE THAN ONE REASON GIVEN AT Q2} (Q45)

Q3 **SHOWCARD 3** (19) **Which of these do you feel was the main reason?**
(Q46)
SINGLE CODE ONLY

CAPI - ONLY SHOW OPTIONS SELECTED IN Q2

A	Your accent	1
B	Your ethnicity	2
C	Your age	3
D	Your language	4
E	Your colour	5
F	Your Nationality	6
G	Your mental ill health	7
H	Any other health problem or disability	8
I	Your sex	9
J	Your religious belief or faith	10
K	Your sexual orientation	11
L	Where you live	12

| M | Don't know 13 |
| N | Other (please specify) 14 |

Findings

Question 2

Question 2, shown in grey above, was not identified for cognitive testing, but was asked to enable question 3 to be tested. We therefore have some evidence of how question 2 performed.   When respondents answered this question they either thought about whether they experienced discrimination, harassment or abuse in the last 12 months:

- in their local area only; or
- anywhere e.g. in a 60 mile radius or overseas.

Point one indicates a question order effect, with respondents continuing to think about their local area although the question does not stipulate this. This is likely to be because the preceding questions are on local area. One respondent confused ethnicity with nationality i.e. English. When the 'other' answer category was selected by a respondent, the respondent reported suffering discrimination / harassment due to gender identity dysphoria.

Question 3

Overall

This question worked as intended with respondents being able to select a main reason. The showcard worked as intended and there is no evidence to report that the reasons listed were inappropriate or that a reason was considered to be missing. Testing did reveal that respondents could sometimes struggle to pick one main reason – but that they were able to do so with prompting.

How 'other' was used

When 'other' was used it was used for the same reason it was used at Q2 (Q45) i.e. to indicate discrimination / harassment to do with gender identity dysphoria.

Appropriate time reference

The time period worked as intended, with respondents correctly thinking about the last 12 months. For example, respondents correctly excluded experiences that happened earlier, even if it was felt to be unsatisfactory to do so. The reason this

was felt to be unsatisfactory was that the respondent felt s/he had experienced more discrimination in the previous 2 years. However, this reason did not prevent the question from capturing the intended information.

Recommendations

> Question 2
>
> • Consider moving the set of questions so they are not asked after the local area questions or adding a statement to the question that respondents should not confine themselves to thinking about their local area. This could result in under-reporting which will lower population estimates.
>
> Question 3
>
> • Consider providing "no main reason" as an additional answer option.

2.4   To measure the extent people use the internet

2.4.1   Question 5 (Q54)

{ASK IF 1 AT Q4}

Q5 (Q54)   **SHOWCARD 4**(23) **Thinking about when you have used the Internet for personal or private use. Which of these activities have you used the Internet for?** MULTICODE

A	E-mail	1
B	Telephoning over the internet / video conferencing	2
C	Chat rooms, message boards, social networking sites or blogging	3
D	Finding information about health, government or public services	4
E	Finding information related to schoolwork or an education course	5
F	Finding information about other goods or services (including holidays, flights, houses	6
G	Listening to the radio or watching TV programmes	7
H	Playing or downloading music, games or other software	8
I	Reading or downloading on-line news (including newspapers or news magazines)	9
J	Buying or ordering tickets, goods or services (excluding shares and financial services)	10
K	Personal banking, financial and investment activities	11
L	Selling goods or services (eg through on-line auctions)	12
M	Looking for jobs or work	13
N	General browsing	14

Findings

Testing found that respondents understood this question well. However, there was concern expressed by interviewers about coding respondents' answers appropriately.

Understanding of 'personal or private use'

Testing focused on finding out how respondents understood this question. The cognitive findings revealed that 'personal and private use' was well understood – referring to activities to do with banking, downloading music and emailing for example. A respondent who only used the internet for work-related reasons did not answer this question because there was no answer category to indicate that she did not use it for personal or private reasons.

Administration of this question

Testing also revealed that although interviewers were able to match respondents' answers to the categories available, they were not always confident that they had selected the correct category. For example, they were not sure whether to code Facebook under answer category 3. In the debrief it was discussed whether looking up sports results should be coded under answer category 4 or 9. Downloading books was coded correctly under answer category 8, but it was pointed out in the debrief that to ensure uniformity in the main stage 'books' should be added to the examples listed in answer category 8.

Recommendations

- Consider removing the words 'for personal or private use' This should simplify the question and avoid item non-response, however there was no evidence from this test that respondents had difficulty thinking about their 'personal or private use' of the internet.
- Consider slightly amending answer category 3 to add (e.g. facebook/twitter) to ensure people know what social networking is
- Consider slightly amending answer category 8 to include downloading books
- Consider slightly amending answer category 9 to include sports e.g. downloading on-line news like sports.

2.5 To measure whether government or public services websites are visited

2.5.1 Question 6 (Q55)

Q6 (Q55) **SHOWCARD 5** (24) **On this card are examples of government websites or websites of public services. Have you visited any of these or similar websites for personal purposes in the last 12 months?**

A	Yes	1
B	No	2
C	Don't know/ Can't remember	3

Findings

Overall

This question worked as intended on the whole. Respondents found this question easy to answer. Universally, respondents correctly excluded sites visited for work in the last 12 months.

The websites which were thought about at this question

On the whole respondents used the showcard correctly, using the listed websites as examples. One respondent was not sure whether to include the BBC or the library website because they were not listed. When there was uncertainty the respondent decided not to include this, and on both occasions the respondent answered 'No' because they had not visited other websites. This practice will result in under-reporting at this question. In addition, there was some confusion about whether the Welsh Government and the National Assembly for Wales are the same organisation or not. This confusion was not widespread and it did not appear to impact on how the question was answered: respondents answered 'Yes' or 'No' appropriately for the organisation they were familiar with. There was also hesitancy observed in testing about whether to include local authority websites.

Testing did reveal that respondents were not sure whether to include websites that they had 'linked to' but not gone directly to (i.e. websites for which they had not typed in the address or searched specifically). Universally in testing, respondents did answer 'Yes' if they had 'linked' to a government or public service website.

Recommendations

- Consider retaining the question with slight modifications.
- Consider providing an interviewer instruction so if asked by the respondent the interviewer can clarify that the respondent should include websites visited via a link.
- Consider amending the sixth example to 'Local authority/local council websites'.

3 Views on schools

3.1 Overall summary of the questions in this section

Testing revealed that the concepts these question are trying to measure are measurable using survey questions. Testing did reveal, however, areas where further clarification could be provided in the question or a change in how the question is administered.

3.2 To measure whether respondents' children attended a local authority primary (Q7)/secondary school (Q10)

3.2.1 Question 7 (Q59) and 10 (Q66)

Q7 (Q59) **Has {INSERT CHILD'S NAME} attended a local authority primary school in Wales in the last 12 months?**

Q10 (Q66) **Has {INSERT CHILD'S NAME } attended a local authority secondary school in Wales in the last 12 months?**

SINGLE CODE ONLY

Yes	1
No	2

Findings

Understanding of 'local authority' primary/secondary school

Testing revealed that this question can be difficult for respondents. This was shown either by respondents hesitating or not being sure if their child attends a *local authority* funded school. Universally respondents know that their child attends a state funded school but the hesitancy was around whether it was local authority funded. All the respondents who had this confusion nevertheless correctly answered the question, deciding that their child does attend such a school. When 'local authority' was understood by the respondent, it was understood as the government pays for the school. There was one incident in testing, when a respondent initially thought the question was asking about private schools because they honed in on the word 'funded'. The respondent quickly realised her mistake.

In the debrief it was discussed that because of the complexity of the state funded school system in Wales it would be easier to identify whether the respondent's child had attended a private school and route those who answer 'no' to the subsequent questions. It will also be necessary to check with respondents who answer 'no' that their child attended a school in Wales.

Recommendations

- Given the difficulties respondents have had with understanding 'local authority funded school', consider replacing this with a simpler question which can be used for routing purposes. A possible question that could be used would be Does your child attend a private school? If the respondents answers 'no', ask May I just check does your child attend a school in Wales.

3.3 To measure parents' experiences of the child's local authority primary school (Q9) and local authority secondary school (Q12).

3.3.1 Question 9 (Q61) and 12 (Q68)

Q9 (Q61) SHOWCARD 7 (27) **Again, thinking about the last 12 months, to what extent do you agree or disagree with each of the following statements about your experience of {INSERT CHILD'S NAME}'s primary school?**

Q12 (Q68) SHOWCARD 7 (27) **Again, thinking about the last 12 months, to what extent do you agree or disagree with each of the following statements about your experience of {INSERT CHILD'S NAME}'s secondary school?**

READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A	B	C	D	E	F
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
When I have wanted to meet with my child's teachers I have been able to meet with them within a reasonable period of time.	1	2	3	4	5	6
I am kept informed as much as I want to be about my child's progress (for example, through parent's evenings or school reports).	1	2	3	4	5	6
I am involved as much as I want to be in decisions about my child's education.	1	2	3	4	5	6

Findings

As these two questions are very similar we report findings for both together.

Overall

Both these questions worked as intended, with respondents thinking about the last 12 months. The answers provided 'made sense' with the answers provided at the preceding question. There is no evidence of telescoping (i.e. including events outside the stated time period) at either question.

The impact of salient events during the last 12 months

There was a single occasion observed when testing question 9 of a respondent thinking about one particular incident only and not their experience over the last 12 months. This was a negative experience. Apart from this one incident, the respondent spoke positively during probing about other things that had happened since this negative experience during the last 12 months. During the probing the respondent wanted to change her answer to 'Tend to agree'. Both these questions are vulnerable to salient events influencing how respondents answer.

Understanding of the statements

The given statements were well understood for both questions. For example, statement 1 was understood as being able to meet their child's teacher when they needed to, for example after class or at the end of the day. 'Informed' in statement 2 was understood as parents' evenings and or receiving letters in the post and statement 3 was understood as keeping the parent informed about what is happening next year, or the subject options available/being discussed for the child.

Occasionally, respondents answered statement 1 based on what they thought would have happened in the last 12 months, if they *had needed* to meet their child's teachers. Respondents based their answer on their experiences outside the question's time reference.   Our understanding of the measurement aim of this question is that the Welsh Government would like to know whether parents have the access they want. This is still achieved even if respondents are thinking about perceptions of access rather than actual experience in the last 12 months.

Answer categories

The answer categories worked as intended in both questions on the whole. At question 9 only 'strongly agree' and 'tend to disagree' were selected by respondents. At question 12 only 'strongly agree' was selected. Table 4.1 below illustrates how the answer categories were used. For example, at question 12 this

answer category was used for statement 1 because respondents were able to meet the teachers straight away, the teacher called back after class or respondents compared the school to what they knew about other schools. Respondents thought it was good to have a 'Don't know' answer option although no-one used it.

Recommendations

- Consider retaining the question with a slight modification to the question wording e.g. Again, thinking about your experience over the last 12 months, to what extent do you agree or disagree with each of the following statements about your **overall** experience of …
- Consider removing the 'Don't know' option from the showcard but have it as a spontaneous option.

Table 3.1: How the answer codes were used for Q9 and Q12

Strongly agree	Tend to disagree
Statement 1: When I have wanted to meet with my child's teachers I have been able to meet with them within a reasonable period of time.	
Q9	**Q9**
• "*Going to the Reception, asking to see a teacher, and they'll come and see you*" (Male, 16-24 with three children) • The school is flexible and the respondent feels comfortable that s/he can access the teachers informally and formally when s/he needs to. • If there are any incidents the respondent knows s/he can go in at the end or the start of the day to see the teacher or the head teacher	• Within the last 12 months the school had not been good at responding within a week to a request to see the child's teacher. • Recalling incidents when the respondent and their partner had to push to see their child's teacher.
Q12	**Q12**
• Knows if s/he needs to s/he can see her child's teachers to discuss the child's options. • Can go into the school after school and talk to the teachers • Assumes that s/he could meet their child's teachers because previously the teacher had returned her call after the lessons.	(Not used by any respondent.)
Statement 2: I am kept informed as much as I want to be about my child's progress (for example, through parent's evenings or school reports).	
Q9	**Q9**
• Parents evenings are at regular intervals • Reports are provided at regular intervals	• Thinking about one incident when the child had a black eye and the teacher did not explain what had happened. • The respondent only receives information on the school, from his/her child and the respondent has not received any information directly from the school through the post.
Q12	**Q12**
• Parents evenings are at regular intervals • Reports are provided at regular intervals • Can see the child's books with the teacher's comments • Child comes home with forms and letters telling them what is going on which need to be signed for. • Regularly sending text messages and checking on the child when s/he was ill	(Not used by any respondent.)
Statement 3: I am involved as much as I want to be in decisions about my child's education.	
Q9	**Q9**
• R feels involved at all levels to ensure child's progress	(Not used by any respondent.)
Q12	**Q12**
• Thinking about involvement in deciding the child's subject options. • Thinking about extra support the school has provided for his/her child and his/her input in this.	(Not used by any respondent.)

3.4 To measure how parents with a child aged 3-7 (Q13) and a child aged 8-17 (Q14) support their child's educational learning

3.4.1 Question 13 (Q74) and Question 14 (Q75)

{ASK IF RESPONDENT HAS CHILD AGED 3-7}

Q13 (Q74) SHOWCARD 8 (30) For {child X, child Y, etc.}, **how often do you…**
READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Every day	B Several times a week	C Once or twice a week	D Once or twice a month	E Less often	F Not at all	G Don't know
Look at books or read stories to him/her/them	1	2	3	4	5	6	7
Help him/her/them to recognise/learn about letters, numbers or shapes	1	2	3	4	5	6	7
Help him/her/them to read/write	1	2	3	4	5	6	7
Help him/her/them with other school work	1	2	3	4	5	6	7

{ASK IF RESPONDENT HAS CHILD AGED 8-17}

Q14 (Q75) SHOWCARD 8 (30) For {child A, child B, etc.}, **how often do you**
READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Every day	B Several times a week	C Once or twice a week	D Once or twice a month	E Less often	F Not at all	G Don't know
1. Discuss the news or a documentary with him/her/them	1	2	3	4	5	6	7
2. Help him/her/them to read or consult books, magazines or newspapers	1	2	3	4	5	6	7
3. Help him/her/them to look up/consult information on a computer or the internet	1	2	3	4	5	6	7
4. Help him/her/them with school work	1	2	3	4	5	6	7

Findings for Q13

Overall

Generally this question worked as intended with respondents, irrespective of whether they were the main carer of the child/ren or not. There is no evidence to suggest that the 'non main carer' found the question difficult or could not answer the question. There are findings from both questions 13 and 14 that some respondents who had more than one child in the specified age group did not think about the same child consistently when answering the individual statements. These respondents tended to think about the child they spent the most time with doing the activity specified in the statement.

Respondents universally understood the statements. The question was not considered sensitive even if respondents revealed they did not help their child at all with a particular activity. On the whole the answer scale worked as intended. Only 'several times a week', 'once or twice a week' and 'not at all' were coded in testing. We report below on the time period respondents thought about, how the answer scale was used, and respondents' understanding of the statements.

Time period thought about when this question was answered

Respondents either thought about:

- o help that they have provided since their child attended school, even if helping is part of everyday life; or,
- o the last few months only.

Whichever time period was thought about respondents answered thinking about what they usually do with their child. Statement 4 in both questions would be affected by the timing of the survey i.e. during school holidays involvement could decrease.

How the answer categories were used

In testing, respondents considered it unnecessary to have a 'Don't know' response. They felt that you just know what activities you do and also the frequency you do them with your child.

Testing revealed that 'not at all' in the answer scale could be used when a respondent does not engage in the activity because it cannot occur, rather than from not getting involved. For example, a respondent with a three year old child selected 'not at all' because the child was not attending school and so did not receive school work. This suggests that the routing to this question needs to be reviewed as children aged three may not be in formal education.

Understanding

Statement 1 was understood as the parent and child referring to books together, whether it was looking at pictures or reading together or looking at 'Bob the builder books'. Statement 2 was understood as drawing shapes and cutting out shapes. Statement 3 was understood as helping the child to recognise letters and writing the child's name. Statement 4 was understood as helping the child with their reading book which the child brings home from school.

Findings for Q14

Overall

This question has not consistently worked as intended. Testing this question revealed that respondents who have more than one child aged 8 to 17 adopted two answer strategies when answering this question. We report on this below including how the statements were understood and how the answer scale was used. There is no evidence to suggest that any 'non main carer' found the question difficult or could not answer it.

How respondents with more than one child answered this question

Testing showed that respondents with more than one child could adopt one of two answer strategies when answering this question:

1. think about the child they spend the most time doing the specified activity with; or
2. provide separate answers for each child for each statement (e.g. if the respondent has two children, provide two answers for each statement).

As this question is trying to measure parental support the first answer strategy may mean that the respondents are over reporting their involvement with their children overall. In testing the second answer strategy mentioned above only occurred once. If this occurs in the survey the interviewer would need to explain to the respondent that only one answer can be accepted. The respondent would then need to decide for the children in that age group if they should provide an average figure or given an answer for one child. If the intention is to get an overall measure between all children, then this is a difficult cognitive task for respondents who have children of different ages within the specified age band. These respondents will have to think about each statement for each child and then think about the average and match it to the answer scale available.

Understanding of each activity specified in the statements

Testing revealed that the statements were not universally understood. With regard to statement 1 in question 14, one respondent understood this statement as asking

whether s/he initiated the discussion. This respondent felt that her child initiated most of their discussions around documentaries. Such a literal understanding of this statement will result in under-reporting at this question. Also one respondent excluded documentaries watched on DVDs thinking documentaries only referred to documentaries watched on television.

Statement 3 (in both questions 13 and 14) is vulnerable to under-reporting. This was revealed in testing, by a respondent who only thought about the one subject (maths) she is unable to help her child with at question 14. This respondent helps her child with other subjects such as history, but the respondent only focused on the subject she found difficult and therefore could not help her child with.

How the answer categories were used .

In testing, all the answer categories apart from 'don't know' were used. The answer categories were used as intended e.g. 'Not at all' was used at statement 3 because the respondent did not have a computer. There was no evidence of social desirability effects being exhibited at this question, and the question was not thought by respondents to be sensitive.

Recommendation

Q13 and Q14

- Testing showed that respondents who have more than one child in the specified age group can vary in terms of which child they thought about when answering each statement. This information is not captured in the interviews so the analyst will not know whether the respondent thought about the same child for all the statements. To address this consider asking respondents to think about a randomly selected child in the specified age group to help this question to achieve consistency in terms of which child is thought about at the question.
- To assist statement 3 in both questions to work as intended, consider amending this statement to 'Help him/her/them with **any** school work.
- Consider dropping the 'don't know' option as an explicit answer category and have it as a spontaneous response.

Q13

- Consider adding 'not applicable' or asking a filter question to respondents who have a child aged 3 or 4 to find out if their child or children attends a nursery school. If yes, then ask statement 3. As compulsory education only starts at 5 years it cannot be assumed that all parents will enrol their children in nursery school.

Q14

- Consider amending the first statement to 'discuss news or a documentary together'.

3.5 To measure concerns about the education system in Wales

3.5.1 Question 14d (Q117)

{ASK ALL}

Q14d (Q117) What concerns, if any, do you have about the education system in Wales? PLEASE SPECIFY

Findings

Overall

Testing revealed that this question has not consistently worked as intended. The aim of this question is to find out about problems rather than expecting the respondents to find solutions to any issues they have with the education system in Wales. This question has achieved this on the whole but there were respondents who felt they did not have the knowledge to answer this question. In addition, the phrase 'the education system' was not consistently understood. We provide further discussion about this below.

Identifying problems rather than solutions

This question did identify problems rather than solutions; generally respondents were able to provide 'problems' with the education system, based on things they had read or heard, such as too much time spent on the Welsh language, how courses are taught, issues around behaviour and tuition fees. Respondents were able to indicate their main concern if they had more than one.

We were asked by the Welsh Government to test an alternatively worded question as a probe to see if this would work better to capture problems. This alternative version was: *Is there anything you think should be done to improve the education system in Wales?* Although the findings are mixed in regards to whether the wording of this question or the alternative was preferred by respondents the alternative version resulted in respondents providing solutions or in capturing the same data as the tested version. Respondents' answers tallied with how they answered Q14c (in testing answer categories 4 to 8 were used).

Understanding of education system

Testing did show that the phrase 'education system' was not understood in a consistent way. Respondents understood 'education system' as primary and secondary education irrespective of whether they had or did not have children attending either of these

schools. In addition to the above, testing revealed that respondents could think about the education system as:

- o until the end of compulsory education (i.e. 16) only;
- o all types of formal education learning such as further and higher education; and/or
- o discipline and behaviour.

This suggests that further direction in the question wording would be useful in unifying comprehension.

Respondents who did not have children or felt they didn't know enough about all the schools

Occasionally, respondents answered 'don't know' or felt they could not answer the question. This was either because they did not:

- o know about **all** the schools in Wales; or,
- o have children or of school age and so were not best placed to answer the question.

These respondents also answered 'don't know' at Q14c.

In the debrief it was discussed that this question and its equivalent questions would be difficult for survey interviewers to administer as they would have to type up respondents' responses quickly and accurately. Field interviewers are not trained in qualitative methods, so will not have the training to accurately summarise respondents' answers. If answers are 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.

Recommendation

Q14d
- Consider simplifying the wording of question 14c (not cognitively tested) and Q14d.
- Consider not asking this question to respondents who answer don't know to Q14c.
- Consider amending the wording of the question to: What concerns, if any, do you have about **any aspect of** education in Wales?
- Consider providing an introduction to the question to include a definition of 'the education system', which includes nurseries and universities – and not only primary and secondary schools
- This question will be easier to administer for field interviewers as a closed question. If it needs to be an open question consider providing answer categories which interviewers can use to code respondents' answers to.

4 Views on individual health services and NHS Wales

4.1 Overall summary of the questions in this section

We were asked to test a general perception question about NHS Wales followed by questions on the use of:

- GP surgeries;
- Nurses in GP surgeries;
- Hospital appointments (inpatient, outpatient, and day patient); and
- A & E

In the National Survey for Wales respondents will be asked about all the services they have used in the past twelve months. For testing purposes we only asked questions about one service[6]. If the respondent had used more than one health service in the last 12 months, we provided interviewers with instructions to know which module to ask. We asked interviewers to test the A & E module if the respondent had used this service, if they had not but had used hospital services, we asked interviewers to then ask these respondents the hospital questions. If respondents had only seen their GP and a nurse at their GP surgery we asked interviews to select the module they had least tested in their sample of interviews. Questions about all services were tested.

Each module contained similar questions, which were trying to capture information about the most recent appointment, namely:

- whether the respondent made this appointment;
- if it was difficult to get a convenient appointment why was this;
- if it was difficult to get to and from the GP surgery/hospital/A & E, why was this; and
- their opinion on different aspects of service delivery.

Testing these four modules revealed that on the whole the questions worked as intended. A recurring finding that did impact on how the health questions were understood was that respondents who live on the England and Wales border did include services accessed in England. Post cognitive testing, the Welsh Government clarified that services accessed in England could be included by respondents because the care would have been paid for by the NHS in Wales.

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[6] There was not time in the cognitive interview to test all questions.

4.2 To measure peoples' expectation and performance of the NHS

4.2.1 Q15 (Q76)

{ASK ALL}

Q15 (Q76) **SHOWCARD 9** (31) **To what extent do you agree or disagree with each of the following statements:**

READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Strongly agree	B Tend to agree	C Neither agree nor disagree	D Tend to disagree	E Strongly disagree	F No opinion	G Don't know
1. The NHS in Wales is one of the best health services in the world.	1	2	3	4	5	6	7
2. I am kept informed about how well my local health services are performing, by local health services I mean services such as GPs and NHS hospitals in your area.	1	2	3	4	5	6	7
3. I would like more information on how my local health services are performing.	1	2	3	4	5	6	7
4. I feel I have the opportunity to influence decisions that affect my local health services.	1	2	3	4	5	6	7
5. I would like to be more involved in the decisions my local health services make.	1	2	3	4	5	6	7

Findings

Overall

Testing revealed that generally this question worked as intended and was considered easy to answer. Universally in testing respondents thought only about the NHS and excluded all forms of private health care. However, this question did not consistently work as intended for respondents living near the border of England and Wales. We discuss this below. There were particular statements which were considered difficult to answer and also 'no opinion' was not consistently used as intended. We discuss all these points below, first looking at how 'NHS Wales' in the question stem and how the statements were understood; followed by how the answer scale was used by respondents.

Comprehension

Understanding of 'NHS Wales' in the question stem

NHS Wales was understood generally as hospital care and GPs. Occasionally a respondent also included dentists in their understanding or mentioned free care. Testing revealed that respondents could answer thinking about health provision:

- in Wales only; or,
- in reference to England and Wales.

The difficulties respondents had were considering whether to include as part of 'NHS in Wales' and 'local health services' i.e. (in statements 2-4 inclusive):

- services which were once in Wales but now in England because of border changes e.g. local GP.; and,
- health services used in England (which have always been in England).

Testing revealed that on the whole respondents having these difficulties decided to include the services in England when answering the 5 statements. Respondents did this because they see these health services as their local services. We discuss below how the individual statements worked.

Statement 1

This statement aims to capture respondents' 'gut' feeling about the NHS as a proxy for measuring respondents' expectations. This was achieved. Respondents answered this question thinking:

- about their experiences and those of other people they know over time; or
- generally about NHS Wales overall,

and comparing this to other countries such as England, Spain or the US or just assuming how it would compare if they did have experience.

Statement 2

On the whole respondents answered this question thinking about NHS services they had used while living in Wales, so occasionally this included services they were referred to in England and also included a GP which was now in England because of a border change. 'Kept informed' was understood as receiving leaflets, mail shots, hearing about performance indicators and long term restructuring plans for the local hospital and knowing what you need to know e.g. if they will do a good job and what will happen if things go wrong.

Two aspects were broadly considered under performance, specifically, 1) quality and speedy treatment and 2) performance indicators. In terms of quality and speedy treatment, respondents thought about how well health professionals are doing their job, e.g. doctors improving the health of patients and waiting times. In terms of performance indicators, respondents thought about how quickly they were discharged from hospital and the number of operations.

Interviewers reported that they found this statement rather long to read out.

Statement 4

Respondents generally answered this statement thinking about whether they have a say and if it would be listened to. We do not have much evidence of who the respondent was thinking about in regards to hearing their views but it is inferred to be NHS Wales. One respondent answered the question thinking about the person he knew on a health committee. It was also pointed out that this question is irrelevant because "*they don't listen to you*". When a respondent had this understanding they selected 'strongly disagree'. 'No was selected to indicate 'no'. On a rare occasion a respondent felt the question would be clearer if local health services were defined like at statement 2. The respondent understood local services correctly, thinking about the local services as defined in statement 2.

Use of the answer categories

All the answer categories were used by respondents in testing, including 'don't know' at statement 1 and statement 2. Generally the answer categories did work as intended. However, the 'no opinion' answer category was not always used as intended. When it was wrongly selected it was because the respondent wanted to select 'no' or selected it understanding it as 'no option' instead of 'opinion'. 'Don't know' was only used once in testing and the respondent changed his answer to 'strongly disagree' during probing. This respondent struggled with the agree-disagree scale preferring a 'yes' and 'no' type question.

Tables 4.1 to 4.5 illustrate how the answer categories were used by respondents. As the tables show, on the whole the answer categories worked as intended for each statement. We show in grey shading where answer categories overlapped. There is always the potential of overlap between neighbouring answer categories with agree-disagree scales as they are measuring degrees of people's opinions, which are subjective. Of concern would be if respondents got the scale the wrong way round. This did not happen in testing.

There is limited evidence to suggest that asking statement 1 as part of the question may have led respondents to reflect on their answers to the preceding statements. It was reported in testing that if this statement was asked as statement five, respondents would have modified their response so it was in line with how they had answered the earlier statements in this question.

Table 4.1 How the answer scale was used for statement 1 'The NHS in Wales is one of the best health services in the world'

Answer scale	How the statement was used
A Strongly agree	• Had not had any, and does not know of any, negative experiences. • Based on experience / knowledge of health service provision in other countries.
B Tend to agree	• Comparing NHS Wales to their own experiences elsewhere (e.g in Spain) and / or based on what they have heard about from friends or family about overseas health care. • No country can compare to the NHS ideals.
C Neither agree nor disagree	• Assumes health services will be better elsewhere.
D Tend to disagree	• Thinking about NHS in England and Wales and comparing it to the cleanliness and prompt service experienced in Turkey. • Comparing NHS Wales to their own experiences overseas (e.g. in Spain), and / or based on what they have heard about from friends or family regarding overseas health care e.g. in USA or New Zealand); or, • Other countries are better for certain specialities e.g. gender dysphoria.
E Strongly disagree	• Based on what they have seen on the news.
F No opinion	• Don't know because feels s/he has only experience of GP health care and felt during probing s/he should have selected don't know.
G Don't know	• Don't know and doesn't care

Table 4.2 How the answer scale was used for statement 2 'I am kept informed about how well my local health services are performing, by local health services I mean services such as GPs and NHS hospitals in your area'

Answer scale	How the statement was used
A Strongly agree	• (Not used by any respondent.)
B Tend to agree	• As s/he is kept informed through his/her work in the community develivering medication.
C Neither agree nor disagree	• Waiting on surgery and proactively sought out information which was available online. • Hears information through work. • Had not thought about it. May read it if interesting.
D Tend to disagree	• There is some information available on websites such as on numbers of patients discharged each month but information needs to be sought. • The local newspaper keeps the respondent informed about the health services.
E Strongly disagree	• Never received any information, but assumes it is available • "*Good God, no don't know what's going on from one day to the next with them. I just know when I've got my appointment*" (Male, age group 25-44 used GP, hospital and A&E in the last 12 months).
F No opinion	• (Not used by any respondent.)
G Don't know	• The respondent's spontaneous response was to select 'Don't Know' '*I have no information*' (Male 60 or over, had used hospital and GP services in the last 12 months, with no qualifications). During probing the respondent felt 'strongly disagree' was more suitable because he had not received any information. The use of 'Don't know' for this reason will prevent the question from capturing the intended information.

Table 4.3 How the answer scale was used for statement 3 'I would like more information on how my local health services are performing'.

Answer scale	How the statement was used

A Strongly agree	• Was used to indicate a desire to receive more information generally or on specific areas such as:
	   ○ waiting times;
	   ○ on local services being restructured and long term plans;
	   ○ performance details of specialist hospitals; or
	   ○ responding to requests for information.

B Tend to agree	• Yes, but does not feel strongly about this
C Neither agree nor disagree	• Receives some information but not always what s/he wants, just need to know if they will do a good job and what will happen if things go wrong.
D Tend to disagree	• No information on why this was used.
E Strongly disagree	• Would not seek information and did not want any information. • Not interested in the NHS.
F No opinion	• (Not used by any respondent.)
G Don't know	• (Not used by any respondent.)

Table 4.4 How the answer scale was used for statement 4 'I feel I have the opportunity to influence decisions that affect my local health services'.

Answer scale	How the statement was used
A Strongly agree	• Thinking about the person they knew on a health committee who he/she talks to.
B Tend to agree	• Thinking about attending meetings regarding the closure of the GP surgery.
C Neither agree nor disagree	• Would need the opportunity to be involved e.g. on some health committee.
D Tend to disagree	• No right to influence decisions because not the respondent's department or area of knowledge. • Satisfied with the local services. • Does not think s/he has the option and not interested in getting involved either. •
statement D & E	• Could not influence any changes even if one got involved.
E Strongly disagree	• Thinking about experience as a nurse that things were better before. • Never thought about it and did not think it would make a difference.
F No opinion	• Used to indicate 'no'.
G Don't know	• (Not used by any respondent.)

Table 4.5 How the answer scale was used for statement 5 'I would like to be more involved in the decisions my local health services make'.

Answer scale	How the statement was used

A Strongly agree	• To indicate an interest in influencing how funding is allocated. When respondents had this understanding, they were thinking about funding in relation to:
	   o new specialist units;
	   o running costs of local services; or
	   o how central government funds are spent by local authorities.
	• Thinking about professionally as a nurse s/he would like more involvement as she loves her job.

Statement A & B	• Yes, in the form of leaflets or forms but not on a committee.
C Neither agree nor disagree	• What is the point; it would not make any difference • Got enough on his/her plate. • Does not want to be involved.
D Tend to disagree	• (Not used by any respondent.)
E Strongly disagree	• No because does not care about it.
F No opinion	• Used as 'no'.
G Don't know	• (Not used by any respondent.)

Recommendations

- Consider retaining this question with slight amendments. For example, consider asking statement 1 as a separate question. Then provide an introduction to focus respondents to think about their local health services before asking the remaining statements.
- Consider asking survey interviewers to read 'To what extent do you agree or disagree with the statement'….This will help respondents to recall the agree-disagree scale. There were a group of respondents in testing, that on hearing just the statement felt they should just answer 'Yes' or 'No'.
- Consider adding an interviewer note to explain that services used in England can be included if they are their nearest service.
- Consider dropping 'no opinion' as this answer category has not worked as intended.
- For Statement 2 consider replacing the comma with a full stop, to ease the reading of this statement.
- Consider retaining statement 3, 4 and 5 without modifications.

4.3   To measure experience with a particular health service

The questions in this section measure the same concepts for each of the services of interest.   Therefore, for each question we first present the overall findings before exploring how the question worked for each relevant service.

4.3.1   GP Q16 (Q77) / Nurse Q24 (Q86) / Hospital patient Q32 (Q95)/ Used A & E Q40 (Q104) in the last 12 months

{ASK ALL}

Q16 (Q77) **Thinking about the last 12 months, have you seen a GP/family doctor about your own health?**

Q24 (Q86) **Thinking about the last 12 months, have you seen a nurse at your GP surgery for your own health?**

IF NO INTERVIEWER TO ASK: Was this because you didn't need to or because you wanted to but couldn't? SINGLE CODE ONLY.

Yes	1
No - I didn't need to	2
No - I wanted to but couldn't	3

Q32 (Q95) **Thinking about the last 12 months, have you had an appointment at an NHS hospital?**
IF NO INTERVIEWER TO ASK: Was this because you didn't need an appointment or because you wanted one but couldn't get one?
SINGLE CODE ONLY

Yes	1
No - I didn't need to	2
No - I wanted an appointment but couldn't get one	3
No – I have an appointment arranged	4

{ASK IF R has used A&E}

Q40 (Q104) **Thinking about the last 12 months, have you attended the Casualty/A&E department of a hospital as a patient?**
SINGLE CODE ONLY

Yes	1
No	2

Findings

Overall

In testing we tested four versions of this question, as set out above. This question worked well with all respondents.

A limitation of the study design in testing this question is that we did ask a very similar question in the screening in exercise to ensure we recruited people who had used different health services to be able to test all the questions. Also, interviewers asked a check question before question 15 in the cognitive interview to know which health module they would be asking the respondent.

Below we report on common findings that apply to all four versions of the question. We then report on particular findings related to each version of the question.

4.3.2 Common findings that apply to all health services

Thinking about the last 12 months

On the whole this time period worked as intended with respondents correctly excluding events that happened outside the 12 month reference period. However, there is evidence that on one occasion, a respondent struggled to recall if they had seen a GP in the last 12 months, as the appointment had been around a year ago. There was another occasion in testing when a respondent recalled the last 12 months as Easter 2010 to the present day (June 2011), using last Easter as an anchor to think forward from. As it happened the respondent had visited the A & E department within the last 12 months, but this strategy could result in telescoping (i.e. including events outside the stated period).

Respondents living on the border

Respondents living on the border thought about the services they had used in the last 12 months which could have been located in England, like for example hospital care.

4.3.3 Specific question findings

GP Q16

All respondents understood 'GP/family doctor' as intended. There were mixed reactions in testing about using both terms, with respondents either:

- thinking it was good to include both terms because people could use either term; or,
- feeling it was unnecessary.

There is no evidence that using both terms has impacted on the measurement aim of this question being achieved. On the whole, respondents thought about *any* GP they had seen in their GP surgery and this could happen to be their registered GP. One respondent saw their registered GP; however, we do not have evidence to know if the respondent had a narrower understanding of GP then the question intended.

Nurse Q17

There is no evidence to indicate this question did not work as intended. Respondents all thought about whether they had seen a nurse at their GP surgery in the last 12 months.

Hospital Q32

Testing revealed that respondents did include English hospitals when answering this question. Respondents did spontaneously ask whether this question was only about hospitals in Wales or not. This question was not considered sensitive by respondents.

A & E Q40

Respondents liked the reference to both A & E and casualty in the question and using the two terms did not add any confusion. As it happened respondents only thought about A & E services used in Wales. However, from the evidence we have regarding question 32 and other questions in this section, there potentially could be a group of respondents to the survey who would include A & E used in England, for example those who live on the border.

Recommendations

- To assist respondents to think about the last 12 months, consider adding a text fill so the month is added in the question e.g. Thinking about the last 12 months, that is from last [June to this June] have you seen a GP/family doctor/ about your own health in Wales?
- Consider retaining the other wording in the questions without modifications.

4.4 To measure if an appointment was made or if people just turned up at the GP surgery to see the GP (Q17/Q48) / the nurse Q25 (Q87)

4.4.1 GP Q17 (Q78) / Nurse Q25 (Q87)

{READ TO ALL}

Q17 Intro I'm now going to ask you some questions about the most recent time you saw a GP/family doctor.

Q25 Intro I'm now going to ask you some questions about the most recent time you saw a practice nurse or another nurse at your GP surgery/family doctor's surgery.

Q17(Q78) **Did you make an appointment for yourself?**
Q25(Q87) INTERVIEWER NOTE: If an appointment was made, but not by the respondent, code 'no'
SINGLE CODE ONLY

<div align="center">

Yes 1
No 2

</div>

Findings

Overall

On the whole this question worked as intended in the 'GP' and in the 'Nurse' module and was considered easy to answer. We present below findings identified in testing which could impact on the measurement aim of this question being achieved.

Difficulties with recall and excluding appointments made by health professionals

Testing did reveal that this question could be difficult if:

1. the respondent saw the GP a long time ago and they were not sure if they had made the appointment; or
2. the nurse or the GP made a follow-up appointment and the respondent was not sure whether to include this or not; or
3. the respondent had called the GP practice wanting to see a GP but the receptionist gave them an appointment with the nurse.

When the first issue was encountered, respondents did correctly identify appointments made in the last 12 months. In testing, when the second issue was encountered respondents either decided to include this or exclude this instance. As the question is trying to measure appointments made by the respondents, inclusion of such instances will result in over-reporting. The third issue was encountered only once in testing and the respondent correctly included this as an appointment to see the nurse. (The usual

practice in the respondent's GP surgery is that patients are seen by a nurse before the GP).

Other findings

Testing revealed that a phlebotomist was considered as a nurse for some respondents. Phlebotomists however are not always nurses. How the Welsh Government would want to deal with this will depend on whether nurse activities carried out by other specialists should be or should not included. If such activities should not be included then this would need to be clarified in the question.

Recommendations

- Consider amending the wording of this question asked in both the GP and nurse modules to: Did you make **this** appointment for yourself? Please exclude appointments made by anyone else on your behalf.

4.5 To measure what type of hospital patient people had been on their most recent appointment.

4.5.1 Hospital Q33 (Q96)

ASK IF 1 AT Q32

Q33 (Q96) **Was that as an outpatient, day patient or an inpatient? An outpatient is a patient at a hospital who is not admitted to a hospital bed. A day patient is admitted to a hospital bed but does not need an overnight stay. An inpatient stays at the hospital overnight.**
SINGLE CODE ONLY

Outpatient	1
Day patient	2
Inpatient	3

Findings

This question was only asked in the hospital module. This question worked as intended with all respondents finding it easy to correctly identify the type of patient they had been in the hospital. Universally respondents correctly understood the explanation of the types of patients.

'Outpatient' was understood as "*You go in, get dealt with and go home.*"
'Day patient' was understood as "*You're there all day, maybe from 8 o'clock in the morning 'til 10 o'clock at night, but then you go home to your own bed.*

Maybe you've had treatment and they just need to keep an eye on you…you need to be observed for a while, before they let you go".
'Inpatient' was understood as "*Go in with your towel, your flannel and your soap (laughter).*" (Female, 60 or over, with no qualifications)

Recommendations

- Retain this question without modification.

4.6 To measure whether people are able to get a GP / nurse / hospital appointment at a convenient time

4.6.1 GP Q19 (Q80)/ Nurse Q27(Q89)/ Hospital Q35 (Q98)

Why would you say it was difficult to get an appointment at a time that was convenient to you?

Interviewer to probe: 'Any other reason?'

MULTICODE

Problems getting through to the service by phone to make an appointment	1
Problems getting through to the service by e-mail or online to make an appointment	2
Long queue at the surgery to make an appointment	3
Problems registering as a patient	4
No early morning appointments offered	5
No evening appointments offered	6
Not enough choice of possible times/dates	7
There was no convenient appointment available in the near future	8
Not offered an appointment far enough in advance	9
Language barrier	10
Other (please specify)	11

Findings

Overall

The same question was asked in the 'doctor', 'nurse' and in the 'hospital' module.

Testing this question revealed that respondents adopted two approaches when answering this question. The approaches found across the different modules were:

- To continue to think about their most recent appointment (correct understanding); or,
- To answer based on their general experience (wrong understanding).

The second strategy could potentially reduce the validity of the data collected.

Use of 'Other'

'Other' was used to indicate that the respondent had to use public transport to get to the appointment; or because the respondent had to call the local authority get an appointment nearer to home as the hospital s/he was referred to was in England.

Administration of the question

This open question was difficult for interviewers to code, when respondents provided a long detailed response or even when this did not occur, interviewers were not always confident how to indicate the respondent's answer. It was discussed in the debrief that using a showcard would prevent interviews interpreting respondents' answers and possibly missing some answers, while trying to listen to the respondent. This question is vulnerable to under-reporting because of interviewer difficulties. If a showcard is used consider simplifying the list provided for interviewers in testing.

Recommendation

- Consider amending this question slightly to help respondents think about their last appointment only. Continuing to think about your most recent appointment only why would you say it was difficult to get this appointment at a time that was convenient to you?
- We would advise revising the list of answer options or using a showcard.

4.7 To measure the reasons why people had difficulty getting to and from the GP surgery/ Hospital/ A & E

4.7.1 GP Q21 (Q82)/ Nurse Q29(Q91)/ Hospital Q37 (Q100) and A & E Q42 (Q106)

Why would you say it was difficult?
Interviewer to probe: 'Any other reason?'
MULTICODE

Health or mobility problems 1
Poor public transport 2
No access to a car 3
Parking problems 4
Other (please specify) 5

Findings

Overall

The same question is included in all four modules (GP, nurse, hospital appointment, and A & E). This question was not tested in the GP and A & E module as respondents were all routed past this question because they had found it easy to get to these two places.

Results for the nurse and hospital appointment modules suggest that the question worked as intended with respondents correctly thinking about getting to and from the GP surgery (for a nurse appointment) or hospital. For example a respondent felt it was difficult because she was not given an appointment at her nearest surgery to see the nurse but at an alternative site. The respondent had to use the public transport which was inconvenient to get to this site whereas if she was given an appointment at her nearest surgery she could have walked. Another respondent found it difficult to get to and from the hospital because of problems finding a parking space in the hospital car park.

Recommendation

- Consider retaining the question without modification

4.8 To measure patient experience of using the GP / Nurse / Hospital / A & E service in the last 12 months

4.8.1 GP Q22 (Q83), Nurse Q30 (Q92), Hospital Q38 (Q101), A & E Q43 (Q107)

Q22 (Q83) **SHOWCARD 12** (31) **Thinking about the most recent time you saw a GP/family doctor, to what extent do you agree or disagree with each of the following statements:**

Q30 (Q92) **SHOWCARD 12** (31) **Thinking about the most recent time you saw a nurse at your GP surgery for your own health, to what extent do you agree or disagree with each of the following statements:**

READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A	B	C	D	E	F
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
At the start of the appointment, the nurse knew all the relevant information about me and my medical history.	1	2	3	4	5	6
I, or my carer, was given all the information I needed.	1	2	3	4	5	6
I was treated with dignity and respect.	1	2	3	4	5	6

Q38
(Q101) SHOWCARD 12 (31) **Thinking about the most recent time you had an appointment at an NHS hospital, to what extent do you agree or disagree with each of the following statements:**

READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Strongly agree	B Tend to agree	C Neither agree nor disagree	D Tend to disagree	E Strongly disagree	F Don't know
At the start of the appointment, the health professional knew all the relevant information about me and my medical history.	1	2	3	4	5	6
I or my carer was given all the information I needed.	1	2	3	4	5	6
I was treated with dignity and respect.	1	2	3	4	5	6

Q43
(Q107) SHOWCARD 12 (31) **Thinking about the most recent time you attended the Casualty/A&E department as a patient, to what extent do you agree or disagree with each of the following statements:**

READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Strongly agree	B Tend to agree	C Neither agree nor disagree	D Tend to disagree	E Strongly disagree	F Don't know
I or my carer was given all the information I needed.	1	2	3	4	5	6
I was treated with dignity and respect.	1	2	3	4	5	6

Findings

Overall

This question generally worked as intended, including the answer options in all four modules. There was one occasion in testing when a respondent felt this question should be a 'yes/no' question, nevertheless the respondent was able to answer the question as intended. 'Don't know' was not selected by any respondents.

Testing this question did reveal that there were two answer strategies used to answer this question, irrespective of which module this question was asked in. These were to answer the question thinking about:

- the most recent appointment (correct understanding);
- their general experience (incorrect understanding).

For the hospital questions respondents did change who they thought about when they answered each statement. Respondents thought about the health professional who treated them for statement 1 (whether they were given all the information they needed) and the receptionist for statement 2 (whether they were treated with dignity and respect). We present below additional findings on how each statement was understood in the four health modules.

Statement 1: At the start of the appointment, the health professional knew all the relevant information about me and my medical history.

This statement was asked in the GP, nurse and hospital module. Relevant information was understood as if you have an illness the health professional knows what is wrong with you; and also whether the GP knows what has been going on in your life with regards to you health over the last few years. For the GP question respondents referred to the information that is up on the computer screen when they entered the GP's room. In the hospital question respondents were asked about the health professional. This was well understood as a person qualified to conduct the treatment such as nurse, doctor/consultant or specialised doctor e.g. cardiologist.

Statement 2: I or my carer was given all the information I needed.

This statement seems to have been understood as intended. There was one occasion in testing, when a respondent who had mental illness included his social worker. The discussion at the debrief clarified that 'carer' in this question is intended to include anyone who provided support at the appointment e.g. friend or relative so in this instance social care worker would be acceptable.

'All the information I needed', was understood as:

- telling you what medication they are giving you if you are ill;
- explaining what is wrong with you;
- how you are going to get better; and
- whether you need to go to hospital.

Statement 3: I was treated with dignity and respect

Respect and dignity was well understood as:

- the health professional was polite and respectful;
- doesn't assume things about you; and
- respects your problems.

Answer scale

The answer scale worked as intended in all four questions. Tables 4.6 to 4.8 illustrate which answer categories were selected by respondents for each health module. As before we show in red font where an answer scale has not been used as intended and would prevent the question from capturing the intended information.

Recommendation

- Consider not using 'Don't know' as an explicit answer category at this question but instead have it as a spontaneous response.
- If respondents should answer all the statements thinking only about the health professional who treated them in A&E and in the hospital section, consider specifying this in the statement and including "**recent time**" in bold text so interviewers know to stress this when they read out the question.

Table 4.6 illustrates how the answer scale was used for statement 1 (only the answer categories which were used are shown).

Statement 1: Knew all the relevant information about me and my medical history.				
	1. Strongly agree	2. Tend to agree	3. Neither agree nor disagree	4. Tend to disagree
GP	• Had the information up on the computer screen and was well informed about the previous appointment with the nurse.	• '*He was clued up who I was*' (Male 45-59, intermediate professional). • Had the information up on the computer screen.	• GP was looking at the screen when the respondent went in for his/her appointment.	
Nurse		• Had the information up on the computer screen.		At the last appointment the nurse had not known that the respondent was diabetic and that s/he had come to get her/his blood tested.
Hospital	• Everything went fine and had no complaints. • Respondents whose in the head answer was 'yes' were able to select an answer from the showcard. In testing, 'strongly agree' was selected in this situation.		• No reason to doubt they had all the information, but not able to say for definite.	
A & E	STATEMENT NOT ASKED			

Table 4.7 Illustrates how the answer scale was used by respondents for statement 2 (only the answer categories which were used are shown).

Statement 2: I or my carer was given all the information I needed.				
	1. Strongly agree	2. Tend to agree	3. Neither agree nor disagree	4. Tend to disagree
GP	• Fully discussed the situation with the respondent.	• GP told him what was wrong but respondent sought a second opinion from a private doctor.	•	• Because GP had said that it was difficult to give the information without first seeing the results from the X –ray, with the implication the respondent felt s/he had not been given the information straightway.
Nurse	• The respondent thought the nurse was fantastic and gave a good examination and more than what other nurses had done at previous appointments.		• The respondent had to call up for test results.	
Hospital	• Knew the hospital nurse had read all the respondent's notes and was able to give answer all the respondent's questions.			
A & E	• Provided him/her with all the information s/he needed before s/he left A & E (thinking about nurse). • The nurse and doctor treating the respondent repeated the information and answered all the respondent's questions.	• Had to wait a long time for their turn and did not know why nor how long the waiting time would be. (Respondent was thinking only about the reception.)		

Table 4.8 Illustrates how the answer scale was used by respondents for statement 3 (only the answer categories which were used are shown).

Statement 3: I was treated with dignity and respect.		
	1. Strongly agree	**2. Tend to agree**
GP	• Remembers recalling after the appointment how nice the GP had been.	• Nothing wrong with the way the respondent was treated.
Nurse	• Gave advice, asked the respondent how s/he was doing and was not judgemental. • Spoke nicely and took the respondent's coat	
	• Answered generally thinking about how the nurses generally treat him. "*The nurses are cheerful, they're never brusque, they have time for however long you need… they never rush you*" (Male 60 or over, managerial professional).	
Hospital	• Thinking s/he was. • Everything went well at the hospital. • No one was rude or rushed the respondent.	• Try to make him/her comfortable to ease the condition. • Everything was confidential
A & E	• The health professionals were polite. • "*They didn't take advantage or discriminate*" e.g. for age or that you were being stupid for being there. Respondent was thinking of all staff in A & E (Female, 16-24, A levels) • All the staff complied with the customer charter.	• The way the nurses and surgeons spoke to the respondent and gave the respondent respect despite being busy.

4.9 To measure concerns with health services.

4.9.1 Question 45 (Q119)

{ASK ALL}

Q45
(Q119) **What concerns, if any, do you have about the health service in Wales?**
PLEASE SPECIFY

Findings

Overall

This question was difficult for respondents to answer and did not always work as intended. Respondents either answered the question thinking about the service they had just answered questions about only or answered the question thinking about this service plus additional services such as hospitals, GPs, nurses, NHS dentists and or pharmacies.

In addition, there was one respondent in testing who found Question 44 extremely sensitive and found this question sensitive too. The respondent works in the NHS and felt very upset at how changes had affected the provision of care on her ward.

Below we discuss difficulties respondents had thinking about health services in Wales as a whole, and how respondents living on the border struggled to answer the question thinking about NHS Wales only.

Difficulties thinking about health services in Wales as a whole

Testing this question revealed that respondents could find it difficult to think about health services in Wales as a whole. This was shown in testing by respondents expressing that this is a difficult question to answer because they do not have experience of different areas of health services and can only answer based on what they know. These respondents felt unable to answer the question. The respondent who could not answer the equivalent question in the education section could not answer the question here for the same reason namely she did not know about all the health services in Wales.

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How respondents on the border of Wales experienced the question

Respondents living on the border of England and Wales either thought about health services in:

- England only (because they only had experienced hospital care in England); or
- England and Wales.

Such differences in interpretation will affect the validity of the data collected if respondents should only be thinking about services used in Wales only. However, if respondents can include services used in England then this will not affect the measurement aim of this question being achieved.

Alternative version of this question

We were asked to test a differently-worded question to see if this would work better to capture problems. This alternative version was: **Is there anything you think should be done to improve health services in Wales?** There was a mixed reaction to this version and it is also not clear that this version has worked as intended. For example there is evidence that respondents' thought this alternative version was asking respondents to come up with solutions to improve the health service, which made the question difficult for respondents.

This question, is equivalent to the question on education system discussed in 3.4.2 it was also found to be difficult for survey interviewers to administer as they would have to type up respondents' responses quickly and accurately. Field interviewers are not trained in qualitative methods, so will not have the training to accurately summarise the respondent's answer. This question will therefore be vulnerable to some details not being recorded; or interviewers may accidentally misrepresent respondent's' answers.

Recommendations

- This question will be easier to administer for field interviewers as a closed question. If it needs to be an open question consider providing answer categories which interviewers can use to code respondents' answers.
- We would advise that respondents who answer 'don't know' to question 44 are not asked this question (this is based on evidence from testing question 14d).

5 Public services working together

5.1 To measure how well health and social care services worked together.

5.1.1 Question 46 (Q109)

**Q46
(Q109)** **In the last 12 months have you had a health problem or disability where you have needed help from both the NHS and social services?**
SINGLE CODE ONLY

	Yes 1	ASK Q47
	No 2	GO TO Q48 INTRO

Findings

Overall

Based on the evidence we have from testing, this question did not work as intended for all respondents. Respondents found this question easy to answer. Respondents who answered 'No' did so correctly, providing examples, to explain their understanding so as instances when a single parent goes into hospital and social services steps in to look after the child; in instances of abuse or mental illness to provide the necessary support. However, on probing a respondent who answered 'yes' did so incorrectly. We discuss this further below.

Drawing on previous experience of developing and testing a similar question, we know that this is a potentially difficult area for respondents to have knowledge about. Respondents may know that they receive assistance from one particular service e.g. the NHS or social services but it is harder for them to know about services working together. This is especially so when this joined-up provision is provided during a period of crisis.

Thinking about the last 12 months

Generally respondents answered this question thinking only about the last 12 months. There is no evidence of telescoping (i.e. including things beyond the stated time period). For example, a respondent correctly excluded assistance received 8 years ago.

How 'Yes' was used

Respondents answered yes if:

- they had explored receiving a respite break from caring duties (this was incorrect as this is social services working with social services); or

- they had had support from a social worker while being treated for mental illness (this was correct).

It was pointed out that this question could be sensitive if the respondent answers 'Yes'.

Recommendation

- Testing has shown that this concept is difficult to measure in a survey question as recipients do not realise they are receipt of services provided by both the NHS and social services. It is also potentially a sensitive question. To accurately collect this information, we believe a longer set of questions would be required.
- Consider providing guidance to interviewers on what to consider as NHS and what to consider as Social Services or consider removing this question from the survey.

5.2 To measure satisfaction with the joined-up provision of the service delivered

5.2.1 Question 47

{ASK IF 1 AT Q44}

Q47 **SHOWCARD 14** (36) **Overall, how well would you say the NHS and**
(Q110) **social services worked together to meet your need?**

    S   SINGLE CODE ONLY

    A   Very well 1

    B   Fairly well 2

    C   Not very well 3

    D   Not at all well 4

    E   Don't know 5

Findings

Overall

Testing revealed that this question could be difficult for respondents to answer.

How respondents found this question.

Respondents found it difficult to select an answer to the question, e.g. whether to choose 'don't know' or 'not all well'. In these cases probing revealed that the respondent was unsure how well the two services had communicated with each other. If the services had worked well together, the respondent might not have known that more than one service was involved.

The question was considered straightforward to answer by one respondent, who knew that his psychotherapist had written to his psychiatrist and his social worker was copied into that correspondence. The respondent answered 'fairly well'

How 'meet your need' was understood

'Meet your need' was understood as:

- To have a meeting with the respondent and present what they were going to do and what support s/he was entitled to.
- The psychotherapist, psychiatrist and social worker working together.

Recommendation

- This question assumes respondents will have the knowledge to answer this question. The complexities of the use of these services make it difficult for respondents to accurately collect this information.
- Consider providing guidance to interviewers on what to consider as NHS and what to consider as Social Services or consider removing this question from the survey.

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6 Concerns about local authority services

6.1 To measure concerns about local authority services.

6.1.1 Question 49 (Q115)

{ASK ALL}

Q49 (Q115) What concerns, if any, do you have about your local authority's services?

Findings

Overall

This question worked well in testing and respondents found this question easy to answer. Respondents provided answers such as:

- poor quality services;
- the Poll Tax;
- transport to day centre for older people being cut;
- sprucing up the area;
- rubbish bins;
- state of the roads;
- council should listen more;
- keeping the place tidy; and
- getting things done on his/her social housing home.

We set out below how 'local authority' was understood. We also report below on an alternatively-worded question asked as a probe.

Understanding of 'local authority'

'Local authority' was well understood as:

- including street cleaning, lighting, refuse collection, re-cycling;
- anything to do with the community; and
- helping to maintain social housing.

However, some respondents incorrectly understood Local Authority to include the 'Police'. This is thought to be because of their association between the Police and the word 'authority'

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Alternatively-worded question

We were asked to test an alternatively worded question to see if this would work better to capture problems. This alternative version was: **Are there any changes that would make you more satisfied with your local authority's services**? The tested version of this question was preferred over the alternatively worded question because the alternative assumed that the respondent:

- has knowledge of the changes that one could make. To know this you would have to sit down and think very hard about what changes to make.
- knows about the working processes and policies.
- knows the solutions.

It was also felt to be harder to understand because the word 'satisfied' raised questions about what would be classed as 'satisfied'. When the alternative version was preferred the respondent could either not explain the reason or provided the same answer at both questions.

Recommendation

- Consider changing 'your local authority' to be 'your council' or naming the local authority (e.g. Carmarthenshire County Council' etc.

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7 Concerns about the transport system in Wales

7.1 To measure concerns about the transport system in Wales

7.1.1 Question 51 (Q121)

{ASK ALL}

Q51
(Q121) **What concerns, if any, do you have about the transport system in Wales?**

Findings

Overall

Testing this question revealed that the 'transport system' was understood more narrowly then was intended. We discuss below how it was understood. Like its equivalent questions (Q14d, Q45 and Q49) we were asked to test an alternative wording of this question in the probing. We also report on how this question performed in testing below.

Understanding

On the whole respondents answered this question thinking about buses and trains only. On rare occasions Dial-a-ride, taxis and roads were also considered. When roads were thought about, it was in the context that to travel from North to South Wales it is often easier to drive through England.

There was also hesitancy over whether the question was referring to the *local* transport system only or if the question referred to the transport system in the whole of Wales. Generally when respondents had this understanding they answered the question thinking about local services only. Testing similar questions for other surveys, we have found that there will be a group of respondents who will only answer the question based on the services they use, so there will be respondents who will answer this question thinking only about local services or even one service e.g. bus services in their area because this is all they have knowledge about.

Alternative wording of this question

We were asked to test an alternatively worded question to see if this would work better to capture problems. This alternative version was: **Is there anything you**

think should be done to improve the transport system in Wales? There were mixed feelings about which version of the question was better. Respondents who preferred the alternative version did so because it allowed them to give solutions such as more buses or more buses at key times rather then the tested version which was just asking for problems i.e. not enough buses. On the other hand some respondents preferred the 'tested' version because it did not assume that the respondent has any knowledge about transport system in Wales.

Respondents answered this question thinking:

- about frequency or lack of bus services; or
- cancellation of trains and only finding out when one gets to the station; or
- roads could do with repairing through better maintenance, e.g. repair of potholes, and road bumps.

Recommendation

- Consider retaining the tested version of the question. To assist respondents to think beyond local transport services in Wales consider adding further direction to the introduction in this section. E.g. The Welsh Government is interested in your views about any aspect of the transport system in Wales generally or providing a definition.

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8 Views of the Welsh Government

8.1 To measure whether information is provided in the form that people want

8.1.1 Question 52 (Q122)

{ASK ALL}

Q52 (Q122) SHOWCARD 16 (39) **To what extent do you agree or disagree with the following. That the Welsh Assembly Government[7] makes information available that is….**

READ OUT. SINGLE CODE ONLY FOR EACH.

	A Strongly agree	B Tend to agree	C Neither agree nor disagree	D Tend to disagree	E Strongly disagree	F Don't know
Easy to access	1	2	3	4	5	6
Easy to understand	1	2	3	4	5	6
Timely	1	2	3	4	5	6

Findings

Overall

On the whole, this question did not work consistently in testing. A number of respondents from across Wales irrespective of age and education level did not know what the Welsh Government is and/or what information the Welsh Government provides. These respondents felt they could not therefore comment on the information provided by the Welsh Government. These respondents answered 'Don't know'; or, rarely, 'Neither agree nor disagree' to all the statements.

---

[7] The name Welsh Assembly Government was changed to Welsh Government during the course of the study. Because the change was so recent, the questions retained the wording "Welsh Assembly Government" as this is likely to have been more familiar to respondents. However, probe questions were asked about understanding of the term Welsh Government (see discussion at end of section 8.1).

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When respondents understood the term 'Welsh Government' and knew about the information they provided then the question generally worked as intended. With a respondent saying:

> *"it is really lovely for us to have a voice, that is what I feel about it, it is great that Wales has got a voice because we are very different, I know the politicians would go to Whitehall, but to be living in Wales they have got to be able to serve people better so I am really proud that we have got a Welsh Assembly."* (Female, 45-59, with no formal qualifications)

There is no evidence that strong antipathy towards the Welsh Government impacted on this question working as intended. Respondents were able to provide valid answers

We report on below how 'Easy to access', 'Easy to understand' and 'Timely' were understood by respondents and how respondents understood 'Welsh Government'.

Understanding of terms

'Easy to access' was well understood. For example respondents thought about:
- web-sites;
- the news;
- leaflets through the door in both English and Welsh about what the government is doing in local areas; and
- local newspapers.

> *"…that you can get information on what you're looking for, easily… easy to know what it means*" (Female, 25-44, CSE or equivalent)

No respondents thought about visual presentation e.g. larger print as a form of easy access. If this should be included, then respondents will need direction to think about this in the intended way.

The term 'Easy to understand' was well understood too. Respondents thought about for example:
- availability of information in English and Welsh so everyone can understand it;
- using accessible vocabulary; and

- providing improvements for people with limited literacy e.g. providing newsletters.

'Timely' was not consistently understood. When respondents did not understand it, they selected 'Neither agree nor disagree' to show they "did not know" the meaning of the term. This suggests that there is an overlap between this answer category and 'Don't know'.

When respondents did understand 'Timely' correctly, they were not confident in their understanding. Respondents understood this as bringing out information before an election; and receiving information quickly from enquires; "I think that means it's appropriate for the time it is sent out or given-out" (Female, 60 or over, with no qualifications). These respondents were generally able to use the answer scale appropriately. For example, 'strongly agree' was used when a respondent felt strongly no information was being produced. 'Don't know' was used when a respondent did not know what information the Welsh Government made available.

The term 'Welsh Assembly Government' was not consistently understood. Respondents either knew or did not know and could not guess When it was understood, respondents made comments such as:
- nice that they have their own government: or,
- that they hoped it will keep going or that they would not let the English 'take it all'; or,,
- they have their own rights with their own government.

Just prior to the field testing it was announced that the Welsh Assembly Government would now be known as the Welsh Government. We were asked by the Welsh Government to test the wording of the question as is, so with reference to the Welsh Assembly Government, because respondents would probably be more familiar with the latter term. However, probe questions were added to find out if the change of name would impact on the performance of the question.

We found that the change of name did not impact on the performance of the question. Respondents who understood 'Welsh Assembly Government' also understood 'Welsh Government'. There were occasions in testing when respondents spontaneously used the name Welsh Government not realising that 'Assembly' had been dropped from the name.

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Recommendations

- As there is a group of respondents who do not know what the Welsh Government is or does, consider providing an introduction. There will still be respondents who may select 'Don't know', which is a valid answer in this situation.

- Consider retaining 'Don't know' as an explicit category. We understand that there is an interest for this question to look at trends over time. Therefore, it would be useful to still ask this question to respondents who may not know what the Welsh Government does or the information they provide, to be able to see if over time awareness is increasing.

- Consider retaining the showcard but drop 'neither agree nor disagree'.

- Consider replacing 'timely' with a simpler word/phrase such as 'there when you needed it'.

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8.2 To measure concerns about the work the Welsh Government does

8.2.1 Question 54 (Q124)

{ASK ALL}

Q54 (Q124) **Are there any changes that would make you more satisfied with how the Welsh Assembly [8]Government is doing its job?** PLEASE SPECIFY

Findings

Overall, this question does not seem to have consistently worked as intended. Respondents' spontaneous answers to this question covered areas such as:

- increasing pensions;
- working people could pay for prescriptions to help the NHS in Wales;
- to express their support or antipathy for the Welsh Government as their concern;
- reducing the number of local authorities;
- being involved with public services such as hospital and providing public toilets and
- better use of the Welsh language.

These services do come under the remit of the Welsh Government. However, when 'Welsh Government is doing its job' was probed on, it was revealed that respondent had thought about services which are not the remit of the Welsh Government. These services included:

- police; and keeping the streets clean;;
- the Councils, doing their jobs;
- Running local activities;
- Community Support Officers going into schools e.g. offering coaching;
- Recycling; and

This shows that respondents can answer this question thinking about areas which are not actually the responsibility of the Welsh Government. However, this will be identifiable from respondent's answers.

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[8] The term "Welsh Assembly Government" was retained during this study, as discussed in section 8.1.

Problematic issues around item non-response

It was also found that this question could be vulnerable to item non-response for two reasons. These are:

1. respondents who answered 'Don't know' at Q53 answered 'Don't know' at this question too. This could be sensitive for respondents in this group because it highlights their lack of knowledge or interest.

2. saying it was difficult and respondents would need time to do some research before answering the question.

As already discussed in earlier sections of this report regarding the other open ended questions, this question is also vulnerable to some details not being recorded or summaries not fully capturing respondents' views because field interviewers are not trained in qualitative methods, so will not have the training to accurately summarise the respondent's answer. Consideration should be given to whether a suitable answer frame could be developed.

Recommendations

- Consider not asking Q54 (Q124) if respondents answered 'don't know' at Q53.
- As noted for the equivalent questions in the previous sections (Q14d & Q45) the format of this question is difficult for survey interviewers to administer in the field.
- If the question needs to be an open question consider providing answer categories, which interviewers can use to code respondents' answers.

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Appendix A   Probe Sheet

P3105 National Survey for Wales

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
- To examine whether respondents are able to answer the new survey questions (i.e. whether they can recall all the information required).
- To explore whether the new survey questions capture full information (i.e. answer categories are adequate).

The questionnaire sections are as follows:
- **Demographics** (Not tested)
- **Local area** (Asked of all)
- **Education (Routed on whether parents with a child in primary and secondary school)**
  Primary Education

  Secondary Education
- **Health** (Ask one section depending on what service the R has used)
  GP (Priority 3)

  nurse at a GP surgery (Priority 3)

  hospital patient (Priority 2)

  A&E (Priority 1)
- **Public services working together** (Asked of all)
- **Transport system** (Asked of all)
- **Welsh Assembly Government**   (Asked of all)

Serial Number: _e.g BSA01_____

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

Date of interview: ___/___/2011

Name of interviewer: _____

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> Interviewer please note
>
> We have inserted check questions to help you with routing. Check questions are shown by **INT CHK**
>
> - Check questions for yourself (& not to be read out to the R) are boxed in red like this e.g.
> - Check questions which you need to ask the R to know which questions to ask them are not boxed and are formatted similarly to the test questions.

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 Welsh Assembly Government to test questions which will appear in the National Survey for Wales next year.
- This survey is important because it helps the Welsh Assembly Government to find out the views and experiences of people in Wales and target resources to meet needs. 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 Assembly Government to know what matters to people in Wales.
- 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 an hour 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.

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Stage Two: Think Aloud

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

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| **Stage 3: BACKGROUND QUESTIONS** |

I would like to start by just asking you some background questions please.

{ASK ALL}

A1   How many people are there living here?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

{ASK ALL}

A2 Does this include any children?

Yes

No

{A2=Yes}

A3 How old is your child/ are you children? _____

> **INTERVIEWER PLEASE NOTE** THE AGES OF ANY CHILDREN AGED 19 OR UNDER AS YOU MAY NEED THIS FOR ROUTING LATER

| **Stage Four: Specific Question by Question Probing** |

| **LOCAL AREA** |

{READ TO ALL}

Q1 INTRO In this set of questions we are interested in how you feel about your local area. When answering, please consider your local area to be the area within a 15-20 minute walking distance from your home.

{ASK ALL}

Q1
(Q44)

SHOWCARD 1 (18) **To what extent do you agree or disagree that your local area is…**

SINGLE CODE FOR EACH

	A Strongly agree	**B** Agree	**C** Disagree	**D** Strongly disagree	**E** Don't know
Well maintained	1	2	3	4	5
Free from litter and rubbish	1	2	3	4	5
Free from graffiti and vandalism	1	2	3	4	5
Safe for children to play outside	1	2	3	4	5
Free from heavy traffic	1	2	3	4	5

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Q1

Aim and background

- To find people's perception of the quality of their local area.
- WAG are interested in finding out if perceived quality and safety of environment can influence whether people are willing to do outdoor exercise, volunteer in the community etc. For example, graffiti is often linked to a fear of crime and a littered environment makes people feel as though they don't belong.

General Probes

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- How easy or difficult was it for you to answer these questions? Why?
- Where there any statements for which you weren't sure which answer to give? How did you decide which answer to give?
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question or have no knowledge/experience to answer the question?*
- *Did you think about a 15-20 minute walk from your home as your 'local area'? – if so, how easy was that?*
- Did you think about the same local area when you answered these 5 statements or did you think of different areas? *Explore reasons for differences*

Statement 1

- What did you understand by '**Well maintained'** in this statement'? *Probe for examples*

Statement 2

- What did '**Free from litter and rubbish**' mean to you in this statement? *Probe for examples*

Statement 3

- What did '**Free from graffiti and vandalism**' mean to you in this statement? *Probe for examples*

Statement 4

- What did you understand by '**Safe for children to play outside'** in this statement? *Probe for examples*

Statement 5

- What did you understand by '**Free from heavy traffic** in this statement? *Probe for examples*

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{ASK ALL}

Q2 **SHOWCARD 2** (19) **Have you personally experienced discrimination, harassment or abuse in the last 12 months, for any of these reasons?**
(Q45)

Please just tell me the letter next to the reasons that apply

CODE ALL THAT APPLY

A	Your accent	1
B	Your ethnicity	2
C	Your age	3
D	Your language	4
E	Your colour	5
F	Your Nationality	6
G	Your mental ill health	7
H	Any other health problem or disability	8
I	Your sex	9
J	Your religious belief or faith	10
K	Your sexual orientation	11
L	Where you live	12
M	Other (please specify)	13
N	I have not experienced this	14

{IF MORE THAN ONE REASON GIVEN AT Q2} (Q45)

Q3 **SHOWCARD 3** (19) **Which of these do you feel was the main reason?**
(Q46)

SINGLE CODE ONLY

CAPI - ONLY SHOW OPTIONS SELECTED IN Q2

A	Your accent	1
B	Your ethnicity	2
C	Your age	3
D	Your language	4
E	Your colour	5
F	Your Nationality	6
G	Your mental ill health	7
H	Any other health problem or disability	8
I	Your sex	9
J	Your religious belief or faith	10
K	Your sexual orientation	11
L	Where you live	12
M	Other (please specify)	13
N	Don't know	14

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Q3

Aims

To provide an indication of community cohesion to evaluate the Community Cohesion Strategy.

Probes

- How did you decide on your answer to this question?
- How easy or difficult was this to do? *Explore reasons*

Explore

- If the R found it difficult to select one reason only whether it was because they had experienced discrimination and or harassment and or abuse for different reasons.
- How the respondent felt about answering this question.
- Was there any option that you weren't sure what it meant? If yes – which ones?
- What time period were you thinking about when you answered this question – *from when to when*
- *Was R still thinking about the local area when answering this question?*

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{ASK ALL}

Q4
(Q50)

Do you personally use the internet at home, work or elsewhere?

SINGLE CODE ONLY

Yes 1   **GO TO Q5**
No 2   **GO TO Q4a**

{ASK IF 2 AT Q4}

Q4a
(Q50)

Have you ever used the internet anywhere in the past?

SINGLE CODE ONLY

Yes 1
No 2   **GO TO INT CHK 1**

{ASK IF 1 AT Q4}

Q5
(Q54)

SHOWCARD 4(23) **Thinking about when you have used the Internet for personal or private use. Which of these activities have you used the Internet for?**

MULTICODE

A	E-mail	1
B	Telephoning over the internet / video conferencing	2
C	Chat rooms, message boards, social networking sites or blogging	3
D	Finding information about health, government or public services	4
E	Finding information related to schoolwork or an education course	5
F	Finding information about other goods or services (including holidays, flights, houses)	6
G	Listening to the radio or watching TV programmes	7
H	Playing or downloading music, games or other software	8
I	Reading or downloading on-line news (including newspapers or news magazines)	9
J	Buying or ordering tickets, goods or services (excluding shares and financial services)	10
K	Personal banking, financial and investment activities	11
L	Selling goods or services (eg through on-line auctions)	12
M	Looking for jobs or work	13
N	General browsing	14

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Q4a and Q5

Q4a (low priority)

Aims

▪ To examine reasons why Rs don't use the internet

Probes

▪ Explore the circumstances in which the R has used the internet in the past.

Q5 Aims

• WAG are encouraging people to 'use' more of the internet, with a view in future to be able to provide more and more public services on-line (i.e. paying council tax – ordering recycling bags, complaining etc) they want to understand what people do on the internet at the moment (and who does what etc)

Probes

▪ How easy or difficult was this question to answer? Why?
▪ What did '**personal or private use'** mean to you in this question**?**
▪ What do you use the internet usually for?
▪ How often do you use the internet?
▪ Were there any activities listed on the card which you weren't sure whether to select them or not?
▪ Were there any activities that you do on-line, but you couldn't select it here?

Explore

▪ Why the respondent selected or didn't select these activities e.g. because infrequent activity or R didn't understand/recognise the activity

Q6 (Q55)	**SHOWCARD 5** (24) **On this card are examples of government websites or websites of public services. Have you visited any of these or similar websites for personal purposes in the last 12 months?**	
A	Yes	1
B	No	2
C	Don't know/ Can't remember	3

Q6 Aims:

▪ WAG would like to encourage more online 'interaction' with public services – and would like to know who currently does this
▪ To find out if the showcard list 'indicates' to Rs the type of government /public services websites to think about. To test to see if respondents think about 'all' government websites and not just the ones listed.

Probes

▪ How did you go about answering this question?
▪ How easy or difficult was it to use the showcard at this question? Why?
▪ Did you think of any other websites which you have used for personal purposes when answering this question?

If yes – which ones and explore why the R did this

If not – why not? – didn't know any others or because the R didn't realise he/she should only use the card as examples.

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PRIMARY AND SECONDARY EDUCATION

Primary Education

INT CHK 1 Is the respondent a parent/guardian of any **children** aged **4 to 12** inclusive in their household?
YES   ASK INT CHK 2
No   Go to INT CHK 3 (Secondary education)

INT CHK 2 Ask respondent for the name of a child in this age group

Name_____

{READ IF R HAS A CHILD AGED 4-12}
Q7 Intro **I'd now like to ask you about local authority funded primary schools.**

Q7
(Q59)
Has {INSERT CHILD'S NAME} attended a local authority funded primary school in Wales in the last 12 months?
SINGLE CODE ONLY

Yes	1	**GO TO Q8**
No	2	**GO TO INT CHK 3**

Q8
(Q60)
SHOWCARD 6 (26) **Thinking about the last 12 months, how satisfied or dissatisfied are you with {INSERT CHILD'S NAME }'s primary school?**
Interviewer instruction: If the child has moved school in the last 12 months, ask about the most recent school
SINGLE CODE ONLY

A	Very satisfied	1
B	Fairly satisfied	2
C	Neither satisfied nor dissatisfied	3
D	Fairly dissatisfied	4
E	Very dissatisfied	5
F	No opinion	6

		A	B	C	D	E	F
Q9 **(Q61)**	**SHOWCARD 7** (27) **Again, thinking about the last 12 months, to what extent do you agree or disagree with each of the following statements about your experience of {INSERT CHILD'S NAME}'s primary school?** READ STATEMENTS. SINGLE CODE ONLY FOR EACH.	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
	When I have wanted to meet with my child's teachers I have been able to meet with them within a reasonable period of time.	1	2	3	4	5	6
	I am kept informed as much as I want to be about my child's progress, for example, through parent's evenings or school reports.	1	2	3	4	5	6
	I am involved as much as I want to be in decisions about my child's education.	1	2	3	4	5	6

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Q7 Intro

Aim

- To see if respondents know whether their child attends a local authority funded school.

Probes

- What did '**local authority funded primary school'** mean to you in this introduction? How easy or difficult was it to answer this question? Why? – Explore if R was uncertain whether to include their child's school e.g. whether it was LA.

Q9 (Q61)

Aims

- To measure parents' experiences with regards to their child's primary school

Probes

Statement 1

- What did '**When I have wanted to meet with my child's teachers I have been able to meet with them within a reasonable period of time'** mean to you?
- How did you go about answering this question? How easy or difficult was this? Why?
- *Explore* reason why the respondent selected the answer they did and if they were thinking about selecting another option.
- Do you feel you have access to your child's teachers?

Statement 2

- What did '**I am kept informed as much as I want to be about my child's progress**' mean to you in this question? *Probe for examples of the ways R thought about informed.*
- How did you go about answering this question?
- How easy or difficult was this? Why?
- *Explore* reason why the respondent selected the answer they did and if they were thinking about selecting another answer.
- Was there anything you weren't sure whether to include or exclude when you were answering this question? What was this/these?

Statement 3

- What did '**I am involved as much as I want to be in decisions about my child's education.**' mean to you in this question?
- How did you go about answering this question? How easy or difficult was this? Why?
- *Explore* reason why the respondent selected the answer they did and if they were thinking about selecting another answer.
- Was there anything you weren't sure whether to include or exclude when you were answering this question? What was this/these?

General

- If not already covered explore in what circumstances 'don't know' could be used.

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Secondary education

INT CHK 3 Is the respondent a parent/guardian of any **children** aged **11 to 19** inclusive in their household?
YES   ASK INT CHK 4
No   Go to 14b INTRO

INT CHK 4 Ask respondent for the name of a child in this age group (Interviewer you can include a child aged 11 or 12 who was thought about in the primary edu module)

Name_____

{READ IF R HAS A CHILD AGED 11-19}
Q10 Intro I'd now like to ask you about local authority funded secondary schools.

Q10 **(Q66)**	**Has {INSERT CHILD'S NAME } attended a local authority funded secondary school in Wales in the last 12 months?** SINGLE CODE ONLY	
	Yes	1	**ASK Q11**
	No	2	**And Respondent is a parent GO to Q13Intro**
			ELSE GO TO Q14b Intro

Q11 **(Q67)**	**SHOWCARD 6** (26) **Thinking about the last 12 months, how satisfied or dissatisfied are you with {INSERT CHILD'S NAME }'s secondary school?** Interviewer instruction: If the child has moved school in the last 12 months, ask about the most recent school SINGLE CODE ONLY	
A	Very satisfied	1
B	Fairly satisfied	2
C	Neither satisfied nor dissatisfied	3
D	Fairly dissatisfied	4
E	Very dissatisfied	5
F	No opinion	6

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		A	B	C	D	E	F
Q12 **(Q68)**	**SHOWCARD 7** (27) **Again, thinking about the last 12 months, to what extent do you agree or disagree with each of the following statements about your experience of {INSERT CHILD'S NAME}'s secondary school?** READ STATEMENTS. SINGLE CODE ONLY FOR EACH.	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
	When I have wanted to meet with my child's teachers I have been able to meet with them within a reasonable period of time.	1	2	3	4	5	6
	I am kept informed as much as I want to be about my child's progress, for example, through parent's evenings or school reports.	1	2	3	4	5	6
	I am involved as much as I want to be in decisions about my child's education.	1	2	3	4	5	6

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Q12

INT: IF PROBED EQUIVALENT QUESTION IN THE PRIMARY EDUCATION SECTION (Q9) YOU DON'T NEED TO PROBE FOR DETAIL AT THIS QUESTION. USE PROBES IN BLUE.

Aim

- To see if respondents know whether their child attends a local authority funded school.

Probes

- What did '**local authority funded secondary school'** mean to you in this introduction? How easy or difficult was it to answer this question? Why? Explore if R was uncertain whether to include their child's school? E.g. LA

Aims

- To measure parents' experiences with regards to their child's primary school

Probes

General

- How easy or difficult did you find this question to answer? Why

Statement 1

- What did '**When I have wanted to meet with my child's teachers I have been able to meet with them within a reasonable period of time'** mean to you?
- How did you go about answering this question? If not already covered - How easy or difficult was this? Why?
- *Explore* reason why the respondent selected the answer they did and if they were thinking about selecting another option.
- Do you feel you have access to your child's teachers?

Statement 2

- What did '**I am kept informed as much as I want to be about my child's progress**' mean to you in this question? *Probe for examples of the ways R thought about informed.*
- How did you go about answering this question?
- How easy or difficult was this? Why?
- *Explore* reason why the respondent selected the answer they did and if they were thinking about selecting another answer.
- Was there any thing you weren't sure whether to include or exclude when you were answering this question? What was this/these?

Statement 3

- What did '**I am involved as much as I want to be in decisions about my child's education**' mean to you in this question?
- How did you go about answering this question? How easy or difficult was this? Why?
- *Explore* reason why the respondent selected the answer they did and if they were thinking about selecting another answer.
- Was there anything you weren't sure whether to include or exclude when you were answering this question? What was this/these?

General Probes

- If not already covered explore in what circumstances 'don't know' could be used.

{READ TO ALL RESPONDENTS WHO HAVE A CHILD AGED 17 OR UNDER}

Q13Intro: I would like to ask you about activities you may do with your child/children to help him/her/them to learn new things or develop new skills.

INT CHK 5 Does the respondent have a child aged 3-7

Yes Go TO   INT CHK 5a

No   Go TO   INT CHK 6

INT CHK 5a Ask the names of all the children aged 3-7 in the household

1)

2)

3)_____

{ASK IF RESPONDENT HAS CHILD AGED 3-7}

Q13 (Q74) **SHOWCARD 8** (30) For {INSERT child X's name, INSERT child Y's name, etc.}, **how often do you…**
READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Every day	**B** Several times a week	**C** Once or twice a week	**D** Once or twice a month	**E** Less often	**F** Not at all	**G** Don't know
Look at books or read stories to him/her/them	1	2	3	4	5	6	7
Help him/her/them to recognise/learn about letters, numbers or shapes	1	2	3	4	5	6	7
Help him/her/them to read/write	1	2	3	4	5	6	7
Help him/her/them with school work	1	2	3	4	5	6	7

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INT CHK 6 Does the respondent have a child aged 8-17

Yes GO TO INT CHK 6a

No   Go TO   Q14b Intro

INT CHK 6a Ask the names of all the children aged 8-17 in the household

1)

2)

3)_____

{ASK IF RESPONDENT HAS CHILD AGED 8-17}

Q14
(Q75)
SHOWCARD 8 (30) For {INSERT child X's name, INSERT child Y's name etc.}, **how often do you**
READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Every day	**B** Several times a week	**C** Once or twice a week	**D** Once or twice a month	**E** Less often	**F** Not at all	**G** Don't know
Discuss the news or a documentary with him/her/them	1	2	3	4	5	6	7
Help him/her/them to read or consult books, magazines or newspapers	1	2	3	4	5	6	7
Help him/her/them to look up/consult information on a computer or the internet	1	2	3	4	5	6	7
Help him/her/them with school work	1	2	3	4	5	6	7

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Q13 and Q14

AIMS

- To measure how parents support their child's learning in regards to supporting learning e.g. homework and not about 'life skills' such as using the internet to look for information not to do with school work.
- To seek if parents who are not the main carer are able to answer the questions

Q13 Probes

General

- What time period were you thinking about when you answered these statements. From when to when
- How easy or difficult did you find this question to answer? Why? Explore for each statement and why the R selected the answer they did.
- Explore for sensitivity

Statement 1

- What did '**Look at books or read stories to him/her/them'** mean to you in this question? *Probe for examples*

Statement 2

- What did '**Help him/her/them to recognise/learn about letters, numbers or shapes'** mean to you in this question? *Probe for examples*

Statement 3

- What did '**Help him/her/them to read/write'** mean to you in this question? *Probe for examples*

Statement 4

- What did '**Help him/her/them with school work'** mean to you in this question? *Probe for examples*

Q14 Probes

General

- What time period were you thinking about when you answered these statements. From when to when?
- How easy or difficult did you find this question to answer? Why? Explore for each statement
- Explore for sensitivity

Statement 1

- What did '**Discuss the news or a documentary with him/her/them'** mean to you in this question? *Probe for examples*

Statement 2

- What did '**Help him/her/them to read or consult books, magazines or newspapers'** mean to you in this question? *Probe for examples*
- What does 'consult' books mean to you?

Statement 3

- What did '**Help him/her/them to look up/consult information on a computer or the internet'** mean to you in this question? *Probe for examples*

Statement 4

- What did '**Help him/her/them with school work** mean to you in this question? *Probe for examples*

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{READ TO ALL}

Q14b **Intro The Welsh Assembly Government is interested in your views about education. Firstly 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'.**

{ASK ALL}

Q14c **Overall, what do you think about the state of education in Wales nowadays?**
(Q116)

SINGLE CODE ONLY

Extremely Bad										Extremely Good	Don't Know
0	1	2	3	4	5	6	7	8	9	10	88

{ASK ALL}

Q14d **What concerns, if any, do you have about the education system in Wales?**
(Q117)

PLEASE SPECIFY

Q14d

Aims

- To measure what people feel are the 'problems' with the education system.
- 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 education system in Wales
- To find out if the question measures information about concerns and gets at what people think should be WAG's priorities.
- 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

- How easy or difficult did you find this question? Why?
- What did **education system** mean to you?
- Which education system did you think about when you answered this question?
If R didn't think of the education system in Wales explore why not

- How easy or difficult was it to think of the education system in Wales in this question? Explore reasons e.g. if R has no knowledge of the education system or couldn't think of problems
- If we had asked you for your 'main' concern how would you have answered this question?
- Would you want action to be taken over (any of) the concern(s) you mentioned?
- If we had asked you '**Is there anything you think should be done to improve the education system in Wales'** how would you have answered this question?
- Which question wording do you prefer? Why?

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HEALTH

{READ TO ALL}

Q15 Intro The next set of questions is all about the NHS. I am **NOT** going to ask you any questions about medical conditions. I'll only ask ask your opinion about health services. Please only think about the NHS when answering these questions and not private health services.

{ASK ALL}

Q15 (Q76) **SHOWCARD 9** (31) **To what extent do you agree or disagree with each of the following statements:**

READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Strongly agree	B Tend to agree	C Neither agree nor disagree	D Tend to disagree	E Strongly disagree	F No opinion	G Don't know
The NHS in Wales is one of the best health services in the world.	1	2	3	4	5	6	7
I am kept informed about how well my local health services are performing, by local health services I mean services such as GPs and NHS hospitals in your area.	1	2	3	4	5	6	7
I would like more information on how my local health services are performing.	1	2	3	4	5	6	7
I feel I have the opportunity to influence decisions that affect my local health services.	1	2	3	4	5	6	7
I would like to be more involved in the decisions my local health services make.	1	2	3	4	5	6	7

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Aims and background

- The first statement is to measure people's expectation/ethos about the NHS/public services in general
- The statements measure citizen voice i.e. - Are people informed - including do they have the information on how services are performing, consultations on major changes - does this happen and is it done well, is feedback listened to, do people feel they have a say. It may be that people are not informed, but they are not worried about this – e.g. if they are happy to trust that their local services are being managed well, or if they would not have the time to read information on their local services.
- 'Local health service' refers to services located within their area (e.g. hospitals and GPs), rather than any specialist care etc which they may need to travel further for.

Probes

General Probes

- What did the NHS mean to you? What did '**NHS in Wales'** mean to you in this question? Was there anything you weren't sure whether to include or exclude when thinking about NHS in Wales?
- **Explore** *what these were including if the R though about private treatement.*
- What did 'Local health service' mean to you in this question? *Probe for examples*
- Did this have the same meaning for all the statements?
- How easy or difficult was this question to answer? *Explore reasons for ease and difficulty generally*
- When you answered the statements in this question did you think of them separately or did you think of the earlier statement(s) I read for this question? (to explore if statement 1 impacts on how the other statements are answered)

Statement 1

- What did '**best health services in the world'** mean to you in this question? *Probe to see which countries respondent thought about when answering this question?*
- In what circumstances do you think 'no opinion' may be used?
- How did you decide on your answer? Explore the decision process
- Are we missing any answer options on the card for this question?

Statement 2

Explore understanding of the following terms in this statement

- **'kept informed'** *Probe for examples*
- **'my local health services'** *Probe for examples*
- **'performing'** *Probe for examples*
- How did you decide on your answer? Explore the decision process

Statement 3

- Thinking about statement three what types of information did you think about when you answered this question?
- How did you decide on your answer? Explore the decision process

Statement 4

- What did '**opportunity to influence decisions'** mean to you in this question?
- How did you decide on your answer? Explore the decision process

Statement 5

- What did '**more involved in the decisions my local health services make'** mean to you in this question?
- How did you decide on your answer? Explore the decision process

{ASK ALL}

INT CHK 7 I am now going to ask you a background question just so I know which of the questions we are testing I should ask you. Have you used any of the following National Health Services (NHS) for yourself in the last 12 months?

	Interviewer please circle R's response
Casualty or A&E department in a hospital?	**Yes No**
Appointment at a hospital, for example as an inpatient, outpatient or stayed overnight?	**Yes No**
GP or family doctor?	**Yes No**
Nurse at your GP?	**Yes No**

INT INSTRUCTION

If R has been to casualty/A & E	**READ Q40 INTRO**
If R has had a hospital appointment and not been to A&E	**READ Q32 INTRO**
If R has seen a nurse only	**READ Q24 INTRO**
If R has seen a GP only	**READ Q16 INTRO**
If R has seen both a nurse and a GP	**THEN SELECT THE LEAST TESTED MODULE**
If R HAS NOT USED ANY OF THESE SERVICES	**GO TO Q44**

GP (doctor) MODULE

Q16 Intro Thank you, I'm now going to ask you the survey questions we have been asked to test.

As I mentioned earlier please can you think about the NHS when answering these questions and not private health services.

{ASK ALL}

Q16
(Q77) **Thinking about the last 12 months, have you seen a GP/family doctor about your own health?**
IF NO INTERVIEWER TO ASK: Was this because you didn't need to or because you wanted to but couldn't? SINGLE CODE ONLY.

Yes	1	READ Q17 Intro
No - I didn't need to	2	GO TO Q46 Intro
No - I wanted to but couldn't	3	GO TO Q23

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{READ TO ALL}

Q17 Intro **I'm now going to ask you some questions about the most recent time you saw a GP/family doctor.**

{ASK IF 1 AT Q16}

Q17	**Did you make an appointment for yourself?**		
(Q78)	INTERVIEWER NOTE: If an appointment was made, but not by the respondent, code 'no'		
	SINGLE CODE ONLY		
		Yes 1	ASK Q18
		No 2	GO TO Q20

Q16 and Q17

Aims

- **Q16** To correctly route respondents to the GP module of questions
- **Q17** To measure if an appointment was made to route respondents that had made appointments themselves to answer questions about ease of making appointments.

Probes

Q16

- What did you understand by '**GP**' in this question?
- What did you understand by '**family doctor**' in this question? Explore if different from GP whether this added any confusion for the R on how to answer the question.
- When you answered this question were you thinking about the GP you are registered with or another GP in your surgery or were you thinking about another GP/family doctor. If R answers another GP explore who this is e.g. private GP/friend who is a GP/emergency appointments elsewhere.
- How did you go about answering this question? Explore if R thought about seeing the GP for reasons other than to do with their *own* health i.e. to accompany someone.
- What time period where you thinking of – from when to when?

Q17

- What did you understand this question was getting at? Explore if R was thinking of appointments made by others for the R.
- How easy or difficult was it for you to anwer this question? Why?

{IF 1 AT Q17 i.e Those who had made an appointment}

Q18
(Q79)

SHOWCARD 10 (32) **How easy or difficult was it to get an appointment at a time that was convenient to you?**
SINGLE CODE ONLY

A	Very easy	1	GO TO Q20
B	Fairly easy	2	
C	Fairly difficult	3	ASK Q19
D	Very difficult	4	
E	No opinion	5	GO TO Q20

{ASK IF 3 OR 4 AT Q18}

Q19
(Q80)

Why would you say it was difficult to get an appointment at a time that was convenient to you?
Interviewer to probe: 'Any other reason?'
MULTICODE

Problems getting through to the service by phone to make an appointment	1
Problems getting through to the service by e-mail or online to make an appointment	2
Long queue at the surgery to make an appointment	3
Problems registering as a patient	4
No early morning appointments offered	5
No evening appointments offered	6
Not enough choice of possible times/dates	7
There was no convenient appointment available in the near future	8
Not offered an appointment far enough in advance	9
Language barrier	10
Other (please specify)	11

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Q19

Aims and background

- To measure if people are able to get appointments at times that suits them. There is a drive for GP opening hours to be extended etc – the aim of this question is to provide evidence to measure if this is happening.
- To find out if respondents think about 'time convenient to you' when answering the question and how they understood this.

Probes

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

If not already covered

- When you answered this question did you think of a particular occasion or where you thinking generally? To explore if R generalised or thought about the most recent appointment.
- What did **'time that was convenient to you'** mean to you in this question'?
- What did '**difficult**' meant to you in this question? *Probe for examples*

INT – How easy was it for you to code the respondent's answer(s)?

{ASK IF 1 AT Q16 i.e seen a GP }

Q20
(Q81)
SHOWCARD 11 (33) **How easy or difficult was it for you to get to and from the GP surgery?**

SINGLE CODE ONLY

A	Very easy	1	GO TO Q22
B	Fairly easy	2	
C	Fairly difficult	3	ASK Q21
D	Very difficult	4	
E	No opinion	5	GO TO Q22
F	I was visited at home	6	

{ASK IF 3 OR 4 AT Q20}

Q21
(Q82)
Why would you say it was difficult?

Interviewer to probe: 'Any other reason?'

MULTICODE

Health or mobility problems	1
Poor public transport	2
No access to a car	3
Parking problems	4
Other (please specify)	5

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Aims

- To measure difficulty to get to and from the surgery
- To find out the reasons to develop a suitable list of answer options for interviewers to code respondents' answers to in the survey.

Probes

- Please talk me through how you went about answering this question? Was there anything you weren't sure whether to include or exclude? How did you decide what to do then?
- How easy or difficult was this question to answer? Could this question be made easier to answer? If yes – in what ways? Explore if R would prefer a showcard with a list of options on it.
- What are the reasons do you think people generally have difficulty making appointments?

INT – How easy was it for you to code the respondent's answer(s)?

{ASK IF 1 AT Q16 i.e seen a GP}

Q22 (Q83)	SHOWCARD 12 (31) Thinking about the most recent time you saw a GP/family doctor, to what extent do you agree or disagree with each of the following statements: READ STATEMENTS. SINGLE CODE ONLY FOR EACH.						
		A Strongly agree	**B** Tend to agree	**C** Neither agree nor disagree	**D** Tend to disagree	**E** Strongly disagree	**F** Don't know
	At the start of the appointment, the GP/family doctor knew all the relevant information about me and my medical history.	1	2	3	4	5	6
	I, or my carer, was given all the information I needed.	1	2	3	4	5	6
	I was treated with dignity and respect.	1	2	3	4	5	6

{ASK IF 3 AT Q16 – Wanted to see the GP but couldn't}

Q23
(Q85)
Why were you unable to see a GP/family doctor?

MULTICODE

Didn't know how to contact	1
Problems getting through to the service by phone to make an appointment	2
Problems getting through to the service by e-mail to make an appointment	3
Problems registering as a patient	4
No early morning appointments offered	5
No evening appointments offered	6
Not enough choice of possible times/dates	7
There was no convenient appointment available in the near future	8
Not offered an appointment far enough in advance	9
Language barrier	10
Health problems	11
Poor public transport	12
No access to a car	13
Parking problems	14
Other (please specify)	15

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Q22 and Q23

Q22

Aims and background

- To measure respondents' experience of how informed the GP was already about their case when they arrived.
- There is anecdotal evidence that GPs don't have the time to read up on patients' notes etc before they see them with the result that some patients have to re-explain their medical history or personal circumstances (e.g. bereaved). WAG would like to measure if this is true.
- To measure if respondents feel informed of their treatment/what can be done after leaving their GP.
- There is anecdotal evidence that patients leave the GP unsure of what their next steps are etc – having not had all their questions answered etc – either because of illness shock (so not able to take it in) or lack of info. WAG would like to know if this is true.

Probes

General

- When you answered this question were you thinking about the GP you are registered with or another GP in your surgery or were you thinking about another GP. If R answers another GP explore who this is e.g. private GP/friend who is a GP.
- How easy or difficult did you find this question to answer? Explore reasons for ease and difficulty.
- Where there any statements which you weren't sure which answer to give? How did you decide which answer to give?

If R answered 'don't know'

- *Explore* the reason for this. Did they understand the question or have no knowledge/experience to answer the question?

Statement 1

- What did you think the statement '**At the start of the appointment, the GP/family doctor knew all the relevant information about me and my medical history**' was getting at in this question?

Explore if

- R was thinking about GP's prior knowledge before or after their appointment?
- R was thinking about the GP's awareness of their personal situation.

If not already covered

- What did '**relevant information**' mean to you in this question?

Statement 2

- What did '**I or my carer was given all the information I needed**' mean to you in this question?
- What types of information did you think about when you were answering this question? Who gave you the information? *Probe sensitively for examples*
- What did '**carer**' mean to you in this question? Who do you think this would include? (To explore if Rs include a family/friend who accompanies the R)

Statement 3

- What did '**treated with 'dignity and respect**' mean to you in this question? Probe for examples that R thought about when they answered this question.

THE PROBES FOR Q23 ARE ON THE NEXT PAGE. IF YOU ARE NOT PROBING Q23 PLEASE ASK Q44

Q23- *Why were you unable to see a GP/family doctor?*

Aims

- To measure the main reason(s) why people cannot get an appointment

Probes

- How did you go about answering this question?
- If R gave **one** answer and not already covered ask
- Was there more than one reason why you couldn't see your GP – if yes - What were these?

INT How easy or difficult was it for you to code the R's answer(s)?

INTERVIEWER NOW ASK Q44

Practice Nurse/Nurse at the GP

Q24 Intro Thank you, I'm now going to ask you the survey questions we have been asked to test.

{ASK ALL}

Q24 (Q86)	**Thinking about the last 12 months, have you seen a nurse at your GP surgery for your own health?** IF NO INTERVIEWER TO ASK: Was this because you didn't need to or because you wanted to but couldn't? SINGLE CODE ONLY		
	Yes	1	READ Q25 INTRO
	No - I didn't need to	2	GO TO Q46 INTRO
	No - I wanted to but couldn't	3	GO TO Q31

Q25 Intro I'm now going to ask you some questions about the most recent time you saw a practice nurse or another nurse at your GP surgery/family doctor's surgery.

{ASK IF 1 AT Q24 – SEEN A PRACTICE NURSE IN THE LAST 12 MONTHS}

Q25 (Q87)	**Did you make an appointment for yourself?** INTERVIEWER NOTE: If an appointment was made, but not by the respondent, code 'no' SINGLE CODE ONLY		
	Yes	1	ASK Q26
	No	2	GO TO Q28

Q24 and Q25

Aims

Q24

- To correctly route respondents to the NHS nurse module of questions

Q25

- To measure if an appointment was made and to route respondents that have made appointments to the questions on ease on making appointments

Probes

Q24

- When you answered this question what who were you thinking about? Was there anyone you weren't sure whether to think about when you answered this question – if yes whom? and how did the R decide to include/exclude this person

Explore

- What type of nurses the R was thinking about e.g. if R was thinking about an NHS nurse/Private nurse.

If not already covered

- How did you go about answering this question? Explore if R thought about seeing the nurse for reasons other than to do with their *own* health i.e. to accompany someone.
- What time period where you thinking of – from when to when?

Q25

- What did you think this question was getting at?
- How easy or difficult was it for you to anwer this question? Why?
- When you answered this question did you think of appointments made by others for you? Explore reasons

{ASK IF 1 AT Q25 i.e Made an appointment}

Q26
(Q88) SHOWCARD 10(32) **How easy or difficult was it to get an appointment at a time that was convenient to you?**

SINGLE CODE ONLY

A	Very easy	1	GO TO Q28
B	Fairly easy	2	
C	Fairly difficult	3	ASK Q27
D	Very difficult	4	
E	No opinion	5	GO TO Q28

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ASK IF 3 OR 4 AT Q26

Q27
(Q89)

Why would you say it was difficult to get an appointment at a time that was convenient to you?

Interviewer to probe: 'Any other reason?'

MULTICODE

Problems getting through to the service by phone to make an appointment	1
Problems getting through to the service by e-mail to make an appointment	2
Long queue at surgery to make an appointment	3
Problems registering as a patient	4
No early morning appointments offered	5
No evening appointments offered	6
Not enough choice of possible times/dates	7
There was no convenient appointment available in the near future	8
Not offered an appointment far enough in advance	9
Language barrier	10
Other (please specify)	11

Q27

Aims and background

- To measure if people are able to get appointments at times that suits them such as appointments with practice nurses. There is a drive for GP surgeries to extend their opening hours – the aim of this question is to provide evidence to measure if this is happening.
- To find out if respondents think about 'time convenient to you' when answering the question and how respondents understand this.

Probes

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

If not already covered

- When you answered this question did you think of a particular occasion or where you thinking generally? To explore if R generalised or thought about the most recent appointment.
- What did **'time that was convenient to you'** mean to you in this question'?
- What did '**difficult**' meant to you in this question? *Probe for examples*

INT – How easy was it for you to code the respondent's answer(s)?

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{ASK IF 1 AT Q24 i.e seen a nurse}

Q28
(Q90)
SHOWCARD 11 (33) **How easy or difficult was it for you to get to and from your appointment with the nurse?**
SINGLE CODE ONLY

A	Very easy	1	GO TO Q30
B	Fairly easy	2	
C	Fairly difficult	3	ASK Q29
D	Very difficult	4	
E	No opinion	5	GO TO Q30
F	I was visited at home	6	

ASK IF 3 AT Q28

Q29
(Q91)
Why would you say it was difficult?
Interviewer to probe: 'Any other reason?'
MULTICODE

Health or mobility problems	1
Poor public transport	2
No access to a car	3
Parking problems	4
Other (please specify)	5

Q29

Aims

- To measure difficulty to get to and from the surgery
- To find out the reasons to develop a suitable list of answer options for interviewers to code respondents' answers to in the survey.

Probes

- Please talk me through how you went about answering this question? Was there anything you weren't sure whether to include or exclude? How did you decide what to do then?
- How easy or difficult was this question to answer? Could this question be made easier to answer? If yes – in what ways? Explore if R would prefer a showcard with a list of options on it.
- What are the reasons do you think people generally have difficulty making appointments?

INT – How easy was it for you to code the respondent's answer(s)?

{ASK IF 1 AT Q24 i.e seen a nurse}

Q30
(Q92) **SHOWCARD 12** (31) **Thinking about the most recent time you saw a nurse at your GP surgery for your own health, to what extent do you agree or disagree with each of the following statements:**

READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A	B	C	D	E	F
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
At the start of the appointment, the nurse knew all the relevant information about me and my medical history.	1	2	3	4	5	6
I, or my carer, was given all the information I needed.	1	2	3	4	5	6
I was treated with dignity and respect.	1	2	3	4	5	6

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{ASK IF 3 AT Q24 i.e seen a nurse}

Q31
(Q94)

Why were you unable to see a nurse at your GP surgery?

MULTICODE

Didn't know how to contact	1
Problems getting through to the service by phone to make an appointment	2
Problems getting through to the service by e-mail to make an appointment	3
Problems registering as a patient	4
No early morning appointments offered	5
No evening appointments offered	6
Not enough choice of possible times/dates	7
There was no convenient appointment available in the near future	8
Not offered an appointment far enough in advance	9
Language barrier	10
Health problems	11
Poor public transport	12
No access to a car	13
Parking problems	14
Other (please specify)	15

Cognitive Testing for the National Survey for Wales

Q30 and Q31

Q30 Aims and background

- To measure respondents' experience of how informed the nurse had been about their case when they saw them.
- To measure if nurses are aware of respondents' personal circumstances (e.g. if bereaved or depressed etc)
- To measure if respondents feel informed of their treatment/what can be done after leaving their appointment with their nurse.
- There is anecdotal evidence that patients leave appointments unsure of what their next steps are etc – having not had all their questions answered etc – either because of illness shock (so not able to take it in) or lack of info. WAG would like to know if this is true.

Probes
General

- When you answered this question who were you thinking about? To explore if R was thinking about the same person they had had an appointment with.
- How easy or difficult did you find this question to answer? Explore reasons for ease and difficulty.
- Where there any statements for which you weren't sure which answer to give? How did you decide which answer to give?

If R answered 'don't know'

- *Explore* the reason for this. Did they understand the question or have no knowledge/experience to answer the question?

Statement 1

- What did you think the statement '**At the start of the appointment, the nurse knew all the relevant information about me and my medical history**' was getting at in this question?

Explore if

- R was thinking about the nurse's prior knowledge before or after their appointment?
- R was thinking about the nurse's awareness of their personal situation.

If not already covered

- What did '**relevant information**' mean to you in this question?

Statement 2

- What did '**I or my carer was given all the information I needed**' mean to you in this question?
- What types of information did you think about when you were answering this question? Who gave you the information? *Probe sensitively for examples*
- What did '**carer**' mean to you in this question? Who do you think this would include? (To explore if Rs include a family/friend who accompanies the R)

Statement 3

- What did '**treated with 'dignity and respect**' mean to you in this question? *Probe for examples that R thought about when they answered this question.*

THE PROBES FOR Q31 ARE ON THE NEXT PAGE. IF YOU ARE NOT PROBING Q31 PLEASE ASK Q44

Q31- *Why were you unable to see a nurse at your GP surgery?*

Aims

To measure the main reason(s) why people cannot get an appointment

Probes

- How did you go about answering this question?

*If R gave **one** answer and not already covered ask*

- Was there more than one reason why you couldn't see your GP – if yes - What were these?

INT How easy or difficult was it for you to code the R's answer(s)?

INTERVIEWER NOW ASK Q44

Hospital services

Q32 Intro Thank you, I'm now going to ask you the survey questions we have been asked to test.

{ASK IF BEEN A PATIENT AND NOT USED A&E}

Q32 **(Q95)**	**Thinking about the last 12 months, have you had an appointment at an NHS hospital?**
	IF NO INTERVIEWER TO ASK: Was this because you didn't need an appointment or because you wanted one but couldn't get one?
	SINGLE CODE ONLY

Yes	1	READ Q33 INTRO
No - I didn't need to	2	GO TO Q46 INTRO
No - I wanted an appointment but couldn't get one	3	GO TO Q39
No – I have an appointment arranged	4	GO TO Q39

Q33 INTRO I'm now going to ask you some questions about the most recent time you had a hospital appointment.

ASK IF 1 AT Q32

Q33 **(Q96)**	**Was that as an outpatient, day patient or an inpatient? An outpatient is a patient at a hospital who is not admitted to a hospital bed. A day patient is admitted to a hospital bed but does not need an overnight stay. An inpatient stays at the hospital overnight.**
	SINGLE CODE ONLY

Outpatient	1
Day patient	2
Inpatient	3

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AIMS

Q33

- To correctly route respondents to the hospital module of questions

Q33

- To route respondents based on the type of patient they had been the last time they had gone to the hospital.
- To find out if respondents understand the terms 'out patient', 'day patient' and 'in patient'
- To find out if the respondent answered this question thinking about their recent appointment.

PROBES

Q32

- What did you understand by '**had an appointment at an NHS hospita**l' in this question? *Explore if R thought only about instances where they were admitted or if they included appointments too*.
- When you answered this question were you thinking about NHS hospitals in Wales only or NHS hospitals else where or did you think about another type of hospital? *If other types explore what types e.g. private hospitals*
- Do you think some people may have concerns about answering this question? Why?
- What time period where you thinking of – from when to when?

Q33

- How did you go about answering this question?
- Was the description of the types of patients clear or confusing to understand?
- What did '**outpatient**' mean to you in this question?
- What did '**day patient**' mean to you in this question?
- What did '**in patient**' mean to you in this question?
- Do you think some people may have concerns about answering this question? Why?

{ASK IF 1 AT Q32 i.e has been a patient}

Q34
(Q97)   **SHOWCARD 10** (32) **How easy or difficult was it to get an appointment at a time that was convenient to you?**
SINGLE CODE ONLY

A	Very easy	1	GO TO Q36
B	Fairly easy	2	
C	Fairly difficult	3	ASK Q35
D	Very difficult	4	
E	No opinion	5	GO TO Q36

{ASK IF 3 OR 4 AT Q34}

Q35 **(Q98)**	**Why would you say it was difficult to get an appointment at a time that was convenient to you?** Interviewer to probe: 'Any other reason?' MULTICODE

Problems getting through to the service by phone to make an appointment	1
Problems getting through to the service by e-mail to make an appointment	2
Long queue at the surgery to make an appointment	3
Problems registering as a patient	4
No early morning appointments offered	5
No evening appointments offered	6
Not enough choice of possible times/dates	7
There was no convenient appointment available in the near future	8
Not offered an appointment far enough in advance	9
Language barrier	10
Other (please specify)	11

Q35

Aims and background

- To measure if people are able to get appointments at times that suits them.
- To find out if respondents think about 'time convenient to you' when answering the question and how respondents understood this. For example, do respondents think they can change hospital appointments?

Probes

- How did you go about answering this question? How easy or difficult was this? Why?
If not already covered

- When you answered this question did you think of a particular occasion or where you thinking generally? To explore if R generalised or thought about the most recent appointment.
- What did **'time that was convenient to you'** mean to you in this question'?
- What did '**difficult**' meant to you in this question? *Probe for examples*

INT – How easy was it for you to code the respondent's answer(s)?

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{ASK IF 1 AT Q32 i.e. been a patient}

Q36
(Q99) **SHOWCARD 10** (32) **How easy or difficult was it for you to get to and from the hospital?**

SINGLE CODE ONLY

A	Very easy	1	GO TO Q38
B	Fairly easy	2	
C	Fairly difficult	3	ASK Q37
D	Very difficult	4	
E	No opinion	5	GO TO Q38

ASK IF 3 OR 4 AT Q99

Q37
(Q100) **Why would you say it was difficult?**
Interviewer to probe: 'Any other reason?'
MULTICODE

Health or mobility problems	1
Poor public transport	2
No access to a car	3
Parking problems	4
Other (please specify)	5

Q37

Aims
- To measure difficulty to get to and from the hospital
- To find out the reasons to develop a suitable list of answer options for interviewers to code respondents' answers to in the survey.

Probes
- Please talk me through how you went about answering this question? Was there anything you weren't sure whether to include or exclude? How did you decide what to do then?
- How easy or difficult was this question to answer? Could this question be made easier to answer? If yes – in what ways? Explore if R would prefer a showcard with a list of options on it.
- What are the reasons do you think people generally have difficulty making appointments?

INT – How easy was it for you to code the respondent's answer(s)?

{ASK IF 1 AT Q32 i.e. been a patient}

Q38
(Q101) **SHOWCARD 12** (31) **Thinking about the most recent time you had an appointment at an NHS hospital, to what extent do you agree or disagree with each of the following statements:**

READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Strongly agree	B Tend to agree	C Neither agree nor disagree	D Tend to disagree	E Strongly disagree	F Don't know
At the start of the appointment, the health professional knew all the relevant information about me and my medical history.	1	2	3	4	5	6
I or my carer was given all the information I needed.	1	2	3	4	5	6
I was treated with dignity and respect.	1	2	3	4	5	6

{ASK IF 3 AT Q32 i.e want to be a patient but couldn't}

Q39
(Q103) **Why were you unable to have a hospital appointment?**

MULTICODE

Didn't know how to contact	1
Problems getting through to the service by phone to make an appointment	2
Problems getting through to the service by e-mail to make an appointment	3
Problems registering as a patient	4
No early morning appointments offered	5
No evening appointments offered	6
Not enough choice of possible times/dates	7
There was no convenient appointment available in the near future	8
Not offered an appointment far enough in advance	9
Language barrier	10
Health problems	11

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Poor public transport	12
No access to a car	13
Parking problems	14
I am on a waiting list	15
Other (please specify)	16

Q38 and Q39

Q38

Aims and background

- To measure the respondent's experience of how informed the health professional had been about their case and whether they had to keep telling different health professionals the same information.
- To measure if respondents feel informed of their treatment/what can be done after leaving the hospital.

Probes

General

- How easy or difficult did you find this question to answer? Explore reasons for ease and difficulty.
- Where there any statements for which you weren't sure which answer to give? How did you decide which answer to give?

If R answered 'Don't know'

- *Explore* the reason for this. Did they understand the question or have no knowledge/experience to answer the question?

Statement 1

- What did '**health professional**' mean to you in this question? Who were you thinking about when you heard the term '**health professional**'?
- What did '**knew all the relevant information about me and my medical history**' mean to you in this question?

Explore if

- R thought about one individual, if so *who* and *why* did they think of this person
- R thought about more than one person, if so *who* and *why* did they think of this person

Statement 2

- What did '**I or my carer was given all the information I needed.**' mean to you in this question?
- What types of information did you think about when you were answering this question? Who gave you the information? *Probe sensitively for examples*
- What did '**carer**' mean to you in this question? Who do you think this would include? (To explore if Rs include a family/friend who accompanies the R)
- Did you think of the same health professional that you thought of at the previous statement or did you think of another person? If another person who was this and why?

Statement 3

- What did '**treated with 'dignity and respect**' mean to you in this question?
- Probe for examples that R thought about when they answered this question.
- When you answered this question who did you think about?

THE PROBES FOR Q39 ARE ON THE NEXT PAGE. IF YOU ARE NOT PROBING Q39 PLEASE ASK Q44

Q39 - *Why were you unable to have a hospital appointment?*

Aims

- To measure the main reason(s) why people cannot get an appointment

Probes

- How did you go about answering this question?

*If R gave **one** answer and not already covered ask*

- Was there more than one reason why you weren't able to be a patient – if yes - What were these?

INT: How easy or difficult was it for you to code the R's answer(s)?

INTERVIEWER NOW ASK Q44

Casualty/A&E

Q40 Intro Thank you, I'm now going to ask you the survey questions we have been asked to test.

{ASK IF R has used A&E}

Q40
(Q104) **Thinking about the last 12 months, have you attended the Casualty/A&E department of a hospital as a patient?**

SINGLE CODE ONLY

Yes	1	ASK Q41
No	2	GO TO Q44

Q40

Aims

- To correctly route respondents to the A& E module of questions
- To see if Rs answer this question thinking about the last 12 months
- To see if Rs are comfortable answering this question.

Probes

Q40

- What did you understand by '**Casualty/A&E department of a hospital'** in this question?
- When you answered this question did you think only about a NHS hospital or did you think about another type of hospital? *If another type –what type of hospital?*
- What time period where you thinking of – from when to when?
- Do you think some people may have concerns about answering this question? Why?

{ASK IF 1 AT Q40}

Q41 **(Q105)**	**SHOWCARD 13** (35) Thinking about the most recent time you attended Casualty / A&E as a patient, h**ow easy or difficult was it for you to get to and from Casualty/A&E?** SINGLE CODE ONLY		
A	Very easy	1	GO TO Q43
B	Fairly easy	2	
C	Fairly difficult	3	ASK Q42
D	Very difficult	4	
E	Don't know	5	GO TO Q43
F	I was taken there by ambulance	6	

{ASK IF 3 OR 4 AT Q40}

Q42 **(Q106)**	**Why would you say it was difficult?** Interviewer to probe: 'Any other reason?' MULTICODE	
	Health or mobility problems	1
	Poor public transport	2
	No access to a car	3
	Parking problems	4
	Other (please specify)	5

Q41 and Q42

Q41
Aims

- To measure if it is difficult to get to and from casualty/A&E.

Probes

- What occasion did you think about when you answered this question? (To explore if R thought about the same occasion as in Q40).
- How did you decide on your answer? How easy or difficult was this to do? Why

Q42
Aims

- To measure the reasons why it was difficult to get to and from casualty/A&E.
- To find out the reasons to develop a suitable list of answer options for interviewers to code respondents' answers to in the survey.

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Probes

- Please talk me through how you went about answering this question? Was there anything you weren't sure whether to include or exclude? How did you decide what to do then?
- How easy or difficult was this question to answer? Could this question be made easier to answer? If yes – in what ways? Explore if R would prefer a showcard with a list of options on it.
- When where you thinking of when you answered this question?
- What are the reasons do you think people generally have difficulty making appointments?

INT – How easy was it for you to code the respondent's answer(s)?

{ASK IF 1 AT Q40 i.e been to casualty}

Q43 (Q107) SHOWCARD 12 (31) **Thinking about the most recent time you attended the Casualty/A&E department as a patient, to what extent do you agree or disagree with each of the following statements:**

READ STATEMENTS. SINGLE CODE ONLY FOR EACH.

	A Strongly agree	B Tend to agree	C Neither agree nor disagree	D Tend to disagree	E Strongly disagree	F Don't know
I or my carer was given all the information I needed.	1	2	3	4	5	6
I was treated with dignity and respect.	1	2	3	4	5	6

Q43

Aims and background

- To measure if respondents feel informed of their treatment/what can be done after leaving the hospital.
- To explore how 'health professional' is understood by respondents.
- To explore 'carer' is understood by respondents.

Probes
General

- Where there any statements for which you weren't sure which answer to give? How did you decide which answer to give? Probe for ease/difficulty

If R answered 'no opinion'

- *Explore* the reason for this. Did they understand the question or have no knowledge/experience to answer the question?

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{ASK ALL}

Q44 **Overall, what do you think about the state of health services in Wales**
(Q118) **nowadays?**

SINGLE CODE ONLY

Extremely Bad										Extremely Good	Don't Know
0	1	2	3	4	5	6	7	8	9	10	88

{ASK ALL}

Q45 **What concerns, if any, do you have about health services in Wales**
(Q119) PLEASE SPECIFY

- How easy or difficult did you find this question? Why?
- What did '**health services in Wales**' mean to you?
- When you answered this question did you think about the health service in Wales only or did you think about health services in other countries?

Explore if R found the question difficult

- if it is because respondent has no knowledge of the health services in Wales or if the R found it difficult to think of problems or if it was for another reason.
- If we had asked you for your 'main' concern how would you have answered this question?
- Would you want action to be taken over (any of) the concern(s) you mentioned?
- If we had asked you '**Is there anything you think should be done to improve health services in Wales?**' how you have answered this question?
- Which question wording do you prefer? Why?

Public Services working together

{READ TO ALL}

Q46 Intro The Welsh Assembly Government is interested in finding out whether the NHS and social services work well together.

{ASK ALL}

Q46 (Q109)	**In the last 12 months have you had a health problem or disability where you have needed help from both the NHS and social services?**

SINGLE CODE ONLY

Yes	1	ASK Q47
No	2	GO TO Q48 INTRO

{ASK IF 1 AT Q44}

Q47 (Q110)	**SHOWCARD 14** (36) **How well would you say the NHS and social services worked together to meet your need?**

S   SINGLE CODE ONLY

A	Very well	1
B	Fairly well	2
C	Not very well	3
D	Not at all well	4
E	Don't know	5

Local Authority

{READ TO ALL}

Q48 INTRO I am now going to ask you a few questions about the services provided by your local authority. Your local authority runs services including street cleaning, parks and leisure facilities, housing, refuse collection, and recycling.

{ASK ALL}

Q48 (Q114) SHOWCARD 15 (39) **To what extent do you agree or disagree that your local authority 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
F	No opinion 6
G	Don't know 7

{ASK ALL}

Q49 (Q115) **What concerns, if any, do you have about your local authority's services?**

Q46, Q47 and Q49

Aims and background

Q 46 and Q47

- To measure if people understand who provides them with various services.
- Collaboration is an area of interest i.e. how effective different services are at providing a joined up service to clients.

Q49

- 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 how respondents understand 'local authority' and whether social services are included.

Probes

Q46

- How easy or difficult was this question to answer? Why
- Have you received any help that you weren't sure whether to include or exclude? How did you decide what to do then?

Explore if

- R had any uncertainty about whether the help they had received was provided by *both* NHS and social services
- Do you think some people could feel uncomfortable answering this question? Why? Probe for sensitivity

If not covered in the above probes

- What did '**NHS and social services**' mean to you in this question?
- When were you thinking of you when you answered this question? – from when to when?
-

Q47

- Please talk me through how you answered this question. *Explore* if the respondent thought about different occasions or if R thought about an occasion.
- How easy or difficult was it to answer this question?
- If the R selected 'don't know' probe why?
- What did '**worked together to meet your need'** mean to you in this question?

Q49

Probes

- How easy or difficult did you find this question? Why?
- What did you think this question was getting at?

If not covered in the above probe

- What did '**local authority's services**' mean to you in this question? *Probe for other examples*
- If we had asked you for your main concern how would you have answered this question?
- Would you want action to be taken over (any of) the concern(s) you mentioned?
- If we had asked you '**Are there any changes that would make you more satisfied with your local authority's services**?' how would you have answered this question?
- Which question wording do you prefer? Why?

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TRANSPORT SERVICES

Q50 Intro The Welsh Assembly Government is interested in your views about the transport system in Wales. Firstly 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'.

{ASK ALL}

Q50 Overall, what do you think about the state of the transport system in Wales **(Q120)** nowadays?

SINGLE CODE ONLY

Extremely Bad										Extremely Good	Don't Know
0	1	2	3	4	5	6	7	8	9	10	88

{ASK ALL}

Q51 What concerns, if any, do you have about the transport system in Wales?
(Q121)

PLEASE SPECIFY

Q51

Aims

- 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

- How easy or difficult did you find this question? Why?
- What did '**transport system in Wales**' mean to you? Probe for examples
- If we had asked you for your 'main' concern how would you have answered this question?
- Would you want action to be taken over (any of) the concern(s) you mentioned?
- If we had asked you '**Is there anything you think should be done to improve the transport system in Wales?**' how would you have answered this question?
- Which question wording do you prefer? Why?

WELSH ASSEMBLY GOVERNMENT

{READ TO ALL}

Q52 Intro **The final section of questions are about the Welsh Assembly Government.** (Interviewer to note that the Welsh Assembly Government has recently changed it's name to the Welsh Government)

{ASK ALL}

Q52 **SHOWCARD 16** (39) **To what extent do you agree or disagree with the**
(Q122) **following: the Welsh Assembly Government makes information available**
that is….
READ OUT. SINGLE CODE ONLY FOR EACH.

	A	B	C	D	E	F
	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
Easy to access	1	2	3	4	5	6
Easy to understand	1	2	3	4	5	6
Timely	1	2	3	4	5	6

{ASK ALL}

Q53 **For this question I'd like you to give an answer on a scale of nought to ten,**
(Q123) **where nought is 'extremely dissatisfied' and 10 is 'extremely satisfied'.**
Overall, how satisfied are you with the job the Welsh Assembly Government
is doing?
SINGLE CODE ONLY

Extremely Dissatisfied										Extremely Satisfied	Don't Know
0	1	2	3	4	5	6	7	8	9	10	88

{ASK ALL}

Q54 **Are there any changes that would make you more satisfied with how the**
(Q124 **Welsh Assembly Government is doing its job?**
)

PLEASE SPECIFY

Q52 and Q54

Q52
Aims

- To measure whether the information which is made available is actually what people want and if it is provided in the format people want.
- To find out what 'information' and 'timely' means to respondents.

Probes

- How easy or difficult was it to decide on your answer? Why?
- Do you think there are any options missing from the card? (To find out if 'No opinion' should be offered)
- What types of information did you think about when you answered this question?
- Explore what the following terms meant in the context of this question:
- '**Easy to access'** Probe fully for examples
- '**Easy to understand'** Probe for examples
- '**Timely**' *Probe for examples including timings*
- What do you think the term "Welsh Government" means?
  (Interviewer: once respondent answers, please tell the respondent that the reason for asking is that the Welsh Assembly Government is now called the Welsh Government. We are keen to know whether the term "Welsh Government" is widely understood.)

Q54
Aims

- To measure what people feel are the 'problems' with how WAG does its job.
- 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 Welsh Assembly Government

Probes

- How easy or difficult did you find this question? Why?
- What did '**any changes that would make you more satisfied**' mean to you? Probe for examples
- What did '**Welsh Assembly Government is doing its job**' Probe for examples of the types of jobs the respondent thought about when they answered this question?

THE END
THANK RESPONDENT AND ASSURE THEM OF CONFIDENTIALITY
GIVE THEM THE INCENTIVE, SUPPORT LEAFLET AND THANK YOU LETTER