

**National Survey for Wales 2019-20:**  
**Questionnaire guidance document**

This document sets out the reasons for asking the questions included in the National Survey in 2019-20, along with some notes for interviewers about how to ask particular questions.

Questions are listed by variable name (e.g. EconStat) in the order in which they appear in the questionnaire, and are grouped together by topic.

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| Variable name                  | Section                             | Reason for the question(s)  | Additional notes for interviewers |
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| AddrChk<br>Addr1-4<br>PostCode | Address check                       | To confirm the address details we hold are correct.   |                                   |
| LangInt                        |                                     | To establish which language the respondent wants to be used for the interview.  |                                   |
| C4                             | Start of interview<br>(Admin)       | To establish the number of people living in the household to help us understand the composition of households. Also used for routing to later survey questions <sup>1</sup> .   |                                   |
| QBNames1-8                     | Start of interview<br>(Admin)       | To record the name of each household member to provide 'text fills' <sup>2</sup> for later questions (i.e. to allow household members to be referred to by name).   |                                   |
| Gender<br>DteofBth<br>Agelf    | Start of interview<br>(Gender, Age) | To collect information on gender and date of birth/age at last birthday for all household members. This helps the Welsh Government understand the composition of households and allows analysis of results for different groups of people (e.g. do people in different age bands have different views of public services?).<br><br>The questions are also used for routing to later survey questions and to provide 'text fills' (e.g. to allow household members to be referred to |                                   |

<sup>1</sup> Routing is a way of tailoring the questionnaire to the specifics of each respondent and also reducing the number of questions each respondent is asked to minimise burden.

<sup>2</sup> Text fills allow questions to be adjusted automatically to reflect respondent answers, so for example the question can include their name or "him" / "her" as appropriate.

| Variable name                  | Section                                       | Reason for the question(s)   | Additional notes for interviewers |
|--------------------------------|---|--|-----------------------------------|
|                                |   | as “he” or “she” correctly). The information is not used to identify individuals or households in any way.   |                                   |
| HallRes                        | Start of interview<br>(Halls of residence)    | To confirm whether each household member is currently living in halls of residence or at a boarding school. This establishes which household members live permanently at the address to help identify who is eligible to be the selected respondent.   |                                   |
| HH4_6FtEd<br>HH16_19FtEd       | Start of interview<br>(Full-time education)   | To establish whether each household member aged 4-6 or 16-19 is in full-time education to determine whether respondents should be routed to questions about primary and secondary schools later in the survey.   |                                   |
| MarStat<br>MarChk<br>LivWith12 | Start of interview<br>(Marital status)        | To check whether each household member aged 16 or over is married to or living with another member of the household. This helps with ‘text fills’ in later questions that ask about the respondent, the respondent and their partner, or the whole household.  |                                   |
| OwnRent<br>HighInc             | Start of interview<br>(Ownership of property) | To establish who is the Household Reference Person (HRP) by identifying the person(s) owning/renting the accommodation or, if the accommodation is owned/rented by more than one person, identifying the household member with the highest income. The questions help with routing to later questions. |                                   |
| SelPerson                      | Start of interview                            | To record which member of the household will   |                                   |

| <b>Variable name</b>                   | <b>Section</b>  | <b>Reason for the question(s)</b>  | <b>Additional notes for interviewers</b> |
|--|---|--|--|
|  | (Selected respondent)   | go on to answer the rest of the survey.  |  |
| C5b<br>C5c<br>PGName<br>PGRel<br>PGOT  | Start of interview<br>(Parent/guardian consent for 16 and 17 year olds) | To obtain parent/guardian consent where the selected respondent is aged 16 or 17 and lives with his/her parent/guardian.   |  |
| RelResp                                | Start of interview<br>(Household relationship grid)                     | To establish how each household member is related to other household members. Used for routing to later survey questions/sections (e.g. questions about dependent children).   |  |
| GrdChk                                 | Start of interview<br>(Legal guardian status)                           | To check if the respondent is the legal guardian of any children in the household, where parent/guardian status is not clear from the household relationship grid. This helps with routing to later survey questions that are asked only of parents/guardians of children living in the household. |  |
| FullName<br>NatID<br>Ethnicity         | Core – National identity and ethnicity                                  | To establish the respondent's national identity and ethnicity. This allows analysis of results for different groups of people (e.g. do different groups of people have different views of public services?). The information is not used to identify individuals in any way.                       |  |
| EconStat<br>Hours<br>WkingHH<br>Educat | Core – Economic status and qualifications                               | To find out whether respondents are in any kind of employment or training, how many hours they work, and whether anyone else in the household is in work. This allows analysis   |  |

| Variable name     | Section       | Reason for the question(s)  | Additional notes for interviewers  |
|-------------------|---------------|---|--|
| ApprLev<br>CarUse |               | of results for different groups of people (e.g. do people with different levels of educational attainment have different views of public services?). The information is not used to identify individuals in any way.  |  |
| Tenure            | Core – Tenure | To establish the formal legal tenure of the respondent's accommodation (e.g. owner-occupied, rented). This is included to allow analysis for different groups of people (e.g. do people with different tenure status have different views of public services?). The information is not used to identify individuals in any way. | <p>Unusual schemes include:</p> <p><b>Co-ownership</b> - This is the joint ownership of residential properties (e.g. blocks of flats) by a group of people who have formed a registered co-ownership society. These schemes started in the 1970s but new legislation was passed in the 1980s so there should not be any more of these schemes now.</p> <p><b>Housing cooperatives</b> - Code as renting from a Housing Association (code 3).</p> <p><b>Housing Action Trusts</b> - Set up by local authorities, the properties rented are still owned by local authorities. Code as renting from the local council (code 2).</p> <p><b>Rents to Mortgages scheme</b> - Schemes available to council tenants whereby a tenant has the right to buy a share of their home for roughly the same monthly payment as the rent. Code as shared owners (code 1); landlord is 'local authority'.</p> |



| Variable name   | Section               | Reason for the question(s)  | Additional notes for interviewers   |
|---|-----------------------|---|---|
|   |                       |   | <p><b>Private Sector Leasing</b> - The Council leases private property for several years and lets it out to tenants. Code as renting from the local council (code 2).</p> <p><b>Home Income Plans and Retirement Home Plans</b> - Whereby outright owners raise a loan on the security of the house for a regular income. Also known as equity release. Code as outright owners (code 1).</p> <p><b>Schemes for Mortgage defaulters</b> - In these cases the property reverts to the lender and rent is paid instead of a mortgage. Code 4 as renting from a private landlord.</p> <p><b>Possession</b> - If a bank has taken possession of a house as security for a business, code as 1 if the resident owned it outright or 2 if the resident was buying it with a mortgage or loan.</p> |
| WelUndSpk<br>WelSpk<br>WelRead<br>WelWrite<br>WelAbSpk<br>WelFrqSpk | Core – Welsh language | The Welsh Government’s target is to reach a million Welsh speakers by 2050. The aim of this section is to find out about the respondent’s Welsh speaking ability, their fluency, and how often they use the language. The questions provide more detail than is available from other sources (e.g. the Census). | WelAbSpk, WelFrqSpk are only asked of those who stated ‘Yes’ at WelSpk.   |

| Variable name   | Section   | Reason for the question(s)  | Additional notes for interviewers   |
|---|---|---|---|
|   |   | They also allow analysis of results for different groups of people (e.g. do Welsh speakers have different views of public services?). The information is not used to identify individuals in any way.   |   |
| LangPref<br>WhichFac<br>LangSprmkt<br>LangShop<br>LangPost<br>LangBank<br>LangPubRest<br>LangSportLeis<br>LangFacReas | Welsh language – use in local services and facilities | The <a href="#">Cymraeg 2050</a> strategy aims to promote and facilitate use of the Welsh language in everyday life. The aim of this section is to help Welsh Government and other organisations understand how Welsh is spoken when using local services and facilities.   | This section is only asked where respondents previously said they speak Welsh or have some Welsh speaking ability.  |
| LAContact<br>LALang<br>LALangReas   | Welsh language – use with local authorities           | Some organisations, include local authorities, are required to comply with the Welsh Language Standards. The aim is to promote and facilitate use of the Welsh language, making it easier for people to use in their everyday life. The questions here are designed to find out about use of the Welsh language with local authorities. | This section is only asked where respondents previously said they speak Welsh or have some Welsh speaking ability.  |
| WbSatLife<br>WbLifeWrth<br>WbHapYest<br>WbAnxYest<br>JobSat   | Core – Wellbeing (ONS4)                               | To find out about different aspects of the wellbeing of people (e.g. satisfaction with life). This will help inform actions to improve wellbeing. Wellbeing questions are also included to allow analysis of results for different groups of people (e.g. do people with  | It is important to note that these questions are opinion questions and so specific rules should be followed. You may be familiar with them from surveys such as the General Lifestyle (GLF) and Opinions (OPN). |

| Variable name | Section | Reason for the question(s)  | Additional notes for interviewers   |
|---------------|---------|---|---|
|               |         | higher levels of wellbeing have different views of public services?). | <p>The respondent can answer opinion questions however they wish: we are not trying to push them into a particular response. It is therefore very important that the interviewer does not try to influence the respondent in any way.</p> <p>A few general points on asking opinion questions:</p> <ul style="list-style-type: none"> <li>• If the respondent is having difficulty answering questions and is embarrassed or worried about this, you need to stress that there is no right or wrong answer, you are interested in what they do know or think. You can always deal with this by sympathising and saying you would also find the questions difficult.</li> <li>• You may be asked what the correct answer is on an opinion question. You need to handle this situation with great care as you must never give an answer during the interview. You may have to say that your opinion is not relevant and that it is the respondent's opinion that counts. If the respondent replies to an opinion question by asking "what do you mean?", you should never try to explain what it means. If the respondent does not understand the question, you should repeat the question once, exactly as it is written. If, after repeating the question once, the respondent still cannot answer it, you should enter "don't know" and move on. Under no</li> </ul> |

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|--|-------------------------------|--|--|
|  |                               |  | circumstances should opinion questions be repeated more than once; neither should the wording ever be adapted. |
| IntHhHave<br>IntPersUse<br>IntPersUseCheck<br>IntFrqAccE<br>IntHlp   | Internet use                  | As more services go online, people who do not use the internet are missing out on the vast opportunities that the internet can offer, including accessing cheaper online goods and services; searching and applying for jobs online; reducing isolation and assisting independent living; and accessing more convenient online public services. This section collects information on the household's access to the internet and the respondent's own use of the internet. The findings will help inform Welsh Government actions to support more people to get online. |  |
| IntInfoSearchDone<br>IntProbInfoDone<br>IntComEmailDone<br>IntTransAccountDone<br>IntSaveSetDone<br>IntComSocialDone<br>IntTransBuyDone<br>IntInfoEntDone<br>IntoProbHelpDone<br>IntSafeUpdateDone | Internet skills               | To find out about the level of basic internet skills of the population in Wales. These basic internet skills include handling information and content, communicating, carrying out transactions, problem solving, and being safe and legal online. The findings will help the Welsh Government take action to help more people to use the internet.  | This section is only asked where respondents previously said they use the internet.                            |
| IntGovUse2<br>IntGovRec  | Online public sector services | More public services are being delivered online than ever before. This section aims to find out  | This section is only asked where respondents previously said they have access to the internet.                 |

| Variable name   | Section           | Reason for the question(s)   | Additional notes for interviewers   |
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| IntGovSat<br>IntGovTransYN<br>IntGovTransEase<br>IntGovTransX<br>IntGovTransX2        |                   | whether people are using online public services and how satisfied they are with them.  |   |
| UaQualServ<br>UaQualServR<br>UaQualArea<br>LAServ<br>LaInfoCh<br>LABudget<br>LAPrtOpp | Local Authorities | Work is underway to reform local government in Wales. These questions collect information about respondents' perceptions of the services their local authorities provide, and whether they feel able to access information and influence decisions. The results can be compared across local authorities in Wales. They will be used by the Welsh Government and other organisations to understand the effects of the reforms.   | It is important to note that these questions are opinion questions. See guidance on opinion questions on p.10.  |
| PsChildAtt<br>PsWhich<br>PsFeePay<br>PsSchSat<br>PsWellR<br>PsPrepStg<br>PsHigh       | Primary schools   | To collect information on parents' views of their children's primary schools. The focus is on schools that are funded by the Welsh Government (via local authorities), so the questions are only asked if the child attends a school that receives state funding<br><br>PsWhich is asked to compare parental satisfaction with other data about school performance (e.g. Estyn inspections, exam results). The information is not used to identify individuals in any way. | If more than one child (aged 4-12) is eligible for these questions, CAPI will randomly select one of the eligible children. We only ask about one child so that we can keep interview time to a minimum.<br><br>Please make clear to respondents that they should <b>only answer in relation to the child randomly selected.</b><br><br>There is the potential that a respondent will be asked these questions about a child who left primary school last year. In this case, the respondent should <b>think about that child's time at primary school,</b> |

| Variable name  | Section                  | Reason for the question(s)   | Additional notes for interviewers   |
|--|--------------------------|--|---|
|  |                          |  | <p>and you may need to change the tense of the question as appropriate (e.g. “[Name] is happy at his school” → “[Name] was happy at his school”).</p> <p>The questions are not asked of people whose children go to fee-paying schools because the focus is on schools that receive state funding.</p>  |
| <p>SsChildAtt<br/>SsWhich<br/>SsFeePay<br/>SsSchSat<br/>SsWellR<br/>SsPrepStg<br/>SsHigh</p> | <p>Secondary schools</p> | <p>To collect information on parents’ views of their children’s secondary schools. The focus is on schools that are funded by the Welsh Government (via local authorities), so the questions are only asked if the child attends a school that receives state funding.</p> <p>SsWhich is asked to compare parental satisfaction with other data about school performance (e.g. Estyn inspections, exam results). The information is not used to identify individuals in any way.</p> | <p>If more than one child (age 11 – 19) is eligible for these questions, CAPI will randomly select one of the children. We only ask about one child so that we can keep interview time to a minimum.</p> <p>There is the possibility that respondents might be asked questions about both primary or secondary schools for the same child, if the child is aged 11 or 12.</p> <p>If a child does not yet attend secondary school, select ‘No’ (Code 2) at SsChildAtt.</p> <p>There is also the potential that a respondent will be asked these questions about a child who left secondary school last year. In this case, the respondent should think about that child’s time at secondary school, and you may need to change the tense of the question as appropriate (e.g. “[Name] is happy at his school” → “[Name] was happy at his school”).</p> |

| Variable name  | Section                             | Reason for the question(s)  | Additional notes for interviewers   |
|--|-------------------------------------|---|---|
|  |                                     |   | The questions are not asked of people whose children go to fee-paying schools because the focus is on schools that receive state funding.   |
| CCEver<br>CCEverNo<br>CCWho<br>CCFR<br>CCOthHrs<br>CCSatHol<br>CCSatHrs<br>CCSathrsDif | Childcare                           | To find out about the types of childcare people use for 0-4 year olds; how easy people find it to get childcare; and why some people choose not to use childcare. The results will feed into decisions on childcare policy, in particular the childcare offer which will see government funded childcare for 3 and 4 year olds increase from 10 hours to 30 hours a week. | If more than one child is eligible to answer these questions, CAPI will randomly select one child. We're only asking about one child so that we can keep interview time to a minimum. |
| GenHealth  | Core – Health demographic questions | To collect information on people's own assessment of their general health. The information provides context for various health delivery plans and is also used by Public Health Wales. The question allows analysis of results for different groups of people (e.g. do people with different health status have different views of public services?).                     |   |
| HtImpMet<br>HtMet<br>HtImp<br>WtImpMet<br>WtMet<br>WtImp                               | BMI                                 | To assess healthy body weight and obesity levels. The proportion of people making healthy lifestyle choices is a national indicator for the <a href="#">Well-being of Future Generations (Wales) Act 2015</a> . The information is also widely used by other organisations (including the NHS, Public Health Wales, local   |   |

| Variable name  | Section                    | Reason for the question(s)  | Additional notes for interviewers   |
|--|----------------------------|---|---|
|  |                            | government and others) to develop strategies, monitor progress and take action on public health issues.   |   |
| LongIII<br>Disab1-6E<br>DisabLimit1-6E<br>DisabAnoth1-5E | Core – Long-term illnesses | <p>To find out about the levels of long-term health conditions and disability in the population, and how they are changing. Many people have at least one long-standing health condition, and multiple conditions are also common. The questions allow results to be analysed for different groups of people (e.g. do people with health conditions or illnesses have different views of public services?). LongIII is a harmonised ONS question, so the results can be widely compared with those from other government surveys.</p> <p>As with GenHealth, the information provides context for various health delivery plans and is also used by Public Health Wales. The information is not used to identify individuals in any way.</p> | <p>For LongIII, the focus is on long-lasting conditions that are likely to require some level of supervision and treatment, such as diabetes.</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• sensory deficits</li> <li>• non-temporary mobility problems including dyspraxia and cerebral palsy</li> <li>• developmental conditions such as autism and Asperger's syndrome</li> <li>• conditions associated with learning impairment (disability) such as Down's syndrome</li> <li>• dyslexia</li> <li>• asthma</li> <li>• diabetes</li> <li>• heart and other circulatory conditions</li> <li>• respiratory conditions</li> <li>• digestive conditions</li> <li>• anxiety and depression etc. if they have lasted or are expected to last 12 months or more</li> <li>• seasonal conditions such as hay fever which recur and have lasted or are expected to recur in the future</li> <li>• conditions which flare up intermittently, but the exacerbation has a shorter duration than 12 months</li> </ul> |



| Variable name | Section | Reason for the question(s) | Additional notes for interviewers   |
|---------------|---------|----------------------------|---|
|               |         |                            | <ul style="list-style-type: none"> <li>• problems which may not be perceived as serious or are well-controlled and managed by treatment and lifestyle adjustments and do not perceptibly affect day-to-day activities, but are nevertheless long-lasting.</li> </ul> <p>Exclude:<br/>Temporary conditions, however serious they might be.</p> <p>Normal day-to-day activities are those which are carried out by most people on a daily basis, including:</p> <ul style="list-style-type: none"> <li>• washing and dressing,</li> <li>• household cleaning,</li> <li>• cooking,</li> <li>• shopping for essentials,</li> <li>• using public or private transport,</li> <li>• walking a defined distance,</li> <li>• climbing stairs,</li> <li>• remembering to pay bills, and</li> <li>• lifting objects from the ground or a work surface in the kitchen,</li> <li>• moderate manual tasks such as gardening,</li> <li>• gripping objects such as cutlery; and</li> <li>• hearing and speaking in a noisy room.</li> </ul> <p>The answer category 'Yes, a lot', for example, would</p> |

| Variable name   | Section     | Reason for the question(s)   | Additional notes for interviewers   |
|---|-------------|--|---|
|   |             |  | <p>be appropriate for someone usually needing some level of support of family members, friends or personal social services for most normal daily activities.</p> <p><b>Important to note</b><br/>The respondents should answer on the basis of their current extent of activity restriction, taking account of any treatment, medication or other devices such as a hearing aid they may receive or use. For example, if the respondent requires a hearing aid and using the device leads to no restriction to them carrying out their day to day activities, then option 3 'Not at all' should be coded.</p> |
| GpSeenDr<br>GpNSeenDr<br>GpNSeenDr2<br>GpAppoint<br>GpAppEase<br>GpAppDif1-8<br>GpOverSat | GP services | <p>To find out what people think about GP services they have received, including whether they find it easy to get an appointment that suits them, and whether they are satisfied with the care.</p> <p>The Welsh Government has made a commitment to take into account the views of health care users when measuring the performance of the NHS in Wales and the results are used to monitor performance against the Welsh Government's NHS Outcomes Framework. The framework is key to understanding how NHS Wales is doing and</p> | <p>We are only interested in NHS care, <b>not private health services.</b></p> <p>People who have used services outside Wales should still be asked all the health questions. People who live in Wales are the responsibility of the Welsh NHS even if they are treated by the NHS in England or elsewhere.</p> <p>It is important to note that this section includes some opinion questions. See guidance on opinion questions on p.10.</p>  |

| <b>Variable name</b>                  | <b>Section</b>                         | <b>Reason for the question(s)</b>  | <b>Additional notes for interviewers</b>  |
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|                                       |  | to identifying areas of good performance or where changes are needed.  |   |
| HspHadApp<br>HspPatType<br>HspOverSat | Hospital                               | To find out what people think about care they have received in NHS hospitals. The results are used to monitor performance against the Welsh Government's NHS Outcomes Framework. The framework is key to understanding how NHS Wales is doing and identifying areas of good performance or where changes are needed.   | It is important to note that this section includes some opinion questions. See guidance on opinion questions on p.10. |
| NonGPServs                            | Non-GP primary care services           | A key aim of the Welsh Government's national primary care plan is for people to have timely access to the right care from the right person. This question asks about the range of primary care services people use. The results can be compared with previous years to find out if use is changing in line with investment in multi-professional primary care teams.                               |   |
| InfoIll<br>InfoLife                   | Health information, advice and support | The Welsh Government aims to improve access not just to GP services, but to wider local health and wellbeing services to provide people with the right care from the right source. This section aims to find out whether people think they are able to access the right information and support when they need it, both when they have a health problem and when making healthy lifestyle choices. |   |
| HlthInt                               | Online information                     | To find out whether, and how, people access  | This section is only asked where respondents  |

| <b>Variable name</b>                          | <b>Section</b>                | <b>Reason for the question(s)</b>  | <b>Additional notes for interviewers</b>   |
|---|-------------------------------|--|--|
| HlthIntSrc<br>HlthIntHow<br>HlthIntTrust      | on health and care            | information online about health and care, and whether they trust the sources they use. The results will provide information on people's current use of digital health information to support the development of a new online health and wellbeing platform.  | previously indicated that they use the internet.<br><br>It is important to note that this section includes some opinion questions. See guidance on opinion questions on p.10.  |
| MedAny<br>MedSide<br>MedSideHelp              | Medicine and side effects     | To find out which health professionals people turn to for advice when they experience side effects of medicine. Pharmacists and NHS Direct can advise people on dealing with side effects. If results indicate that GP or hospital services are being used instead, a publicity campaign may be needed to inform the public about who they should contact in the first instance.   |  |
| ArthBoneType<br>ArthBoneMain<br>ArthBoneTrtmt | Arthritis and bone conditions | Arthritis and musculoskeletal conditions are a leading cause of pain, disability and work loss in Wales. The aim of these questions is to find out the self-reported prevalence of various types of arthritis and bone conditions, and what treatments people use for them. The information will be used to monitor progress against a document currently being developed to provide guidance on treating and managing arthritis and chronic musculoskeletal conditions. The information is not used to identify individuals in any way. | If respondents have reported a type of arthritis or a specific bone condition previously at Disab1-6E, they will be asked at ArthBoneType to confirm which type specifically before being asked the follow-up questions. |
| Denture                                       | Dental health                 | Dental disease is almost entirely preventable.   |  |

| Variable name   | Section | Reason for the question(s)   | Additional notes for interviewers   |
|---|---------|--|---|
| TeethBrushFreq<br>DentReas<br>DentCheckFreq<br>DentAdv<br>TeethImp  |         | The Welsh Government's prevention-based approach encourages people to protect and improve their own oral health. This section will provide information on how people look after their teeth, mouth and gums, and whether they are being given advice during dental visits on how to do this, as they should be. The information will help Welsh Government decide whether current policy is working, and whether any changes are needed.                   |   |
| Veg1<br>Salad<br>Potato<br>Pulses<br>Veg2<br>VegDish<br>Fruit<br>FruitVS<br>FruitS<br>FruitM<br>FruitL<br>FruitVL<br>FruitFrzTin<br>FruitDried<br>FruitDish<br>FruitJuice | Diet    | To help us understand if people are getting their 5 fruit and veg a day.. The proportion of people making healthy lifestyle choices is a national indicator for the <a href="#">Well-being of Future Generations (Wales) Act 2015</a> . The information is also widely used by other organisations (including the NHS, Public Health Wales, local government and others) to develop strategies, monitor progress, and take action on public health issues. | Portion sizes for different food items have been converted to everyday units to make it easier for people to calculate (and monitor) their daily consumption. |
| DnNow, DnOcc,<br>DnEv, DnCond,  | Alcohol | To understand levels of drinking in Wales. These are standard questions asked on   |   |

| Variable name   | Section | Reason for the question(s)   | Additional notes for interviewers |
|---|---------|--|-----------------------------------|
| DnFreq, Dn7d,<br>Dn7dN, DnSame,<br>Dn7dMost, DnType,<br>DnBrMeas,DnBrHalf,<br>DnBrSmc, DnBrLgC,<br>DnBrBot, DnStBrMeas,<br>DnStBrHalf,<br>DnStBrSmC,<br>DnStBrLgC,<br>DnStBrBot, DnSpir,<br>DnSher, DnWineMeas,<br>DnWineBot,<br>DnWineLgG,<br>DnWineStG,<br>DnWineSmG,<br>DnApmeas,<br>DnApSmC,<br>DnApStBot,<br>DnApLgBot, DnOfBr,<br>DnUBrMeas,<br>DnUBrHalf,<br>DnUBrSmC,<br>DnUBrLgC,<br>DnUBrBot,<br>DnOfStBr,<br>DnUstBrMeas,<br>DnUStBrHalf,<br>DnUStBrSmC, |         | <p>several long-running surveys related to health, such as the Health Survey for England (HSE). They allow monitoring of changes in levels of alcohol consumption in Wales and across the UK population over time.</p> <p>The National Survey information is also currently being used to support research linked to the Public <a href="#">Health (Minimum Price for Alcohol) (Wales) Act 2018</a>. The proportion of people making healthy lifestyle choices is also a national indicator for the <a href="#">Well-being of Future Generations (Wales) Act 2015</a>. The information is widely used by other organisations (including the NHS, Public Health Wales, local government and others) to develop strategies, monitor progress, and take action on public health issues.</p> |                                   |

| Variable name  | Section           | Reason for the question(s)  | Additional notes for interviewers   |
|--|-------------------|---|---|
| DnUStBrLgC,<br>DnUStBrBot,<br>DnOftSpir, DNUSpir,<br>DnOftSher DnUSher,<br>DnOftWine DnUWine,<br>DnUWineMeas,<br>DnOftApop,<br>DnUApopMeas,<br>DnUApopSmC,<br>DnUApopStBon,<br>DnUApopStBot,<br>DnmUApopLgBot; |                   |   |   |
| Smoke<br>EcigEv<br>EcigNow<br>EcigOft  | Smoking           | To find out about levels of smoking and use of e-cigarettes. The proportion of people making healthy lifestyle choices (including not smoking) is a national indicator for the <a href="#">Well-being of Future Generations (Wales) Act 2015</a> . The information is also widely used by other organisations (including the NHS, Public Health Wales, local government and others) to develop strategies, monitor progress, and take action to help people make healthy choices. | <b>Include</b><br>Only ordinary tobacco which is smoked.<br><br><b>Exclude</b><br>Snuff, tobacco or tobacco products that are chewed or sucked, and herbal tobacco. |
| Walk<br>WalkTime<br>WalkPace<br>WalkSweat<br>ModAct<br>ModActTime  | Physical activity | To find out about different types of physical activity – walking, moderate and vigorous activity – done in the last 7 days. The proportion of people making healthy lifestyle choices (including taking regular exercise) is a national indicator for the <a href="#">Well-</a>   |   |

| Variable name                            | Section          | Reason for the question(s)  | Additional notes for interviewers  |
|--|------------------|---|--|
| VigAct<br>VigActTime                     |                  | <a href="#">being of Future Generations (Wales) Act 2015</a> .<br>The information is also widely used by other organisations (including the NHS, Public Health Wales, local government and others) to develop strategies, monitor progress, and take action on public health issues.  |  |
| AtFrqBke<br>AtFrqWIk                     | Active travel    | To find out whether people walk or cycle as a means of transport (e.g. to get to work). The results are used to monitor progress against the Active Travel (Wales) Act 2013, which encourages people to walk and/or cycle as part of their daily routine (e.g. adults travelling to work or children travelling to school).   |  |
| WgOverSat<br>WgSeeHear<br>WgList         | Welsh Government | To find out what people think about the Welsh Government. The questions are important for monitoring how the Welsh Government is doing.<br><br>WgOverSat is taken from the European Social Survey, a large-scale survey that has been running across Europe since 2002. This means that the results for Wales from the National Survey can be compared with those from over 30 other countries across Europe. | It is important to note that these are opinion questions. See guidance on opinion questions on p.10. |
| TxMstCtrl<br>TxHrdOf<br>TxInc<br>TxIncWG | Tax devolution   | These questions identify which taxes the respondent has previously heard of and who, in the respondent's view, has the most control over the levels of these taxes. They establish  |  |



| Variable name  | Section   | Reason for the question(s)  | Additional notes for interviewers   |
|--|---|---|---|
| TxIncXWG<br>TxVAT<br>TxVATWG<br>TxVATXWG<br>TxCoun<br>TxCounWG<br>TxCounXWG<br>TxStmp<br>TxStmpWG<br>TxStmpXWGH<br>TxAlc<br>TxAlcWG<br>TxAlcXWGH<br>TxAir<br>TxAirWG<br>TxAirXWG<br>TxLnd<br>TxLndWG<br>TxLndXWG |   | the degree of control the respondent thinks the Welsh Government has over the levels of these taxes. Stamp duty, land tax and landfill tax were devolved to the Welsh Government from April 2018, and a part of income tax will be devolved from April 2019. Information on public awareness of tax devolution will help assess the effectiveness of the Welsh Treasury's communication and engagement strategy and inform its development in the future. |   |
| ADHol<br>ADDec<br>ADIns<br>ADMon<br>ADFur<br>FinBillCredNP<br>ADRep<br>ADSelf<br>ADHeat  | Core – Household material deprivation (non-pensioner) | To find out whether people are able to afford everyday goods and activities. The Welsh Government's Child Poverty Strategy and Tackling Poverty Action Plan provide the framework for improving the outcomes of low income households in Wales. They aim to reduce poverty, especially persistent poverty amongst some of our poorest people and communities, and also to reduce the likelihood   | This is the core set of household material deprivation questions, asked of all non-pensioner respondents (defined by age). They are also asked of pensioners who are parents/guardians of dependent children (to allow calculation of a child deprivation measure).<br><br>A material deprivation score is calculated for the respondent on the basis of their responses to these |

| Variable name  | Section   | Reason for the question(s)  | Additional notes for interviewers  |
|--|---|---|--|
|  |   | <p>that people will become poor. One way of measuring poverty is through asking questions on material deprivation. Material deprivation questions are designed to capture the consequences of long-term poverty on households, rather than short-term financial strain.</p> <p>The results will be used to monitor progress against the <a href="#">Well-being of Future Generations (Wales) Act 2015</a>. They also allow analysis of other survey results for different groups of people (e.g. do people who are materially deprived have different views on public services than people who are not material deprived?).</p> | <p>questions.</p> <p>If the respondent has a borderline score, they are asked additional questions. The reason for taking this approach is so we ask the fewest questions possible to work out whether a household is deprived. If the household is clearly deprived or not deprived, based on their answers to the first few questions, then there is no need to ask the extra questions.</p> <p>The questions ask for the respondent's own interpretation – the answers are opinions.</p>  |
| OACook<br>OAHome<br>OADamp<br>OAWarm<br>FinBilCredP<br>OA Taxi<br>OAHair<br>OAFrnd<br>OACookNt<br>OAHomeNt<br>OADampNt<br>OAWarmNt | Core – Household material deprivation (pensioner) | <p>To find out whether people are able to afford everyday goods and activities. A separate set of material deprivation questions is used for pensioners. This is because, when asked the standard material deprivation questions, pensioners are much more likely to say that they don't need any items that they don't have. The pensioner material deprivation questions were developed to be a more accurate measure of material deprivation for this group. The rationale and approach for asking the questions is the same as for the non-pensioner</p>  | <p>This is the core set of household material deprivation questions for pensioners (defined by age). A material deprivation score is calculated for the respondent on the basis of their responses to these questions.</p> <p>If the respondent has a borderline score, they are asked additional questions. The reason for taking this approach is so we ask the fewest questions possible to work out whether a household is deprived. If people are clearly deprived or not deprived, based on their answers to the first few</p> |

| Variable name   | Section                           | Reason for the question(s)   | Additional notes for interviewers  |
|---|-----------------------------------|--|--|
| OATaxiNt<br>OAHairNt<br>OAFrndNt<br>OAMeal<br>OAOut<br>OAHolt<br>OAHeat<br>OAPhon<br>OACoat<br>OAExpns<br>OAHowPy<br>MealNt<br>Outnt<br>HolNt<br>HeatNt<br>PhonNt<br>CoatNt |                                   | questions (see above).   | <p>questions, then there is no need to ask the extra questions.</p> <p>The questions ask for the respondent's own interpretation – the answers are opinions.</p> <p><b>OACook</b> – If respondent queries whether this question means buying a new cooker, please reply that it means “Either buying a new one, or a second hand one.”</p> <p><b>OAOut</b> – Going out socially includes: meeting up with people socially outside the home, going for a meal, going into town etc. Going out socially also includes meeting with people in others' homes – providing the respondent is leaving their own home. For the questions about why people don't have particular items, note that the response categories are multi-code – respondents can select as many items as apply to them.</p> |
| CDCoat<br>CDEqp<br>CDCel<br>CDAct<br>CDLes<br>CDVeg<br>CDBed<br>CDTea   | Core – Child material deprivation | A further set of material deprivation questions is asked of all parents/guardians of children (aged under 16, or 16-19 and in full-time education) to capture levels of child material deprivation. The rationale and approach for asking the questions is the same as for the household material deprivation questions (see above). | <p>This is the core set of child material deprivation questions. They are asked if the respondent is a legal guardian of a child in the household. A child material deprivation score is calculated on the basis of the legal guardian's responses to these questions. If the score is borderline, they are asked additional questions.</p> <p>Respondents are asked to think of all of their</p>  |

| Variable name   | Section          | Reason for the question(s)   | Additional notes for interviewers   |
|---|------------------|--|---|
| CDPlay<br>CDTrp   |                  |  | <p>dependent children when answering these questions. Cases may arise, however, where one child 'has' and one 'cannot afford', or one 'doesn't need' and one 'cannot afford'. In these cases, priority coding is necessary. The priority will ALWAYS be 'cannot afford'. The priority order is:</p> <ol style="list-style-type: none"> <li>1. cannot afford,</li> <li>2. doesn't need,</li> <li>3. (all) have.</li> </ol> <p>If the respondent's answer doesn't allow you to distinguish between code 2 and 3, ask "Which answer from the card best applies to you?"</p> <p>The questions ask for the respondent's own interpretation – the answers are opinions.</p> |
| WelfUC<br>UCHousYN<br>RentArrs<br>RentArrsWhy<br>UCRentAPA<br>UCRentWho | Universal credit | <p>The UK Government is currently rolling out Universal Credit – a significant change, merging six of the main means-tested benefits into a single benefit. These questions aim to find out how people are managing to meet housing costs under Universal Credit. It will help the Welsh Government decide whether any additional support is needed to help people affected by welfare reforms in Wales. The information is not used to identify individuals in any way.</p> |   |

| Variable name   | Section                  | Reason for the question(s)  | Additional notes for interviewers |
|---|--------------------------|---|-----------------------------------|
| VolType<br>VolTime  | Volunteering             | To find out whether people volunteer, either formally (clubs and organisations) or informally (caring for family, friends or neighbours). Volunteering is a component of wellbeing and the questions will to be used to measure progress against the <a href="#">Well-being of Future Generations (Wales) Act 2015</a> .  |                                   |
| Carer<br>CarerHrs   | Carers<br>(volunteering) |   |                                   |
| SelfEmp<br>SelfEmpOne<br>JobNo<br>Contract<br>Sector<br>BusAct  | Employment context       | To find out about the type of work a respondent does, to help analyse answers to subsequent questions on employment. For example, the questions will allow analysis of whether people with certain types of work contract are more likely to have opportunities to progress in work or to learn new skills. The information is not used to identify individuals in any way. |                                   |
| PaidAL<br>PaidSick<br>PaidEmChild<br>PaidEmFam<br>PatLv<br>ShParHeard<br>ShParTake<br>WorkPensAv<br>WorkHome<br>WorkPT<br>WorkShare<br>WorkComp | Fair work                | To find out about people's experiences of fair work, including working conditions, flexible working practices, prospects, and participation in decision making. The Welsh Government has committed to promoting fair work and the results will help the Wales Fair Work Commission understand what action is needed to address problems.                                    |                                   |

| Variable name  | Section                 | Reason for the question(s)   | Additional notes for interviewers  |
|--|-------------------------|--|--|
| WorkTerm<br>WorkFlexi<br>WorkLD<br>WorkCareer<br>WorkOrgDec<br>WorkHowDec  |                         |  |  |
| OlderDvpOpp<br>AgeDiscrim  | Ageism                  | <p>To find out whether people have experienced ageism in the labour market. Wales has an ageing workforce with 1 in 3 people of working age projected to be over 50 by 2022. Changes to the state pension age also mean people need to stay in work longer. These results will help the Welsh Government to encourage employers to retain, train and employ older workers.</p> <p>People under the age of 25 will also be asked the question on ageism to find out more about barriers to work for younger people.</p> |  |
| RetCheck<br>RetExp<br>PrePenWhyFut<br>PrePenWhy<br>PostPenWhyFut<br>PostPenWhy<br>PreRetPlans<br>RetFin<br>RetEmplInfo | Planning for the future | <p>To find out about the planning and preparation for retirement done by people over the age of 50. Wales has an ageing workforce with 1 in 3 people of working age projected to be over 50 by 2022. Changes to the state pension age also mean people need to stay in work longer. The results of these questions will help Welsh Government develop policy to enable people to work longer if they wish, and to encourage</p>  | <p>This section is asked of all respondents aged 50 or over who are not retired, or who don't consider themselves to be retired.</p> |

| Variable name   | Section                         | Reason for the question(s)  | Additional notes for interviewers |
|---|---------------------------------|---|-----------------------------------|
|   |                                 | employers to retain, train and recruit older workers.   |                                   |
| SkillDone<br>SkillWant<br>SkillReas<br>RetrainReas<br>SkillDevX   | Work-related skills development | To find out about people's experiences of developing work-related skills and the barriers they face. The results will help Welsh Government decide on actions needed to encourage people and their employers to consider the skills they need and how they can be developed.  |                                   |
| WorkWant<br>LastPaidJob<br>EmpHelpYN<br>EmpHelpNo<br>EmpHelpOrg<br>EmpHelpOrgMain<br>EmpHelpTyp<br>FindWorkX<br>EmpHelpQual<br>FindworkAgeX<br>EmpHelpAware | Employability and support       | To find out about people's experiences of finding work. A new programme, Working Wales, has been introduced to support people of all ages to overcome barriers and develop the skills they need to get and maintain good quality, sustainable employment. The results of these questions will give an indication of how well these changes are working, and whether any further actions are needed. |                                   |
| TravWkPlace<br>TravWkDist<br>TravToWkTimes<br>TravFromWkTimes<br>TravWkMode<br>EmpYr<br>WkModeYr<br>WkModeChan  | Transport                       | Work is under way to improve the public transport system across Wales, including through the South Wales Metro and the North Wales Metro. These questions will provide baseline information on people's use of, and satisfaction with, public transport. The results will support the evaluation of these transport projects over time, and will help to identify                                   |                                   |

| Variable name   | Section            | Reason for the question(s)  | Additional notes for interviewers |
|---|--------------------|---|-----------------------------------|
| BusFreq<br>TrainFreq<br>BusOverSat<br>BusRelSat<br>BusFreqSat<br>TrainOverSat<br>TrainRelSat<br>TrainFreqSat<br>TravPubTransX |                    | lessons for future projects.  |                                   |
| ArtsAttEv<br>ArtsWhy<br>ArtsFreq  | Arts attendance    | To find out how frequently respondents have attended and/or taken part in different types of arts events during their free time or as part of voluntary work. The proportion of people attending or participating in arts, culture or heritage activities at least three times a year is a national indicator for the <a href="#">Well-being of Future Generations (Wales) Act 2015</a> . These results will be used to monitor progress against the indicator. |                                   |
| ArtsPart<br>ArtsPartWhy<br>ArtsPartFreq   | Arts participation |   |                                   |
| HeritAtt<br>HeritWhy<br>HeritFreq   | Hertiage           | To find out how frequently respondents have visited heritage sites during their free time or as part of voluntary work. As above, the results will be used to monitor progress against the national indicator on participating in arts, culture or heritage activities.   |                                   |
| MusAtt<br>MusWhy<br>MusFreq   | Museums            | To find out how frequently respondents have visited museums during their free time or as part of voluntary work. As above, the results  |                                   |



| Variable name  | Section  | Reason for the question(s)   | Additional notes for interviewers |
|--|--|--|-----------------------------------|
|  |  | will be used to monitor progress against the national indicator on participating in arts, culture or heritage activities.  |                                   |
| LibAtt<br>LibWhy<br>LibFreq  | Libraries  | To find out how frequently respondents have visited a public library during their free time or as part of voluntary work. As above, the results will be used to monitor progress against the national indicator on participating in arts, culture or heritage activities.  |                                   |
| ArchAtt<br>ArchWhy<br>ArchFreq   | Archives   | To find out how frequently respondents have visited archives during their free time or as part of voluntary work. As above, the results will be used to monitor progress against the national indicator on participating in arts, culture or heritage activities.  |                                   |
| SWFilter<br>SWFilterLD<br>OAct4W<br>OAct4wN<br>OActMore<br>OPur4w<br>OPur4wN<br>OPurMore<br>IAct4w<br>IAct4wDan<br>IAct4wGym<br>IAct4wMar<br>IAct4wN | Sports Wales –<br>Current participation<br>and latent demand | To find out which sports people take part in and how frequently they participate, and about unmet demand for participation in sport.<br><br>These questions are used by Sport Wales to monitor trends in sport participation and whether participation levels are different for different groups of people. The results will be used to help shape sport, health and education policies, and feed into decisions about investment in sport. The information is also used by other public organisations, such as local authorities and the National Governing |                                   |

| Variable name   | Section  | Reason for the question(s)   | Additional notes for interviewers |
|---|--|--|-----------------------------------|
| IActMore<br>IActMoreDan<br>IActMoreGym<br>IActMoreMar   |  | Bodies of Sport.   |                                   |
| ClubMem<br>ClubNum<br>ClubName<br>ClubPur<br>ClubSport<br>ClubPart<br>ClubPartSport<br>ClubMemTyp<br>ClubFreqCoa<br>ClubFreqCoaWL | Sport Wales –<br>Sports club<br>membership           | <p>To find out about how people participate in sport. The questions cover sports club membership, including the types of clubs or activities people have been involved in and whether they have received coaching.</p> <p>The questions help Sport Wales to understand what sports are being offered to, and taken up, by people in Wales. They are used to monitor trends in sport participation and whether participation levels are different for different groups of people. The results will be used to help shape sport, health and education policies, and feed into decisions about investment in sport.</p> |                                   |
| SportMore   | Sport Wales –<br>Encouraging future<br>participation | <p>To understand the motivations for and barriers to sports participation among adults, and whether there is variation between different groups of people.</p> <p>Sport Wales will use the results to consider actions to encourage participation in sport. They will help shape sport, health and education policies, and feed into decisions</p>   |                                   |

| Variable name   | Section                             | Reason for the question(s)  | Additional notes for interviewers  |
|---|-------------------------------------|---|--|
|   |                                     | about investment in sport.  |  |
| SportSchEnj<br>SportSchReg  | Sport Wales –<br>School experiences | To find out about experience of sport at school to allow analysis of its relationship with current participation in sport. The results will be used to feed into education and sport policy.  |  |
| ActRecent<br>ActEnjoy<br>ActEnjoyLast<br>ActEnjoyMore   | Sport Wales –<br>Enjoyment of sport | Sport Wales' goal is for people to enjoy sport. These questions aim to find out what types of things have or could make people's experiences of sport enjoyable. The results will be used to identify actions that could be taken to increase enjoyment of sport. |  |
| SportVolClub<br>SportVolDri<br>SportVolClub1<br>SportVolClub2<br>SportVolAct1<br>SportvolAct2<br>SportVolAge<br>SportVolFreq<br>SportVolHrs<br>SportVolCoa<br>SportVolCoaWL | Sport Wales –<br>Volunteering       | To find out whether people have helped with sports activities on a voluntary basis. The results will provide information about the workforce required to encourage sport participation in Wales.  | The respondent's path through the sport volunteering section is dependent on whether they have said that they volunteer with a sports club at VolType (code 6).  |
| SCAccept<br>AXSCAccept  | CASI acceptance                     | To check whether the respondent is happy to proceed with the CASI questions.  | CASI allows respondents to answer more sensitive questions themselves, directly in the computer, rather than answering out loud for the interviewer to record. This can make respondents feel more comfortable answering these questions and can help improve the quality of data collected. |

| Variable name  | Section                                | Reason for the question(s)  | Additional notes for interviewers   |
|--|--|---|---|
|  |  |   | The self-completion mode is the 'default' option for completing these sections. Only in exceptional circumstances where, for example, the respondent can't complete the section themselves due to a health condition (e.g. tremor, eyesight problems) or because they can't read, you can offer to continue the sections in CAPI mode. Try to encourage the respondent to use CASI as much as possible. |
| InPrac<br>CASIPra1-5<br>EndPrac  | CASI training module                   | Asked to allow the respondent to practice using the computer before answering the survey questions.   |   |
| LoneEmp<br>LoneMiss<br>LoneRej<br>LoneRely<br>LoneTrust<br>LoneClose   | CASI – Loneliness                      | To find out about respondents' social and emotional support. The results will feed into decisions on how to improve people's wellbeing. The proportion of people who are lonely is also a national indicator for the <a href="#">Well-being of Future Generations (Wales) Act 2015</a> . These results will be used to monitor against the indicator. |   |
| SmackAgree<br>SmackChanAgree<br>SmackChanDisagree<br>SmackHarmSelf<br>SmackHarmAnoth<br>SmackOOC<br>SmackPun | CASI – Physical punishment of children | The Welsh Government is proposing new legislation on smacking children. The aim of these questions is to provide baseline information on people's views before the new legislation is introduced.   | It is important to note that these are opinion questions. See guidance on opinion questions on p.10. It is for the respondent to decide what each of the statements means to them, and therefore whether they agree or not. Do not prompt.  |
| IncResp  | CASI – Banded                          | These brief questions ask respondents to  |   |

| <b>Variable name</b>  | <b>Section</b>                                    | <b>Reason for the question(s)</b>  | <b>Additional notes for interviewers</b>   |
|-----------------------|---|--|--|
| IncAnoth1-5           | income questions                                  | indicate their own income bracket, and where the respondent is a HRP or their spouse/partner, to indicate the income brackets of other adult household members. The results allow analysis for different groups of people (e.g. do people with different income levels have different views of public services?). Like all survey answers, the information provided is kept confidential and is not used to identify individuals or households in any way. |  |
| WorkDisc<br>WorkBul   | CASI –<br>Discrimination and<br>bullying          | These questions are linked with the section on fair work and are asked in CASI due to their sensitivity. The Welsh Government has committed to promoting fair work and the results of these questions will provide the Wales Fair Work Commission with information on what action it needs to take.  |  |
| Pregnant              | CASI – Pregnant                                   | This question is needed to ensure pregnant women are excluded from calculations of Body Mass Index (BMI). The information is not used to identify individuals in any way.  | This question used to be part of the BMI section in CAPI, but has been moved to CASI due to its sensitivity. |
| SexOrient<br>Religion | CASI core – Sexual<br>orientation and<br>religion | To allow analysis of results for different groups of people (e.g. do different groups of people have different views of public services?). The information is not used to identify individuals in any way.   |  |
| Recontact             | Core – Recontact                                  | To find out if respondents are willing to be re-contacted in future. They can then be invited to   |  |

| Variable name   | Section                                 | Reason for the question(s)   | Additional notes for interviewers |
|---|---|--|-----------------------------------|
| ReCall2<br>Vouch1<br>ChkName<br>Postname<br>VAddChk<br>VAddr1-4<br>Vpostcode<br>GiveTel<br>PhSTD<br>PhNum<br>EmailV<br>EmailV1<br>Email<br>Thanks | Core – Interviewer<br>check information | <p data-bbox="824 280 1442 312">participate in follow-up research projects.</p> <p data-bbox="824 320 1442 507">A subset of respondents are recontacted for a brief telephone interview to ensure that the interview was carried out correctly. ReCall2 checks that they are content to be recontacted for this purpose.</p> <p data-bbox="824 555 1442 742">The remaining questions are included to obtain contact details so that the respondent can be contacted for follow up projects, to give feedback, to send the voucher, and to share the survey results if requested.</p> |                                   |