Developing a user-centred, web-first approach to collecting socio-demographic and household data

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Overview

1. Why: Context, explore why is it important to consider and research.

2. How: Approaches, principles and tools that underpin the development of the questions

3. What: Examples of our qualitative and quantitative work and products

4. Recap

5. Questions
1. Why?
Setting the scene

- ‘Digital by default 2020’
- Government Digital Service (GDS)
- Public expectations
- ONS transformation programme
- New opportunities admin/big data
- Evolving user requirements
- Declining response rates
- Better Statistics, better decisions
“Users don’t care about your process. They just want to do what they need to do, get stuff done, and get on with their lives. Users have needs.”

GDS, 2019
2. How?
Approach, research methods and design process
Desk review

- Understand the business needs/requirements
- Establish who the data users are
- Examination of the current survey:
  - Question length and complexity
  - Response options
  - Use of definitions
  - Routing and relevance
  - Practicalities – e.g. use of showcards
Engage with field staff

• Run focus group and workshops with interviewers
• Explore current challenges and barriers
• Understand successful techniques and messages
• Mental models
Re-design starts

User Centred Design
Respondent centric design

Mental Models

• How does the respondent understand a concept?

• How do they expect to answer?

• What do they need to provide an answer?
Focus groups

• Explore understanding, clarity, perceptions and feelings toward a topic
• Facilitates discussion - people bounce ideas around and challenge each other
• Less time-intensive than conducting individual interviews
Question design

• Research from NSIs and other survey organisations
• Usability guidelines
• Accessibility guidelines
Known best practice

- Progressive enhancement
- Design without guidance
- Mental models
- Use their language
- Design with data
Hemingway App makes your writing bold and clear.

The app highlights lengthy, complex sentences and common errors; if you see a yellow sentence, shorten or split it. If you see a red highlight, your sentence is so dense and complicated that your readers will get lost trying to follow its meandering, splitting logic — try editing this sentence to remove the red.

You can utilize a shorter word in place of a purple one. Mouse over them for hints.

Adverbs and weakening phrases are helpfully shown in blue. Get rid of them and pick words with force. perhaps.

Phrases in green have been marked to show passive voice.

You can format your text with the toolbar.

Paste in something you're working on and edit away. Or, click the Write button and compose something new.
Qualitative question testing starts
1:1 testing

- Cognitive interviewing
- Usability testing
- Use a prototype
- End to end journey provides full context
- Participants home
- Participants device

Used concurrently
Iterate, iterate and iterate again

- Transcription + analysis
- Group themes
- Iterate designs
- Re-test
What
Learnings and examples from our findings
Household Composition

Mobile first design
Enter the number of people living in this household

Household Composition
Stage 1: Establish Residency
- ‘Is this the only/main residence?’
- ‘Check for adult children’
Stage 2: Establish number of households
- ‘One person living alone OR’
- ‘A group of people (not necessarily related) living at the same address who share cooking facilities AND share a living room or sitting room or dining area’

Enter a numeric value between 1 and 16

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
<th>Description</th>
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</thead>
<tbody>
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<td>RespH1</td>
<td>1</td>
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</table>
Enter the title of the respondent.

1. If not entering title now, just press 'enter' key for next questions.

2. Respondent name at last interview was

<table>
<thead>
<tr>
<th>Line</th>
<th>Title</th>
<th>FstName</th>
<th>SurnName</th>
<th>LEstimate</th>
<th>HBNow/Sex</th>
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<th>Age</th>
<th>HairAge</th>
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<th>LV12W</th>
<th>HR1</th>
<th>fidEstimate</th>
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</tbody>
</table>
I would now like to ask how all the people in your household are related to each other.

Code relationship of MRS JANE SMITH to MR JOHN SMITH.

Treat relatives of Civil Partners as though the Civil Partners were married.

Also, treat relatives of cohabiting members of the household as though the cohabiting couple were married, including same sex couples.

- 1. Spouse
- 2. Cohabiting partner
- 3. Son/daughter (incl. adopted)
- 4. Step-son/daughter
- 5. Foster child
- 6. Son-in-law/daughter-in-law
- 7. Parent/Guardian
- 8. Step-parent
- 9. Foster parent
- 10. Parent-in-law
- 11. Brother/sister (incl. adopted)
- 12. Step-brother/sister
- 13. Foster brother/sister
- 14. Brother/sister-in-law
- 15. Grandchild
- 16. Grand-parent
- 17. Other relative
- 18. Other non-relative
- 19. Civil Partner
- 20. Other
How many people live in your household, including yourself, and any children and babies?

Please include all people who have this accommodation as their only residence. For people with more than one address please click the descriptions below and follow the include/exclude guidance.

> Students away at university/college, student nurses, children at boarding school
  - INCLUDE: Children under 19 at boarding school/college
  - INCLUDE: Students living in a hall of residence in term time.
  - EXCLUDE: Students NOT living in a hall of residence
  - NOTE: A hall of residence is a property connected to a particular educational establishment that provides communal accommodation for students attending there.
  - EXCLUDE: Student nurses living away in NHS accommodation

> Other people living away
  - For example, aiming away from home, in prison, in hospital, in a nursing home:
  - INCLUDE: If for less than 6 months
  - EXCLUDE: If for 6 months or more, even if the address is considered to be their main residence

> People here temporarily while looking for permanent accommodation
  - INCLUDE

> People normally resident abroad
  - EXCLUDE

> Second home/holiday home
  - EXCLUDE: If this address is a second home/holiday home for anyone (even if this means the answer is "0")
START WITH NEEDS
USER NEEDS, NOT GOVERNMENT NEEDS

Design principles
Government Digital Service
About your household

Who lives at this address?

Include everyone who classifies this address as their main residence, even if they are:
- currently away, for example working abroad or in prison
- at university living in halls of residence or other accommodation for part of the year
- a member of the armed forces who is currently away on tour
- a young child or baby

Person 1
Title
Please select

First or Given Name

Surname or Family Name

Sex
Please select

Date of Birth
DD MM YYYY

Add another person

Save and Continue
Does anyone else live at 1 High Street?

- **Yes**
  This is the main residence of other adults, children or babies, even if they are currently away for a continuous period of up to 6 months

- **No**
  This is not the main residence of any other adults, children or babies

**Save and Continue**
Online Household Study

About your household

Is that everyone?
You have added...

Donald Duck
Darky Duck
Scooby Doo
Road Runner

☐ Yes
That is everyone who classes this address as their main residence.

☐ No
I need to add someone else

Save and Continue

Previous
Online Household Study

About your household

Do any of these people live in a student halls of residence for part of the year?

- [ ] Donald Duck
- [ ] Daffy Duck
- [ ] Scooby Doo
- [ ] Road Runner
- [ ] Someone else not listed above

Or

- [ ] None of these people live in a student halls of residence

Save and Continue
What about the other modes?
The telephone mode

• What aspects of the online mode works for the telephone interviewers?

• What doesn’t?

• How can we optimise it for them?
Telephone mode

• Different context
• Conversational
• Fewer questions required
• BUT data quality shouldn’t be lost
Online Household Study

About your household

Can I have your first name please?

And your surname?

And is your sex...

- Male, or
- Female?
Online Household Study

About your household

Including all adults, children and babies, how many other people classify this address as their main residence?

Where there is doubt regarding eligibility, include the household member

[Input field]

Householders names collected

Can I just check, is there anyone else you need to add? For example anyone who classes this as their main residence but who is currently away working or abroad, or living in a halls of residence?

- [ ] Yes
  I need to add someone who is currently away

- [ ] No
  That is everyone

Save and Continue
Telephone testing

- “Real life” situation
- Cognitive interview
- Using interviewers
- Gain interviewer and respondent perspective
BE CONSISTENT NOT UNIFORM
Face to face

- Different context and situation again
- Often sorted “on the doorstep”
- Conversational
- Visual clues
- No need for multiple questions
Remember to:

**Include** all adults and children, especially babies, including those who are living in a student halls of residence.

**Exclude** those who are living in the UK on a temporary basis if they remain a resident of another country. For example, they may be here for recreation, holiday, business or medical treatment.

The LFS household definition is one person alone OR a group of people (not necessarily related) living at the same address who share cooking facilities AND share a living room OR sitting room OR dining area.

If members of the household do not share cooking facilities AND a living room or sitting room or dining room then more than one household should be identified at this address. Contact FEL for advice on which household to interview.

The address is ineligible if it is purely a holiday home, second home or business address.

### What if a household has a second address?

<table>
<thead>
<tr>
<th>The other address is</th>
<th>Include as part of the household?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student halls of residence</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Student accommodation rented through a private landlord</td>
<td>X</td>
<td>Do not include this person as part of the household. They should be included at their student address.</td>
</tr>
<tr>
<td>NHS student accommodation</td>
<td>X</td>
<td>This person would be included at their NHS accommodation address.</td>
</tr>
<tr>
<td>A boarding school. This is a child under the age of 16</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Another type of address. The household is away from this address for a continuous period of 6 months or more. This could be at a second home or holiday home for example</td>
<td>X</td>
<td>Do not include this person as part of the household. They should be included at their other address.</td>
</tr>
</tbody>
</table>

### Lodgers:

| Up to 3 lodgers | ✓ | Include all lodgers as part of the household |
| 4 or more lodgers | X | The lodgers would be viewed as business clients. Include the proprietor and their household. Do not include the lodgers. |
Enter number of people who class this as their main residence

Refer to ‘A5 definitions’ card when determining eligibility of household members.

Where there is doubt regarding eligibility, include the household member

Enter up to 16 people

Save and Continue
Quant Tests

Online Labour Market Survey (LMS)
Quant test findings

• Household grid has low drop off
  o 2017: 37,800 sample: 0.8% drop off
  o 2019: 50,000 sample: 0.4% drop off

• Respondents come back!
  o 2017, wave 2, 5,226 sample
  o 0.7% drop off
  o 59.9% response
Sociodemographic questions
The 'Isle of Man' and the 'Channel Islands' are NOT part of the UK and should be coded 997.
**PART 1**

**ETH11**

**Appplies to all**

*Interviewer to read:*

**What is your ethnic group?**

I will read out the options, choose one option that best describes your ethnic group or background.

**In England and Wales**

<table>
<thead>
<tr>
<th>Interviewer to read options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. White, or</td>
</tr>
<tr>
<td>2. Mixed/Multiple ethnic groups, or</td>
</tr>
<tr>
<td>3. Asian/Asian British, or</td>
</tr>
<tr>
<td>4. Black/African/Caribbean/Black British, or</td>
</tr>
<tr>
<td>5. Chinese, or</td>
</tr>
<tr>
<td>6. Arab, or</td>
</tr>
<tr>
<td>7. Other ethnic group</td>
</tr>
</tbody>
</table>

**Please can you describe your ethnic group or background?**

*Record respondent’s answer*

1. English / Welsh / Scottish / Northern Irish / British, or
2. Irish, or
3. Gypsy or Irish Traveller, or
4. Any other White background?

1. White and Black Caribbean, or
2. White and Black African, or
3. White and Asian, or

1. Indian, or
2. Pakistani, or
3. Bangladeshi, or
4. Any other Asian background?

1. African, or
2. Caribbean, or
3. Any other Black/African/Caribbean background?
What is your ethnic group?

White
- English/Welsh/Scottish/Northern Irish/British
- Irish
- Gypsy
- Any other White ethnic background

Mixed/multiple ethnic groups
- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed/multiple ethnic background

Asian/Asian British
- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

Black/African/Caribbean/Black British
- African
- Caribbean
- Any other Black/African/Caribbean background
About Donald Duck

What is your ethnic group?

- White
  Includes any White background, for example British, Northern Irish, Irish, Gypsy, Irish Traveller or Roma
- Mixed or multiple ethnic groups
  Includes White and Black Caribbean, White and Black African, White and Asian or any other Mixed ethnic group
- Asian or Asian British
  Includes Indian, Pakistani, Bangladeshi, Chinese or any other Asian background
- Black, African, Caribbean or Black British
  Includes African, Caribbean or any other Black background
- Other
  For example Arab or any other background

Save and Continue

Previous

About Donald Duck

Which one best describes your Asian or Asian British ethnic group or background?

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background

Save and Continue

Previous
What’s next?
Top tips
Top tips

• Identify your users
• Establish their needs
• Use expert knowledge that’s already out there
• Develop standards and principles, and stick to them
• Get out and test
• Design small, win big
• Re-iterate regularly
Useful Sources

Websites
• Government Digital Service
• Gov.uk Service Manual

ONS Blogs
• Labour Market Survey Transformation
• Designing the future of ONS surveys

Webinars
• The ONS Labour Force Survey Transformation Project - Designing a web-first approach to data collection
• Designing user-centred engagement strategies for online-first surveys – part of the ONS Social Survey Transformation Project

Some literature
• The SAGE Qualitative Research Kit (series of books) (2018). SAGE
Thank you
Any questions?
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